Course Outline

[ARCH 684_002]
Divided Cities: The Politics of Mapping and Design

Instructor: Dr Anwar Jaber
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Class details: Tuesdays, 9:00 - 11:50 a.m., online

Photo: Jerusalem – a view from the Israeli
Pizgat Ze'ev onto Palestinian Hizma (Pullan, 2011)

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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. Course Description

This course investigates the urban fabric of cities experiencing extreme levels of conflict in Europe, the Middle East and Africa. It explores the urban transformation of 'divided cities', and the experience – as well as the response of – the urban communities under conflict. While urban conflicts may reformulate, destroy and interrupt urban lives, investigating divided cities could offer a lens through which we can understand the wider socio-political conditions as well as the role of architecture and urban environment in urban conflicts. Such investigation does not undermine the unique characteristics, histories and different urban contexts of divided cities. In fact, it sheds new light on the nature of conflict and how it relates to cities, architecture and urban form. The course thus introduces spatial research approaches to cities facing extreme levels of conflict. It raises the question of mapping as a political tool, as well as the question of design and architectural interventions in such highly-charged cities like Jerusalem, Belfast, Berlin, Beirut, Sana'a, Aleppo, Nicosia and others.

Key course themes:

1. Cities as targets in conflicts, and how they absorb conflicts.
2. Divisive urban infrastructure – walls, borders, boundaries, street networks, buildings and beyond.
3. The power of mapping.
4. Camps as a tool of control.
5. Urban boundaries and frontier urbanism.

3. Learning Objectives

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

1. Develop an understanding of the role of the built environment in divided cities in the Middle East, Europe and beyond.
2. Critically discuss key divided cities through addressing their urban characteristics and spatial transformations and socio-political conditions.
3. Address spatial research approaches to cities facing extreme levels of urban conflicts, and the significant role of architects in these cities.
4. Collaborate with colleagues on a joint group project as required.
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.

4. Course Requirements and Assessment

4.1 Grading

Final Essay: 30%	30%
Group presentation I	20%
Group project (poster)	15%
Response papers	15%
Attendance and participation	20%

Note: Please note that a more comprehensive description of these deliverables (including detailed evaluation criteria, submission procedures etc.) will be shared later during the course.

Final Essay: Students are required to write a final essay for this course. It must be based on academic research that they conducted. The word count is 4000 words (±10%). Students will be asked to submit a brief description of their chosen topic early in the course. They will also be asked to submit a draft before their final submission.

Group presentation I: Working in groups, students are required to present on a topic of their own interest that is related to the course. The presentation is expected to be 40 mins long, followed by a 20 mins Q&A session. Students should send at least two references to the instructor 48 hours before the class.

Group project (poster): Using A1 paper, students are asked to choose and analyze a building, an urban project or a city that is directly linked to the course content. This is required to be done in groups. Students are asked to be creative and use different methods to show their work. Examples include (but are not limited to): storytelling, illustrations, drawings, interviews, mapping …etc. During the term, students will also be asked to present on the progress of their poster and will be given feedback from the class. Students will be required to submit a draft of their poster before the final submission.

Response papers: Students will receive weekly readings from the instructor, which they are required to read before each class. They are also required to write and submit their response to these readings. Such a response could be in the form of a reflection of what they read based on their experience/perception. It could also be a critical piece. It should not be longer than one page (400-500 words) and should be submitted 48-24 hours before each class.

Attendance and 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. They are also required to give feedback to their colleagues on their presentations. Please note that in addition to submitting your coursework, you must attend all the classes on this course.

4.2 Submission Deadlines and Group Work

Please note that:
   a. Students will be divided into five groups. *Each group* will have its deadline for the *class presentation*. The instructor will circulate information on group division and presentation slots early in the course.

b. <u>Students will be given time to work on their group projects in the class.</u> By the end of each class, one group will be required to present for 10 mins on the progress of its group project.
c. In the table below, please find deadlines for the final essay and the final poster. Please note that:

    c.1 Essay deadlines are highlighted in orange below, while group project (poster) deadlines are highlighted in yellow.

    c.2 The deadlines marked with a star (*) are fixed and final, while the rest are flexible. Deadlines will be discussed with students early in the course.

