GEOG 4023
Seminar in Special Topics on the City: Cartographies of War (Winter 2026)

Instructor: Jerzy (Jurek) Elżanowski (jerzy.elzanowski@carleton.ca)
Schedule: Tuesdays and Thursdays 14:35–15:55
Office Location and Hours: Dunton Tower 1203, by email appointment
Brightspace: https://brightspace.carleton.ca/d2l/home/365758 (currently inactive)
Course Website: https://carleton.ca/cartographies/courses/

Short Course Description
In this course, we'll take a comparative look at historical and contemporary urban damage cartography in the context of world crisis, focusing on human and other-than-human loss and displacement. We'll examine everything from the destruction of Pompeii and Lisbon, through the London Blitz and the devastation of Warsaw, to current interactive damage mapping in Ukraine, Palestine, Syria, and Sudan. Students will collectively develop an online atlas of war damage, contributing to the work of the international "Cartographies of Loss" research group.

Prerequisites and Preclusions: GEOG 3023, fourth-year Honours standing in Geography or Environmental Studies or BGInS Specialization in Globalization and Environment or permission of the Department.

Learning Outcomes: By the end of this course, you should be able to: analyze damage maps to better understand how people map urban disaster; evaluate the ethical implications of mapping human and other-than-human loss; use digital and AI-assisted tools in transparent and conscientious ways to organize and visualize research material; communicate the results of your research through an online, public-facing atlas.

Texts and Course Materials: I'll be posting course materials throughout the term on Brightspace or in the form of ARES, Google Drive, YouTube, Dropbox, and other internet links at least two weeks in advance. This includes course readings, videos, assignment descriptions, schedules and updates. This is a seminar, so lecture slides won't be posted online. I'll activate the Brightspace page and post the final outline by December 31, 2025.

Cost of Educational Materials: I strongly encourage you to print all course readings and organize them in a binder to form a course journal that you bring to class each week. The cost should not exceed $80, and will likely be much less. Please look into the CUSA free printing service for undergraduates (https://www.cusaonline.ca/freeprinting/). Part of your participation grade will be based on your consistent use of course materials and notes to back up statements made in class. I'll be grading your annotated course binder/journal at the end of term. Students with accommodations, and those who truly feel that they learn better in digital space, are welcome to produce a digital journal. Please let me know which option you intend to pick by the second week of term.

Course Schedule

Classes are held on Tuesdays and Thursdays, 14:35–15:55, unless otherwise noted in Brightspace. *This DRAFT schedule may change to accommodate class needs, guest speakers, workshops, etc. Changes to the schedule and reading list will be posted at least two weeks in advance.*

Week 1

06/01/26 — Introduction to the course outline

- No readings

08/01/26 — War damage maps today: Ukraine, Palestine, Syria, Sudan (workshop)
- Please review damage maps hyperlinked on the course website: https://carleton.ca/cartographies/courses/
- Focus: Do a broad internet search for damage maps of one of the countries listed above and come prepared with links, notes, and reflections

Week 2

13/01/26 – Discussion of the War Damage Atlas assignment

- Re-read the assignment description in the outline and come prepared with questions, concerns, and suggestions.

15/01/26 – Critical assessment of AI as a research tool

- Me + Viv, episode "I'm Viv, An Artificial Intelligence" (Season 1, Episode 1), podcast, hosted by Alexandra Samuel, published November 19, 2025, 36 min., Apple Podcasts, https://podcasts.apple.com/us/podcast/me-viv/id1847891375?i=1000737416674.
- Me + Viv, episode "The Pause" (Season 1, Episode 4), podcast, hosted by Alexandra Samuel, published November 19, 2025, 38 min., Apple Podcasts, https://podcasts.apple.com/us/podcast/me-viv/id1847891375?i=1000737416674.
- Me + Viv, episode "True Crime Heist Musical" (Season 1, Episode 5), podcast, hosted by Alexandra Samuel, published November 26, 2025, 35 min., Apple Podcasts, https://podcasts.apple.com/us/podcast/me-viv/id1847891375?i=1000738526650.
- Alexandra Samuel, "Making 'The Glorious Future', a Rap Battle with Sam Altman on AI Acceleration," *AlexandraSamuel.com*, November 2025, https://www.alexandrasamuel.com/making-the-glorious-future-a-rap-battle-about-sam-altman-and-ai-acceleration.

