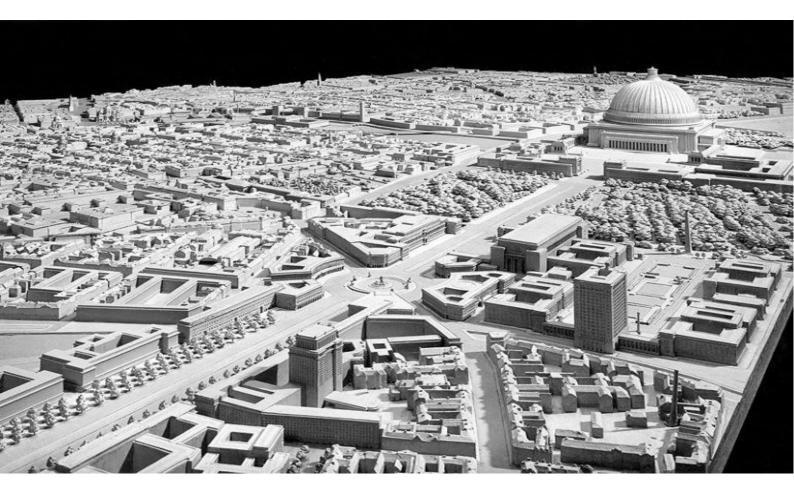**Syllabus**

**[ARCH520_002]**
**Power and Architecture: On Politics in the Urban Space**



**Instructor:  Dr Anwar Jaber**
anwar.jaber@uwaterloo.ca

**Class:** Fridays | 9:30 – 12:20 | Online & In-person

**Office Hours:** By appointment, Friday afternoon

# Table of Contents

# Syllabus

# [ARCH520_002]

# Power and Architecture: On Politics in the Urban Space

## 1. Territorial Acknowledgement

We acknowledge that the School of Architecture is located on the traditional territory of the Neutral, Anishinaabeg and Haudenosaunee peoples. The University is situated on the Haldimand Tract, the land promised to the Six Nations that includes 10 kilometres on each side of the Grand River. (see references here: https://uwaterloo.ca/engineering/about/territorial-acknowledgement)

## 2. Brief Description:

This course will investigate how architecture and urban space can reflect, represent, and embody political power. On one hand, it will focus on cases where architecture and urbanism are used as a tool to build national cities and sites, advance political agendas, and realize national aspirations. On the other hand, it will explore cases where the built environment is destroyed or completely reshaped to oppress communities and minority groups and suppress their voices. We will analyze the processes of architectural and urban design and their socio-political conditions, and we will look closely at projects from around the world that address the following themes: violence, war and memorialization practices, nationalism and national identity, state-building, erasure, (post)colonialism, resistance, and decolonization along with many others.

## 3. Learning Objectives

By the end of the course, students will be able to:

1. Develop an understanding of the relationship between power and architecture.
2. Critically discuss key international projects on national and political levels in relationship to the concept of power.
3. Develop spatial research approaches to architectural/urban projects that are transferable and work within broader socio-political conditions and contexts.
4. Address personal experiences and backgrounds of the students as researchers in the research process of their chosen subject.
5. Write an analytical essay on a related topic that critically engages with the course content.
6. Develop public speaking and analytical thinking through class presentations and discussions.
7. Develop spatial and visual analytical skills through working on spatial analytical projects as required.

## 4. Topics and Schedule

**Note: Bolded readings are mandatory for class discussion and weekly reflections.**

| Week 01 | Sept 10th , 2021 | Introduction |
|---------|------------------|--------------|

| Week 02 | Sept 17th , 2021 | What is the relationship between power and architecture? |
|---------|------------------|--------------|

**Foucault, M. (2005). Panopticism. In N. Leach (Ed.),** *Rethinking Architecture: A Reader in Cultural Theory* **(pp. 336–347). Routledge.**

Dovey, K. (1999). Chapter 1: Power. In *Framing Places: Mediating Power in Built Form*. Routledge.