Feb 2nd	Poster: topic, key sources, key themes and ideas (No more than two A4)	
*Feb 25th	Essay: topic + 500-600 words description + key sources, key argument + themes (No more than three A4 pages)	Fixed
March 9th	Poster: Draft	
*March 23rd	Essay: Draft I	Fixed
March 30th – April 6th	Essay: Draft return with comments	
*April 6th	Poster: Final submission	Fixed
*April 16th	Essay: Final submission	Fixed

5. Topics & Schedule

Week	Date	Topic
Week 01	Jan 12th, 2021	Introduction: Architecture, Conflict and Cities
Week 02	Jan 19th	Conflict Tools and Infrastructures
Week 03	Jan 26th	The Politics of Mapping
Week 04	Feb 2nd	Memory, Heritage and Conservation in Divided Cities
Week 05	Feb 9th	Guest Speaker: Rana Abu Ghannam, Carleton University
	Feb 16th	Reading week
Week 06	Feb 23rd	Capital Cities Under Conflict
Week 07	March 2nd	Guest Speaker: Professor Wendy Pullan, University of Cambridge
Week 08	March 9th	Urbicide
	March 16th	Pause Days
Week 09	March 23rd	Camps
Week 10	March 30th	Researching Divided Cities: Architectural and Urban Research Methods
Week 11	April 6th	Special lecture: A city in focus
Week 12	April 13th	Wrapping week

6. Remote Course Delivery Platforms & Communication

During 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.
- **WEB-EX** or **MS Teams** – Class-wide virtual meetings. The first class will be on Web-ex.

7. Course Time Zone

All dates and times communicated in the document are expressed in (EST, UTC—5:00). This is the Eastern Time, local time in Waterloo Ontario, Canada.

8. Winter 2021 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.

9. 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.

10. Late Work

Assignments that are handed in late will receive an initial penalty of 5% on the first calendar day late and a 5% penalty per calendar day thereafter. After 5 calendar days, the assignment will receive a 0%. 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/Graduate Student Services Co-Ordinator and accepted by the Graduate/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).

11. 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.

12. Equity, Diversity and Inclusion Commitment

At the School of Architecture, we are committed to foster and support equity, diversity and inclusion. We recognize however, that discrimination does occur, sometimes through an isolated act, but also through practices and policies that must be changed. If you experience discrimination, micro-aggression, or other forms of racism, sexism, discrimination against LGBTQ2S+, or disability, there are different pathways to report them:

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 may also 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.

13. Academic Integrity, grievance, Discipline, Appeals and 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.

14. Selected Bibliography

Please find below a list of selected bibliographies. Please note that required readings for each week will be sent to the students during the course.

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

Bollens, S.A. (2001). City and Soul: Sarajevo, Johannesburg, Jerusalem, Nicosia, *City*, 5 (2), 169-87.

Brown, W., (2010). *Walled States, Waning Sovereignty*. New York: Zone Books.

Calame, J. and Charlesworth, E., (2009). *Divided Cities. Belfast, Beirut, Jerusalem, Mostar, and Nicosia*. Philadelphia: University of Pennsylvania Press.

D. Cosgrove, (1999). Introduction: Mapping Meaning in *Mappings,* ed. D. Cosgrove. University of Chicago Press.

Foucault, M., (2007). Spaces of Security: The example of the town. Lecture of 11th January 1978, *Political Geography,* 26, 48-56.

Graham, S., ed. (2004*). Cities, War and Terrorism: Towards an Urban Geopolitics. Oxford: Blackwell.*

J. B. Harley, (1989). Deconstructing the Map, *Cartographica,* 26(2), pp1-20.

J. Corner, (1999). The Agency of Mapping: Speculation, Critique and Invention in *Mappings,* ed. D. Cosgrove. University of Chicago Press.

Till, J., (2012). The Broken Middle: The spaces of the London riots, *Cities*, 34: 71-74.

Katz, I., (2015). Spreading and concentrating: The Camp as the space of the frontier. *City*, *19*(5), 722-735.

M. Mitchell, (2010). *Learning from Delhi: Dispersed Initiatives in Changing Urban Landscapes.* Ashgate.

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, 125-47.

Pullan, W, (2013). Spatial Discontinuities in Contested Cities. In W. Pullan and B. Baillie, eds., *Locating Urban Conflicts*. London: Palgrave Macmillan.

Pullan, W., M. Dumper, M. Sternberg, C. Larkin & L. Kyriacou, (2013). *The Struggle for Jerusalem's Holy Places*. London: Routledge.

Ramadan, A., (2013). Spatialising the refugee camp. *Transactions of the Institute of British Geographers, 38* (1), 65-77.

Scott, J. (1998). *Seeing Like a State*. New Haven and London: Yale University Press.

Simmel, G., (1997). Bridge and Door, in N. Leach, ed., *Rethinking Architecture* (Routledge, London; German original 1957), 66-69.

Wacquant, L., (2010). Designing urban segregation, *Perspecta: The Yale Architectural Journal*, 43.

Wacquant, L., (2010). Urban Desolation and Symbolic Denigration in the Hyperghetto, *Social Psychology Quarterly*, 73 (3), 215-19.

Yiftachel, O., (2002). The Dark Side of Modernism: Planning as Control of An Ethnic Minority. In Gary Bridge and Sophie Watson, eds., *The Blackwell City Reader*. Malden MA and Oxford: Blackwell, 535-41.

Websites:

https://www.urbanconflicts.arct.cam.ac.uk/

www.conflictincities.org

www.araburbanism.com

Good Luck ☺

Feel free to approach your instructor if you have any questions!