Week 3

20/01/26 – Overview of course literature and reading strategies

- Please read abstracts from all assigned course readings. If no abstract is available, please read the first one or two paragraphs of the introduction and watch the first 3-5 minutes of assigned video lectures. Prepare detailed notes for discussion, focussing on connections between readings.

22/01/26 – Necropolitics and polycrisis

- Achille Mbembe, Chapter 3, "Necropolitics," in *Necropolitics*, trans. Steven Corcoran (Durham, NC: Duke University Press, 2019), 66–92.
- Excerpts from: Judith J. Rakowski, Linn N. Schaan, Roel van Klink, Iryna Herzon, Adina Arth, Gregor Hagedorn, Julian Rode, Felix Creutzig, Guy Pe'er, "Characterizing the Global Polycrisis: A Systematic Review of Recent Literature," *Annual Review Environment and Resources* 50 (2025):159-183.
- Zoya Masoud, "Of Death and Hope around Heritage Construction," paper presented at Cartographies of Loss: The Afterlives of War, Carleton University, Ottawa, Canada, September 18, 2025.

- Optional additional resource: Achille Mbembe, "The Holberg Lecture by Achille Mbembe: *The Earthly Community*," YouTube video, 1:10:51, June 5, 2024, https://www.youtube.com/watch?v=omx5NuYBxIk.

Assignment reminder: *War damage atlas proposal (10%) due before midnight 23/01/26 (flexible deadline; see table below)*

Week 4

27/01/26 – War damage vs. disaster

- Cynthia A. Kierner, "Introduction," in *Inventing Disaster: The Culture of Calamity* (Chapel Hill, NC: The University of North Carolina Press, 2019), 1-13.

- Rami Msallam, "Mapping the Environmental Turn: Climate, Violence, and the Healing of Post-Conflict Geographies," paper presented at Cartographies of Loss: The Afterlives of War, Carleton University, Ottawa, Canada, September 16, 2025.

29/01/26 – Destruction of Pompeii (79 AD) and Lisbon (1755) as paradigms of urban disaster

- Cynthia A. Kierner, "Catastrophe in the Age of Enlightenment," in *Inventing Disaster: The Culture of Calamity* (Chapel Hill, NC: The University of North Carolina Press, 2019), 69-98.
- Please read letters 6:16 and 6:20 in Pliny, the Younger, and Betty Radice, *The Letters of the Younger Pliny*. Harmondsworth: Penguin Books, 1969.
- Optional reading: Michael Hebbert, "The Long After-Life of Christopher Wren's Short-Lived London Plan of 1666," *Planning Perspectives* 35, no. 2 (March 3, 2020): 231–52.

Week 5

03/02/26 – The emergence of modern war damage cartography in World War One

- Gregory Derek, "Gabriel's Map: Cartography and Corpography in Modern War," in *Geographies of Knowledge and Power*, ed. Peter Meusburger, Derek Gregory, and Laura Suarsana, *Knowledge and Space* 7 (Dordrecht: Springer, 2015).
- Excerpts from: E.C.P. Monson and E. Marsland, Air Raid Damage in London: Being a Record of the Effect of Aircraft Attack on Certain Public and Private Buildings (London, 1923).
- London Museum, "The First World War Air Raids on London," *London Stories*, accessed December 17, 2025, https://www.londonmuseum.org.uk/collections/london-stories/first-world-war-air-raids-london/.

05/02/26 – War damage cartography and World War Two

- Excerpts from:
    - Robin Woolven, "Introduction," in *The London County Council Bomb Damage Maps, 1939–1945*, ed. Ann Saunders (London: London Topographical Society and London Metropolitan Archives, 2005), 1–19.
    - Jerzy Elżanowski and Carmen M. Enss, "Cartographies of Catastrophe: Mapping World War II Destruction in Germany and Poland," *Urban History* 49, no. 3 (August 2022): 589–611.
- London County Council Bomb Damage Map (map index), 1939–1945, London Picture Archive, ref. 346095, https://www.londonpicturearchive.org.uk/view-item?i=343492.
- Jane McArthur, "A Strange Temporality: Duologues from the London Bomb Damage Photograph Archive 1940–1945," paper presented by Ella Chmielewska, Cartographies of Loss: The Afterlives of War, Carleton University, Ottawa, ON, September 15, 2025.