Deleuze, G. (1992). Postscript on the Societies of Control. *October*, *59*, 3–7.

Minkenberg, M. (2014). Introduction: Power and Architecture. In *Power and Architecture: The Construction of Capitals and the Politics of Space* (pp. 1–30). Berghahn Books.

| Week 03 | Sept 24th , 2021 | Cities and Power |
|---------|------------------|------------------|

**Graham, S. (2004). Cities as Strategic Sites: Place Annihilation and Urban Geopolitics. In S. Graham (Ed.),** *Cities, War and Terrorism: Towards an Urban Geopolitics* **(pp. 31–53). Blackwell Publishing ltd.**

Therborn, G. (2017). *Cities of Power: The Urban, The National, The Popular, The Global*. Verso.

Leuenberger, C. (2016). Mapping Divided Cities and Their Separation Walls: *Jerusalem Quarterly*, *Spring*(65), 86–103.

| Week 04 | Oct 1st , 2021 | State-building and Nationalism |
|---------|----------------|--------------------------------|

**Cinar, A. (2014). State Building as an Urban Experience: The Making of Ankara. In M. Minkenberg (Ed.),** *Power and Architecture: The Construction of Capitals and the Politics of Space* **(pp. 227–260). Berghahn Books.**

Vale, L. (1992). *Architecture, Power and National Identity*. Yale University Press.

Sadow, S. L. (2017). Constructing 'Brasilia am Rhein': National Architecture and Urban Identity in Bonn in the 1960s. *German History*, *35*(3), 431–448.

| Week 05 | Oct 8st , 2021 | Conflict and Contestation |
|---------|----------------|---------------------------|

**Pullan, W. (2011). Frontier urbanism: The periphery at the centre of contested cities.** *The Journal of Architecture*, *16*(1), 15–35.

Weizman, E. (2004). Strategic Points, Flexible Lines, Tense Surfaces, and Political Volumes: Ariel Sharon and the Geometry of Occupation. In S. Graham (Ed.), *Cities, War, and Terrorism: Towards an Urban Geopolitics* (pp. 172–191). Wiley-Blackwell.

| Week 06 | Oct 15th 2021 | Reading Week |
|---------|---------------|--------------|

| Week 07 | Oct 22nd 2021 | Paper Presentations |
|---------|---------------|---------------------|

| Week 08 | Oct 29th 2021 | Memory |
|---------|---------------|--------|

**Cochrane, A. (2006). Making Up Meanings in a Capital City: Power, Memory and Monuments in Berlin.** *European Urban and Regional Studies*, *1*(1), 5–24.

Bevan, R. (2006). The Destruction of Memory: Architecture at War. Reaktion Books.

Bremner, L. J. (2007). Memory, Nation Building and the Post-apartheid City: The Apartheid Museum in Johannesburg. In N. Murray, N. Shepherd, & M. Hall (Eds.), Desire Lines: Space, memory and identity in the post-apartheid city (pp. 85–103). Routledge.

| Week 09 | Nov 5th 2021 | The Politics of the Past I: Heritage |
|---------|--------------|--------------------------------------|

**Cesari, C. D. (2015). Post-colonial Ruins: Archaeologies of political violence and IS.** *Anthropology Today*, *31*(6), 22–26.

Viejo-Rose, D. (2015). Cultural heritage and memory: Untangling the ties that bind. *Culture & History Digital Journal*, *4*(2), e018–e018.

