

ENST/GEOG 4007 - Cinema and the Divided City – Fall 2026
Department of Geography and Environmental Studies
Mondays 8:35-11:25



Source: Wim Wenders, *Wings of Desire*, 1987.

Instructor: David Hugill, david.hugill@carleton.ca

Office Hours: Mondays 14:30-15:30, or by appointment

Course Brightspace Page: <https://brightspace.carleton.ca/d2l/home/453052>

1. Course Description

This course considers the spatial, political, social, and economic dimensions of urban division by examining a series of films in which “the city” plays a starring role. Students will explore key concepts in urban geography through close readings of four landmark cinematic productions.

You should expect the following from our work this term:

- **Active Discussion:** This is a discussion-based seminar. It is critical that you do the readings in advance and come to class prepared to discuss their contents. The success of this course hinges on active in-class engagement. The significant weight given to participation (20%) as a portion of the final grade is a reflection of this fact.
- **Challenging material:** The weekly readings (generally about 50-75 pages in length) are challenging. You should start reading at least a few days in advance of the seminar.
- **Timely feedback:** I will do my best to return all assignments within two weeks of submission.

2. Learning Outcomes/Course Objectives

This course aims to give you opportunities to:

- Develop an in depth understanding of key concepts in critical geography
- Consider the political implications of human-driven environmental and climatic changes
- Engage in comradely classroom exchanges
- Develop high-level communication skills

3. Texts & Course Materials

Required texts are available online (via the Ares portal on our course Brightspace page).

4. Course Calendar

Date//Theme	Reading /Viewing
Berlin 1: September 14 // Review of Course Policies + Introductory Lecture	Required - Allen, John (2006). "Ambient Power: Berlin's Potsdamer Platz and the Seductive Logic of Public Spaces." - Bordo, Jonathan (2009). "The Homer of Potsdamerplatz – Walter Benjamin in Wim Wenders's <i>Sky Over Berlin/Wings of Desire</i>, A Critical Topography." - Gandy, Matthew (2022). "Ghosts and Monsters: Reconstructing Nature on the Site of the Berlin Wall." - Kramer, Jane (1988), "Letter from Europe, November 28." - Till, Karen et al. (2013). "Interventions in the Political Geographies of Walls." - Wenders, Wim. (1987) "Wings of Desire." (film, screened in class) Recommended - BFI (2022). "Wim Wenders on Wings of Desire / BFI Q&A" https://www.youtube.com/watch?v=ZgslmCB9BFo
Berlin 2: September 21// Map test + Film Screening	
Berlin 3: September 28th// Reading Test + Discussion + Interpretation Assignments	
Algiers 1: October 5// Introductory Lecture	Required - Dobie, Madeleine (n.d.). "Edward Said on the Battle of Algiers: The Maghreb, Palestine and Anti-Colonial Aesthetics." - Fanon, Frantz (2004/1961). "On Violence" (in <i>The Wretched of the Earth</i>). *(Content Note 1) - Kipfer, Stefan. (2007). "Fanon and Space: Colonization, Urbanization, and Liberation from the Colonial to the Global City." - Massoud, Ferial. "Adjusting the Dial": Territorial Accelerations in Colonial Algeria, 1954-1962." - Pontecorvo, Gillo (1966). "The Battle of Algiers." (film, screened in class). *(Content Note 2) - Said, Edward (YEAR). "The Quest for Gillo Pontecorvo." - Srivasta, Neelam (2007). "Anti-Colonial Violence and the "Dictatorship of Truth" in the films of Gillo Pontecorvo." Recommended - James McDougall (2017), "Revolution and the Civil War, 1942-1962" (in <i>A History of Algeria</i>). *Content Notes: (1) This reading contains graphic descriptions of colonial and anti-colonial violence. It also includes racial slurs and other provocative language that may be distressing to some readers. We will review in class how best to approach and engage with this material.
Algiers 2: October 19 // Map test + Film Screening	
Algiers 3: November 2// Reading Test + Discussion + Interpretation Assignments	

	(2) This film includes graphic depictions of colonial and anti-colonial violence. We will review in class how best to approach and engage with this material.
Havana 1: November 9// Introductory Lecture	Required ○ Alea, Tomás Gutiérrez (1968). <i>Memories of Underdevelopment</i>. (film, screened in class)*Content Note 1 ○ Chanan, Michael. "The Lessons of Experience" (in <i>Memories of Underdevelopment</i>). ○ Jelly-Schapiro, Joshua (2018). "Memories of Underdevelopment: Imaging History." ○ Kutz, William (2026). "Tropical French Theory: Henri Lefebvre and the Reinvention of Urban Planning in Havana, Cuba (1968-1971)." *Content Note: (1) This film contains depictions of sexual violence and other potentially distressing material. We will review in class how best to approach and engage with this material.
Havana 2: November 16 // Map test + Film Screening	
Havana 3: November 23// Reading Test + Discussion + Interpretation Assignments	
London 1: November 30// Introductory Lecture	Required ○ Hatherley, Owen (2012). "How Patrick Keiller is Mapping the 21st Century Landscape." ○ Keiller, Patrick (1994). <i>London</i>. (film, screened in class) ○ Keiller, Patrick (2013). "London in the Early 1990s" (in <i>The View from the Train</i>) ○ Malpas, Jeff and Keith Jacobs (2016). "Place, Space, and Capital: The Landscapes of Patrick Keiller." ○ Massey, Doreen (2007). "Introduction: The Future of Our World" (in <i>World City</i>).
London 2: December 7 // Map test + Film Screening	
London 3: December 11// Reading Test + Discussion + Interpretation Assignments	