Week 6

10/02/26 – German war damage cartography under National Socialism.

- Niels Gutschow, "Planning the Rebuilding of Bombed Cities in Germany, 1943–1945," in *A Blessing in Disguise: War and Town Planning in Europe, 1940–1945*, edited by Jörn Düwel and Niels Gutschow (Berlin: DOM Publishers, 2013), 142–193.
- Jeffry M. Diefendorf, "Konstanty Gutschow and the Reconstruction of Hamburg," *Central European History* 18, no. 2 (June 1985): 143–169.

12/02/26 – Visit to the Carleton Archives and Special Collections (Gutschow Collection)

Week 7

17/02/26 — Winter break; no class

19/02/26 — Winter break; no class

Week 8

24/02/26 — Architectural violence and the destruction of Warsaw (1939-1945)

- Stanislaw Dziewulski and Stanislaw Jankowski, "The Reconstruction of Warsaw," *The Town Planning Review* 28, no. 3 (1957): 209–21.
- United States Holocaust Memorial Museum, "Warsaw: Maps," *Holocaust Encyclopedia*, https://encyclopedia.ushmm.org/content/en/gallery/warsaw-maps.
- Jerzy Elżanowski, "Ruins, Rubble and Human Remains: Negotiating Culture and Violence in Post-Catastrophic Warsaw," *Public Art Dialogue* 2, no. 2 (2012): 114–46.

26/02/26 — Warsaw: Open discussion and in-class review of primary documents from the instructor's library

Assignment reminder: *Midterm progress report (20%) due before midnight 27/02/26 (moderate deadline; see table below)*

Week 9

03/03/26 — Warsaw: Rubble poking through the skin

- Short excerpts from:
    - Jerzy Elżanowski, "Domesticating Violence: Notes from a Socio-Spatial Incursion into Warsaw's Anthropogenic Stratum," in *Presence/ Absence/ Traces: Contemporary Artists on Jewish Warsaw,* ed. Ewa Chomicka and Agnieszka Pindera (Warsaw: POLIN Museum of the History of Polish Jews, 2016), 164-181.
    - Maria Magdalena Dembek, "Archaeological Fever: Situating Participatory Art in the Rubble of the Warsaw Ghetto," *Holocaust Studies* 26, no. 2 (2020): 198–220.
    - Adam Przywara, "Rubble Warsaw, 1945–1946: Urban Landscaping and Architectural Remains," *IKONOTHEKA* (2018): 121-137.
    - Monika Stobiecka, "In the Shadow of Ruins: Rubble of the Post-War Warsaw," in Shadow Archaeologies: In the Shadow of Antiquity or For Other Modes of Archaeological Worldmaking, ed. Assaf Nativ and Gavin Lucas (London: Routledge, 2026), 259–273.
- Jacek Konik, "Underground City: Archaeology of the Warsaw Ghetto in its Academic, Memorial and Social Context," *Internet Archaeology* 66 (2024), https://doi.org/10.11141/ia.66.16.
- International Holocaust Remembrance Alliance (IHRA), "Warsaw Ghetto Excavations – Archeology," July 19, 2024, https://holocaustremembrance.com/news/warsaw-ghetto-excavations-archeology.

05/03/26 — Discussion of midterm progress reports

Week 10

10/03/26 — Paper City film (the destruction of Tokyo)

- David Fedman and Cary Karacas, "A Cartographic Fade to Black: Mapping the Destruction of Urban Japan during World War II," *Journal of Historical Geography* 38, no. 3 (July 2012): 306–28.