Harrison, R. (2010). *Understanding the Politics of Heritage*. Manchester University Press.

| Week 10 | Nov 12th 2021 | The Politics of the Past II: Urbicide and Post-war Reconstruction |
|---------|---------------|------------------------------------------------------------------|

**Coward, M. (2004). Urbicide in Bosnia. In S. Graham (Ed.),** *Cities, War and Terrorism: Towards an Urban Geopolitics* **(pp. 154–171). Blackwell Publishing ltd.**

Bădescu, G. (2017). Post-war Reconstruction in Contested Cities: Comparing Urban Outcomes in Sarajevo and Beirut. In J. Rokem & C. Boano (Eds.), *Urban Geopolitics: Rethinking Planning in Contested Cities* (pp. 17–31). Routledge.

| Week 11 | Nov 19th 2021 | Other Voices: Spatial Resistance and Analysis |
|---|---|---|

**Barclay, A., & Qaddumi, D. (2015, June 23).** *On strategies of spatial resistance in Palestine*. **OpenDemocracy. http://www.opendemocracy.net/opensecurity/ahmad-barclay-dena-qaddumi/on-strategies-of-spatial-resistance-in-palestine**

Sharif, Y. (2017). Architecture of Resistance: Cultivating Moments of Possibility within the Palestinian/Israeli Conflict—Design Research in Architecture. Routledge.

Weizman, E. (2017). Part One: What is Forensic Architecture? In Forensic Architecture: Violence at the Threshold of Detectability (pp. 51–129). Zone Books.

Martin, D., Minca, C., & Katz, I. (2020). Rethinking the camp: On spatial technologies of power and resistance. Progress in Human Geography, 44(4), 743–768.

| Week 12 | Nov 26th 2021 | Final project presentations |
|---|---|---|

| Week 13 | Dec 3rd 2021 | Conclusion & Final project presentations |
|---|---|---|

## 5. Course Requirements and Assessment

| Requirements | | Grade % | Submission |
|---|---|---|---|
| 1. **Assignment I** | | 15% | 20.9.2021 |
| 2. **Final Project** | | | |
| **2.2 PAPER** | | 20% | |
| Short paper + (1-2 slides) 15% | | | 13.10.2021 |
| 2-min presentation 5% | | | 22.10.2021 |
| **2.3 SPATIAL ANALYSIS** | | 30% | |
| A1 sheet 20% | | | 25.11.2021 |
| 7-min Presentation 10% | | | 26.11.2021 & 3.12.2021 |
| 3. **Reading reflections** | | 15% | On-going |
| 4. **In-class participation** | | 20% | On-going |
| 5. **Bonus assignment (optional)** | | 10% | On-going |

## 1. Assignment I: What do architecture and power mean to you?

In this assignment, the students should respond to the following question: 'What do architecture and power mean to you?'

Answers should be submitted **in a visual format**: On an A3 paper, the students should respond to the question **above by providing two to three different images** representing their response to the question. On the same paper, the students should also include no more than a **200-word description** of the images they include. Images could be either obtained from different sources or drawn by the students. Sources of images should also be included.

Optional: Students may want to consider the following themes: ruins, archaeology, destruction, camps, surveillance ... etc.

## 2. Assignment II: Final Project

The final project for this course should be completed in two phases:

1. A research paper + presentation
2. A spatial analytical project + presentation

The students are required to submit a small research paper that would serve as the basis for their final, spatial analytical project in phase two. In this paper, they are expected to set the context for the final project. A context may be a city, a theme, or a collection of events/buildings that are directly related to the course content. For phase two, the students are then expected to choose one aspect of their research paper and spatially analyze it. Such an aspect should be an architectural/urban artifact or a spatial intervention. It could be a particular building from their city, a major destructive/national incident, an urban development, a monument, a spatial intervention (artistic for example), or any other aspect that could be spatially analyzed. For the details of each phase, please see the following paragraphs.