5. Evaluation

*see complete grading rubrics on course Brightspace page.

Assignment	Weight	Short Description
Participation	20%	A quantitative/qualitative evaluation of engagement (including attendance and active classroom participation).
Scene Reflections	30%	Two in-class oral reflections (aim for about 5 minutes of comments) on one of the specific scenes listed on the course Brightspace page). Written responses are not required, the aim here is to get our conversations rolling! (2 x 15%).
Map Tests	10%	Four short map tests aimed at increasing your familiarity with the geographies that we consider in each unit, each worth 2.5%. Tests will be written in class on September 21 st , October 12 th , November 16 th , and December 7 th .
Reading Tests	20%	Four short tests based on the contents of the course readings for each unit, each worth 5%. Tests will be written in-class (in digital format) on September 28 th , November 2 nd , November 23 rd , and December 11 th .
Concept Development Paper	20%	A written paper that develops/considers one of the key concepts considered in the course to a non-assigned text.

Additional Information

- Late assignments will be penalized by 3% per calendar day (to a maximum of 25% total); no assignments will be accepted after two weeks (unless an alternative arrangement has been made)
- Extensions on assignments (to a maximum of 72 hours, in most circumstances) will only be granted IN ADVANCE
- All assignments must follow the style guidelines outlined in the Chicago Manual of Style; citations can be formatted in either the “notes and bibliography” or “author-date” style, so long as one of these options is used consistently throughout the document
- All assignments will be assessed on the overall quality of presentation, including citation format, spelling, grammar, coherence of argument, etc. (see rubrics for each assignment on the course Brightspace page)

Tests and Examinations

- Please note that tests and examinations in this course will use a remote proctoring service provided by Scheduling and Examination Services. You can find more information at <https://carleton.ca/ses/e-proctoring>. The minimum computing

requirements for this service are listed on the SES website (<https://carleton.ca/ses/online-exams/e-proctoring/e-proctoring-course-outline-template>).”

Final Grade Appeal

- 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.

6. Generative Artificial Intelligence and Plagiarism/Academic Integrity

AI Use in ENST 4000

AI use in this course. Students may use AI tools for basic word processing and formatting functions, including:

- Grammar and spell checking (e.g. Grammarly, Microsoft Word Editor)

Please note that it is not permissible to use AI tools to generate **ANY AMOUNT** of text for your assignments, nor comprehensively edit your work (beyond the basic functions listed above).

This policy ensures that student voices and ideas are prioritized and authentically represented, maintaining the integrity of the work produced by students while allowing basic support to enhance clarity, correctness, layout, and flow of ideas. The goal of adopting a limited use of AI is to help students develop foundational skills in writing and critical thinking by practicing substantive content creation without the support of AI

PLAGIARISM AND 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:

- I. any submission prepared in whole or in part, by someone else, including the unauthorized use of generative AI tools (e.g., ChatGPT)
- II. using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment
- III. using another's data or research findings without appropriate acknowledgement
- IV. submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own
- V. failing to acknowledge sources with proper citations when using another's work
- VI. and/or failing to use quotations 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 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.

Please note that it is **NOT PERMISSIBLE** to employ any [generative artificial intelligence tools \(e.g. ChatGPT\)](#) in the completion of any aspect of course work in this course, with the lone exception of the basic grammar and spell checking functions listed in section 6.

7. Student Mental Health

As a 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 consult <https://wellness.carleton.ca/>

Emergency Resources ([on and off campus](#))

- Crisis/Urgent Counselling Support: 613-520-6674 (Mon-Fri, 8:30-4:30)
- Suicide Crisis Helpline: call or text 9-8-8, 24 hours a day, 7 days a week.
- For immediate danger or urgent medical support: call 9-1-1

Carleton Resources

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources

- Distress Centre of Ottawa and Region: call 613-238-3311, text 343-306-5550, or connect online at <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: call 613-722-6914 or toll-free 1-866-996-0991, or connect online at <http://www.crisisline.ca/>
- Good2Talk: call 1-866-925-5454 or connect online at <https://good2talk.ca/>
- The Walk-In Counselling Clinic: for online or on-site service <https://walkincounselling.com>

8. 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 (students.carleton.ca/course-outline).