12/03/26 – Discussion of Paper City film + Trees who remember

- David Fedman, "On Memory and Morphology: A Field Guide to Tokyo's Arboreal Archive of Wartime Destruction," paper presented (virtual) at Cartographies of Loss: The Afterlives of War, Carleton University, Ottawa, ON, September 16, 2025.
- Franny Nudelman, "Remnants of the War on Trees: Mapping Ecocide," paper presented at *Cartographies of Loss: The Afterlives of War*, Carleton University, Ottawa, ON, September 16, 2025.
- Introduced in class: Omar Ferwati, "Situating Violence from the Ground Up – Interscalar Evidentiary Cartography," paper presented at Cartographies of Loss: The Afterlives of War, Carleton University, Ottawa, Canada, September 18, 2025.

Week 11

17/03/26 – Chernobyl and the concept of "material witness"

- Susan Schuppli, "Hostile Witness," in *Material Witness: Media, Forensics, Evidence* (Cambridge: The MIT Press, 2020), 61-82.

19/03/26 – Evidentiary/forensic analysis of urban conflict

- Excerpts from: Eyal Weizman, "Only the Criminal Can Solve the Crime," in *The Least of All Possible Evils: Humanitarian Violence from Arendt to Gaza* (London: Verso, 2011), 99-138.
- Eyal Weizman, "Archaeology, Architecture and the Politics of Verticality," in *For Palestine: Essays from the Tom Hurndall Memorial Lecture Group*, ed. Ian Parker (Cambridge: Open Book Publishers, 2023), 123–142.

Week 12
24/03/26 – Discussion of final assignment progress
26/03/26 – Workshop: working towards the atlas

Assignment reminder: *Complete war damage atlas submission (30%) due before midnight 27/03/26 (moderate deadline; see table below)*

Week 13
31/03/26 – Workshop: draft complete submission peer feedback
02/04/26 – Discussion of preparation/coordination for final atlas upload

Week 14
07/04/26 – Course wrap-up and celebration!

Assignment reminder: *Reading binder/journal (5%) due at the end of class 07/04/26 (strict deadline; see table below)*

Exam Session
11/04/26 – 23/04/26

Take-home exam reminder: *Final edit and website upload (15%) due before midnight 23/04/26 (strict deadline; see table below)*

Course Evaluation

Assignment	Component	Deadlines/Dates	Grade Percentage	Notes
War Damage Atlas	Proposal	23/01/26 (F)	10%	Substantial progress to be made between submissions
	Midterm report	27/02/26 (M)	15%	
	Complete draft submission	08/04/26 (M)	30%	
	Final edit and website upload	23/04/26 (S)	15% + 2–5% extra credit for leadership roles	Scheduled as take-home exam
Class participation	Attendance and punctuality	All term	5%	No penalties for up to 3 absences; additional absences due to illness excused on case by case basis - please email before class!
	Reading-based contributions to class and group discussions and workshops, including micro-prompts and weekly questions	All term	15%	Quality of contributions is as important as frequency. Please situate contributions in assigned readings.
	Reading binder/ journal	07/04/26 (S)	10%	Working document

Assignments and Policies

Unless otherwise specified, please submit all assignments in Brightspace before midnight on the due date. Since this is a fourth-year seminar, I try to build in some flexibility around deadlines. The deadlines listed above fall into three categories: Strict (S), Moderate (M), and Flexible (F).

- Strict deadlines can't be missed. Late work won't be accepted unless there's a serious reason, such as illness or an approved accommodation.
- Moderate deadlines come with a 48-hour grace period. After that, I'll deduct 5% per day.
- Flexible deadlines can be negotiated with me, but the work must still be submitted within 7 days of the original date. No further extensions are possible.

Please aim to submit on time and use the grace periods only when you really need them. <u>To use either the 48-hour or 7-day grace period, you must email me at least two days in advance to request an extension and receive permission.</u>

War Damage Atlas (70%–cumulative): You'll collectively produce an online, public-facing resource that documents and analyzes historical and contemporary war damage maps. You'll contribute to this work in one of two ways: by producing an <u>individual, research-based wiki-style atlas entry</u> focused on a specific map, city, conflict, organization, methodology, or technology; or by <u>participating in the collaborative development of the atlas itself</u>, including work on the vision, platform selection, template design, permissions, coordination with other students and research partners, and final editorial tasks. Deadlines and submission components will be similar for both groups, but content will differ. Each component builds on the previous one towards the final product. We'll discuss the assignment options in detail.