**Phase one: Research Paper**

Please note the following:

a. Papers should be between **1500-2000 words (±10%).**
b. The topic should be directly related to the course content, that is, architecture and power, particularly focusing on political, national powers and the socio-politics of the city.
c. At least three references for the intended research should be from the bibliography list of the course, and 50% should be academic references (books and/or journal papers).
d. Never cite a Wikipedia link in academic work. You could use Wikipedia as a tool to familiarize you with the topic and get you quick access to resources. You should then refer to these resources, check them and cite them. See the link below on 'why I can't use Wikipedia for my assignments?': https://onesearch.library.utoronto.ca/faq/can-i-use-wikipedia-my-assignments
e. You should be referencing the weblinks, movies and other sources properly, just like you cite books. Depending on your referencing style (Harvard, MLA...etc.), please look up how to reference each source your use.
f. Papers should be divided into sub-sections that include the following sections: introduction, the main body (which could be divided into multiple sections), and a final section that indicates what the student will be spatially analyzing in phase two. Papers should also include a bibliography section and a table of content and a main, cover page.

g. The word count includes the main text, footnotes, and citations in the text. It does not include captions of images and the bibliography.

h. Students are encouraged to use figures to explain their ideas. All figures should be numbered, referred to in the text and have captions.

Slides + presentation:
As part of this phase, the students are required to submit their research paper and present it. The presentation should be only two minutes long and should only include 1-2 slides.

**Phase two: Spatial Analysis**

In this phase, the students are required to choose one architectural/urban artifact that relates to their paper and spatially analyze it. The analysis should be architectural and spatial but should also be critical. You could choose to analyze a building, an urban project or a spatial intervention that is intended to reflect, disseminate, and embody power in a political and/or national sense. Or, one that you think IS being powerful in its context and is connected to political/national power. Examples include, but are not limited to: a government establishment, museums, prisons, monuments, a religious facility … etc. In your analysis, you must be convincing, where every aspect of your analysis explains how this building/project is responsive to the course theme.

In your analysis, you should try to answer the following questions:

- Who decided to build/initiate it?
- Who designed/curated it? How were they selected? Who paid for it?
- What is the architectural/spatial concept of the design?
  - What architectural elements were used to reflect this concept (water, light, ornaments, historical elements…etc.)?
- What was the reason to built it?
- Where does it sit? Who chose the location? Why? Any specific reasons for the location?
- How does it connect with the rest of the city?
- What do the people think of the building/initiative?
- Any controversy around it?
- Why did you select it? Why do you think it relates to the concept of power? Why?

**Project Technicalities:**

a. The paper size is A1.
b. You are asked to be creative and use different methods to show your work. Examples include (but are not limited to): storytelling, illustrations, drawings, mapping, text, collage …etc. You are highly encouraged to use as many photos as possible.
c. Possible software to use: Photoshop, Illustrator, or any other software that will help you produce visual content, such as PowerPoint. If the students need help in the technical aspect, the instructor is ready to answer any questions they may have.

Slides + presentation:
As part of this phase, the students are required to present their projects. The presentation should be no more than 7 minutes long.

### 3. Reading Reflections

Students will receive readings from the instructor, which they are required to read before each class. They are also required to write and submit a reflection on these readings. **These reflections should be in the form of one question that the student thinks should be discussed in the class.** Questions will be marked based on how critical they are. They should reflect what you think in an academic, intellectual manner. They should address the assigned weekly reading but could also go beyond and expand to address other related topics. You may also include visual material and references to other work that you think is related to the reading. **Questions should be submitted no later than 1:00 pm every Thursday.**

**Relief policy:** during COVID times, the students are required to submit only 7 reflections during the term.

### 4. In-class participation

Students' attendance is a must, and their participation is part of their assessment. Students are required to ask questions and make comments during the class. Please note that in addition to submitting your coursework, you must attend all the classes on this course. The students are expected to have their microphones and cameras ready for every class. **The base of the discussion will be the questions you submit as your reading reflections**.

Again, Attendance and active participation are mandatory. Lectures take the shape of a seminar course – the instructor will be lecturing but students are highly encouraged to intervene and ask questions.

### 5. Bonus Assignment (Optional)

The students have the option to gain 10 extra grades during the term! To do so, they should prepare a 10-minute presentation on any topic they think is related to the content of the course. The students should contact the instructor to arrange this and book a date.

## 6. Course Delivery Platform and Communication

During blended/remote learning, we will be using additional platforms to deliver, organize and share course content, learning and work. Here is a breakdown of tools we will use in this course:

- **LEARN** – Official communication, work submission, and grade recording and release.
- **MS Teams** – Virtual Hub for the course. Used for organizing course documents, activities and discussions. Students will be added to the course team in the first week of class. Teams will also be used for virtual meetings/classes.

## 7. In-person Activities Planning

If course activities are impacted by a change in restrictions to in-person activities, such as changes in room occupancy limits, the instructor will communicate updated in-person activity plans. These plans may alter student plans for in-person activities. In case of such change, lectures will continue online via Teams and coursework should still be submitted on time. If a student feels they need an extension as a result of the change, they should talk to the instructor ASAP.

If a student needs to self-isolate and attend online, they should let the instructor know.

## 8. Course Time Zone

All dates and times communicated in the document are expressed in Eastern Time. Eastern Standard Time (EST, UTC–05:00) applies November to March and Eastern Daylight Time (EDT, UTC–05:00) applies from March to November.

## 9. COVID-19 Special Statement

Given the continuously evolving situation around COVID-19, students are to refer to the University of Waterloo's developing information resource page (https://uwaterloo.ca/coronavirus/) for up-to-date information on academic updates, health services, important dates, co-op, accommodation rules and other university level responses to COVID-19.

## 10. Student Notice of Recording

The course's official *Notice of Recording* document is found on the course's LEARN site. This document outlines shared responsibilities for instructors and students around issues of privacy and security. Each student is responsible for reviewing this document. All live lectures, seminars and presentations including questions and answers will be recorded and made available through official course platforms (LEARN and/or MS Teams). Students wishing not to be captured in the recordings have the option of participating through the direct chat or question and answer functions in the meeting platforms used.

## 11. Late Work & Late Pass

Assignments that are handed in late will receive an initial penalty of 20% on the first calendar day late and a 5% penalty per calendar day thereafter. After 5 calendar days, the assignment will receive a 0%.

Late Pass: Students are allocated **one** late pass for the term. This allows students to make **one** submission **up to 72 hours** after the stated deadline without penalty and without any request for accommodation. Students are required to communicate with your instructor their intention to use a late pass before the relevant deadline.

Only in the case of a justified medical or personal reason will these penalties be waived, and only if these have been officially submitted to the Undergraduate Student Services Co-Ordinator and accepted by the Undergraduate Office. Students seeking accommodations due to COVID-19, are to follow Covid-19-related accommodations as outlined by the university here: (https://uwaterloo.ca/coronavirus/academic-information#accommodations

## 12. Passing Grades

The standard minimum passing grade in each ARCH course is 50% with the following exceptions: the minimum passing grade is 60% for all studio courses (ARCH 192, ARCH 193, ARCH 292, ARCH 293,

ARCH 392, ARCH 393, ARCH 492, and ARCH 493). Grades below the specified passing grade result in a course failure.

## 13. Mental Health Support

All of us need a support system. We encourage you to seek out mental health supports when they are needed. Please reach out to Campus Wellness (https://uwaterloo.ca/campus-wellness/) and Counselling Services (https://uwaterloo.ca/campus-wellness/counselling-services).

We understand that these circumstances can be troubling, and you may need to speak with someone for emotional support. Good2Talk (https://good2talk.ca/) is a post-secondary student helpline based in Ontario, Canada that is available to all students.

## 14. Equity, Diversity and Inclusion Commitment

The School of Architecture is committed to foster and support equity, diversity and inclusion. If you experience discrimination, micro-aggression, or other forms of racism, sexism, discrimination against 2SLGBTQ+, or disability, there are several pathways available for addressing this:

A) If you feel comfortable bringing this up directly with the faculty, staff or student who has said or done something offensive, we invite you, or a friend, to speak directly with this person. People make mistakes and dealing them directly in the present may be the most effective means of addressing the issue.