Class Participation (30%–cumulative): Participating in class means: a) coming to class regularly and on time; b) being prepared to discuss readings and other assigned material in a thoughtful and informed way; c) actively participating in workshops and activities; c) regularly preparing questions and responding to in-class micro-prompts; d) keeping a reading journal. You'll keep a reading binder/journal throughout the term, either in print or (by arrangement) in digital form. I'll discuss details of all participation components in class.

Extra Credit (2–5%): Students who take a leadership role in designing and implementing the atlas can apply for extra credit by writing a short, one or two paragraph justification at the end of term. Please contact me for details on how to work towards this credit. Extra credit is entirely discretionary and not subject to grade appeal.

Cellphones and Laptops: All cellphones must be silenced and put away before class, unless needed as an assistive tool. I also encourage students to put away laptops and tablets whenever possible, focussing instead on on printed texts, handwritten notes, and full participation. Naturally we'll be pulling out laptops for certain class exercises and workshops, and I'll often be using one to present my screen or run a workshop. As someone with a cognitive disability, I understand that laptops and phones are essential tools for some learners. If you need or want to use your laptop or cellphone in class, please let me know at the start of term.

Formatting requirements: We are preparing a public facing, online atlas, so proper formatting for use in atlas software will be key. All formatting requirements will be communicated in class and/or posted on Brightspace.

Citations: All citations need to be formatted in Chicago Style, 17th ed. The manual is available electronically through the Carleton library webpage: https://www-chicagomanualofstyle-org.proxy.library.carleton.ca/book/ed17/frontmatter/toc.html

Generative AI Policy and Disclosure: We'll be learning about—and using—generative AI creatively in this course. A detailed AI-use policy will be posted on Brightspace after consultation with you. All AI use must be documented. I include my statement on AI use as an example: *I used ChatGPT 5.1 and 5.2 (Plus licence) as an assistive tool to integrate*

information (such as aligning the course schedule, academic calendar, and assignment deadlines) and to shorten or clarify policies I had already written. Apart from the idea of micro-prompts, I didn't use AI to generate any original course content. I'm happy to share relevant ChatGPT conversations.

Course Communications: Please email me using your Carleton accounts *only*. I'll do my best to respond to your emails within 48 hours and ask that you follow the same rule when responding to my queries. I will avoid responding to messages on the weekends or in the evenings. Emails received on Friday will likely be answered the following Monday afternoon.

Copyright, Intellectual Property, and Recordings: All course materials—lectures, videos, discussions, slides, assignments, and anything else shared in this class—are copyright protected and belong to their creator. You may use these materials for your own learning, but you may not copy, post, record, or distribute them in any form without written permission from the copyright holder. Audio or video recording of classes is not permitted without my written consent. Posting, sharing, or selling course materials without permission violates Carleton's Academic Integrity Policy and may also carry legal consequences.

Grade Appeals and Previous Work: For grades appeals processes, please see Carleton's Academic Integrity Policy as well as the registrar's website. You may not re-use previous work without written permission from the instructor.

The following texts are excerpts from Carleton's academic integrity, accommodations, and equity policies.

Academic Integrity: The University Academic Integrity Policy defines plagiarism as "presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own." This includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:
• any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT);
• using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
• using another's data or research findings without appropriate acknowledgement;

- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotation marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty follows a rigorous process for academic integrity and allegations, including reviewing documents and interviewing the student, when an instructor suspects a violation has been committed. Penalties for violations may include a final grade of "F" for the course.

Final Grades: Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Requests for Academic Accommodations: Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request processes, including information about the Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances, are outlined on the Academic Accommodations website (http://students.carleton.ca/course-outline).

Scheduling and Examination Support: Scheduling and Examination Services provides various supports for both in-term and end-of-term tests and exams. Details can be found on the Exam Support website.

Statement on Student Mental Health: As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information please visit Carleton University's Mental Health and Wellness web pages.

Emergency Resources (on and off campus)
https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/