B)  you can reach out to either the Undergraduate office, Graduate office, or Director (Anne Bordeleau). If you contact any of these people in confidence, they are bound to preserve your anonymity and follow up on your report.

C) You can choose to report centrally to the Equity Office. The Equity Office can be reached by emailing equity@uwaterloo.ca. More information on the functions and services of the equity office can be found here: https://uwaterloo.ca/human-rights-equity-inclusion/about/equity-office.

D) Racial Advocacy for Inclusion, Solidarity and Equity (RAISE) is a student-led Waterloo Undergraduate Student Association (WUSA) service launching in the Winter 2019 term. RAISE serves to address racism and xenophobia on the University of Waterloo campus with initiatives reflective of RAISE's three pillars of Education and Advocacy, Peer-to-Peer Support, and Community Building. The initiatives include but are not limited to: formal means to report and confront racism, accessible and considerate peer-support, and organization of social events to cultivate both an uplifting and united community.  You can report an incident using their online form.

## 15. Academic integrity, grievance, discipline, appeals & note for students with disabilities

**Academic integrity**: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check the Office of Academic Integrity for more information.]

**Grievance:** A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4. When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

**Discipline:** A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. [Check the Office of Academic Integrity for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline. For typical penalties, check Guidelines for the Assessment of Penalties.

**Appeals:** A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72, Student Appeals.

**Note for students with disabilities:** AccessAbility Services, located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

**Turnitin.com:** Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit the alternate assignment.

## 16. Bibliography

Azzouz, A. (2019). A Tale of a Syrian City at War. *City*, *23*(1), 107–122.

Azzouz, A. (2020). Re-imagining Syria. *City*, *24*(5–6), 721–740.

Bădescu, G. (2017). Post-war Reconstruction in Contested Cities: Comparing Urban Outcomes in Sarajevo and Beirut. In J. Rokem & C. Boano (Eds.), *Urban Geopolitics: Rethinking Planning in Contested Cities* (pp. 17–31). Routledge.

Bakshi, A. (2014). Urban Form and Memory Discourses: Spatial Practices in Contested Cities. *Journal of Urban Design*, *19*(2), 189–210.

Barclay, A., & Qaddumi, D. (2015, June 23). *On strategies of spatial resistance in Palestine*. OpenDemocracy. http://www.opendemocracy.net/opensecurity/ahmad-barclay-dena-qaddumi/on-strategies-of-spatial-resistance-in-palestine

Bekker, S. B., Therborn, G., & Codesria. (2012). *Capital cities in Africa: Power and Powerlessness*. HSRC Press.

Bevan, R. (2006). *The Destruction of Memory: Architecture at War*. Reaktion Books.

Bremner, L. J. (2007). Memory, Nation Building and the Post-apartheid City: The Apartheid Museum in Johannesburg. In N. Murray, N. Shepherd, & M. Hall (Eds.), *Desire Lines: Space, memory and identity in the post-apartheid city* (pp. 85–103). Routledge.

Cesari, C. D. (2010). Creative Heritage: Palestinian Heritage NGOs and Defiant Arts of Government. *American Anthropologist*, *112*(4), 625–637.

Cesari, C. D. (2015). Post-colonial Ruins: Archaeologies of political violence and IS. *Anthropology Today*, *31*(6), 22–26.

Cesari, C. D. (2017). Museums of Europe: Tangles of Memory, Borders, and Race. *Museum Anthropology*, *40*(1), 18–35.

Cinar, A. (2014). State Building as an Urban Experience: The Making of Ankara. In M. Minkenberg (Ed.), *Power and Architecture: The Construction of Capitals and the Politics of Space* (pp. 227–260). Berghahn Books.

Cochrane, A. (2006). Making Up Meanings in a Capital City: Power, Memory and Monuments in Berlin. *European Urban and Regional Studies*, *1*(1), 5–24.

Coward, M. (2004). Urbicide in Bosnia. In S. Graham (Ed.), *Cities, War and Terrorism: Towards an Urban Geopolitics* (pp. 154–171). Blackwell Publishing ltd.

De Cesari, C. (2020). Heritage beyond the Nation-State?: Nongovernmental Organizations, Changing Cultural Policies, and the Discourse of Heritage as Development. *Current Anthropology*, *61*(1), 30–56.

Deleuze, G. (1992). Postscript on the Societies of Control. *October*, *59*, 3–7.

Dovey, K. (1999). *Framing Places: Mediating Power in Built Form*. Routledge.

Dovey, K. (2010). *Becoming Places: Urbanism/Architecture/ Identity/Power*. Routledge.

Egreteau, R. (2017). Power, cultural nationalism, and postcolonial public architecture: Building a parliament house in post-independence Myanmar. *Commonwealth & Comparative Politics*, *55*(4), 531–550.

Elleh, N. (2002). *Architecture and Power in Africa*. Praeger.

Forest, B., & Johnson, J. (2011). Monumental Politics: Regime Type and Public Memory in Post-Communist States. *Post-Soviet Affairs*, *27*(3), 269–288.

Foucault, M. (1997). Space, Knowledge and Power (Interview conducted with Paul Rainbow). In N. Leach (Ed.), *Rethinking Architecture: A reader in cultural theory* (pp. 347–357). Routledge.

Foucault, M. (2005). Panopticism. In N. Leach (Ed.), *Rethinking Architecture: A Reader in Cultural Theory* (pp. 336–347). Routledge.

Foucault, M. (2007). *Security, Territory, Population: Lectures at the College De France, 1977 - 78*. Springer.

Graham, S. (2004). Cities as Strategic Sites: Place Annihilation and Urban Geopolitics. In S. Graham (Ed.), *Cities, War and Terrorism: Towards an Urban Geopolitics* (pp. 31–53). Blackwell Publishing ltd.

Harrison, R. (2010). *Understanding the Politics of Heritage*. Manchester University Press.

Hirst, P. (2005). *Space and Power: Politics, War and Architecture*. Polity.

Huttenbach, H. R. (1998). Whither Kazakstan? Changing capitals: From Almaty to Aqmola/Astana. *Nationalities Papers*, *26*(3), 581–587.

Koch, N. (2010). The Monumental and the Miniature: Imagining 'modernity' in Astana. *Social & Cultural Geography*, *11*(8), 769–787.

Larkin, C. (2010). Remaking Beirut: Contesting Memory, Space, and the Urban Imaginary of Lebanese Youth. *City & Community*, *9*(4), 414–442.

Ledanff, S. (2003). The Palace of the Republic versus the Stadtschloss: The Dilemmas of Planning in the Heart of Berlin. *German Politics & Society*, *21*(4 (69)), 30–73.

Leibowitz, V. (n.d.). *Making Memory Space: Recollection and Reconciliation in Post Apartheid South African Architecture*. 138.

Leuenberger, C. (2016). Mapping Divided Cities and Their Separation Walls: *Jerusalem Quarterly*, *Spring*(65), 86–103.

Loeffler, J. C. (1998). *The Architecture of Diplomacy: Building America's Embassies*. Princeton Architectural Press.

Mabin, A. (2012). South African Capital Cities. In S. B. Bekker & G. Therborn (Eds.), *Capital cities in Africa: Power and powerlessness / edited by Simon Bekker and Göran Therborn.* (pp. 167–191). HSRC Press

Makdisi, S. (1997). Laying Claim to Beirut: Urban Narrative and Spatial Identity in the Age of Solidere. *Critical Inquiry*, *23*(3), 661–705.

Martin, D., Minca, C., & Katz, I. (2020). Rethinking the camp: On spatial technologies of power and resistance. *Progress in Human Geography*, *44*(4), 743–768.

Minkenberg, M. (2014). Introduction: Power and Architecture. In *Power and Architecture: The Construction of Capitals and the Politics of Space* (pp. 1–30). Berghahn Books.

Moser, S. (2010). Putrajaya: Malaysia's New Federal Administrative Capital. *Cities*, *27*(4), 285–297.

Parker, G. (2014). *Power in Stone: Cities as symbols of empire*. Reaktion Books.

Peteet, J. (2005). Words as interventions: Naming in the Palestine – Israel conflict. *Third World Quarterly*, *26*(1), 153–172.

Parkinson, A., Scott, M., & Redmond, D. (2017). Revalorizing colonial era architecture and townscape legacies: Memory, identity and place-making in Irish towns. *Journal of Urban Design*, *22*(4), 502–519.

Perović, M. R., & Žegarac, Z. (2000). The destruction of an architectural culture: The 1999 bombing of Belgrade Perovic and Zegarac. *Cities*, *17*(6), 395–408.

Pullan, W., Misselwitz, P., Nasrallah, R., & Yacobi, H. (2007). Jerusalem's Road 1. *City*, *11*(2), 176–198.

Pullan, W. (2011). Frontier urbanism: The periphery at the centre of contested cities. *The Journal of Architecture*, *16*(1), 15–35.

Pullan, W. (2013). Conflict's Tools. Borders, Boundaries and Mobility in Jerusalem's Spatial Structures. *Mobilities*, *8*(1), 125–147.

Rankin, E., & Schmidt, L. (2009). The Apartheid Museum: Performing a Spatial Dialectics. *Journal of Visual Culture*, *8*(1), 76–102.

Sadow, S. L. (2017). Constructing 'Brasilia am Rhein': National Architecture and Urban Identity in Bonn in the 1960s. *German History*, *35*(3), 431–448.

Sharif, Y. (2017). *Architecture of Resistance: Cultivating Moments of Possibility within the Palestinian/Israeli Conflict—Design Research in Architecture*. Routledge.

Sternberg, M. (2017). Transnational urban heritage? Constructing shared places in Polish–German border towns. *City*, *21*(3–4), 271–292.

Stevens, Q. (2015). Masterplanning public memorials: An historical comparison of Washington, Ottawa and Canberra. *Planning Perspectives*, *30*(1), 39–66.

Therborn, G. (2015). Cities and Power. *International Journal of Urban Sciences*, *19*(1), 1–6.

Therborn, G. (2017). *Cities of Power: The Urban, The National, The Popular, The Global*. Verso.

Vale, L. (2011). The Temptations of Nationalism in Modern Capital Cities. In D. E. Davis & N. L. de Duren (Eds.), *Cities and Sovereignty: Identity Politics in Urban Spaces* (pp. 196–206). Indiana University Press.

Vale, L. (2014). Capital Architecture and National Identity. In M. Minkenberg (Ed.), *Power and Architecture: The Construction of Capitals and the Politics of Space* (pp. 31–52). Berghahn Books.

Viejo-Rose, D. (2015). Cultural heritage and memory: Untangling the ties that bind. *Culture & History Digital Journal*, *4*(2), e018.

White, L. (2012). Imagining the nation: Signifiers of national capital status in Washington, DC and Canberra. *Current Issues in Tourism*, *15*(1–2), 121–135.

Weizman, E. (2004). Strategic Points, Flexible Lines, Tense Surfaces, and Political Volumes: Ariel Sharon and the Geometry of Occupation. In S. Graham (Ed.), *Cities, War, and Terrorism: Towards an Urban Geopolitics* (pp. 172–191). Wiley-Blackwell.

Weizman, E. (2017). Part One: What is Forensic Architecture? In *Forensic Architecture: Violence at the Threshold of Detectability* (pp. 51–129). Zone Books.

Yacobi, H. (2016). Form follows metaphors: A critical discourse analysis of the construction of the Israeli Supreme Court building in Jerusalem. *The Journal of Architecture*, *21*(5), 774–794.