

# Course Syllabus

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## Conflict Urbanism: Language Justice

### Course Number:

ARCH A4890

[Course website available here](#)

Friday 11-1pm, Ware Lounge, Avery Hall

### 3 Credits

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### Office Hours, By Appointment

### Tutorial Assistance, TBD

This is the second in a series of multidisciplinary Mellon seminars on the topic of Conflict Urbanism, as part of a multi-university initiative in Architecture, Urbanism and the Humanities. This year, we will focus on how language is a major force in shaping cities, both through a theoretical lens and through fieldwork in linguistically diverse neighborhoods throughout New York City.

***Conflict Urbanism: Language Justice in New York City*** This spring, the seminar will focus on the role of language as a structuring principle of cities, highlighting the ways that urban spaces and the world are physically shaped by linguistic diversity, and examining the results of languages coming into contact and conflict. For this work we will use New York City as our laboratory. The New York City metropolitan area is the most linguistically dense city in the world, hosting an estimated 700 different languages. To better understand this diversity, we will look closely at micro-neighborhoods such as Little Senegal (Manhattan), Little Korea (Queens), and Little Ramallah (Paterson, New Jersey). In thinking about the transnational and translingual nature of the city, we will consider structures from digital technology to remittances (small amounts of money sent “home”) and their role in language preservation and language extinction. Finally, through visualizing and mapping how language is situated in these micro-neighborhoods, we will begin to explore the cultures, languages, informal structures and architectures that migrants bring to the city.

***Methods and Course Requirements:*** Our work will be, by necessity, multidisciplinary across history, architecture, politics, law, literature and linguistics as related to the topic of Conflict Urbanism. Our work will also be multi-media. Students will create a web-based map as well as written reflections, incorporating analogue as well as digital media. We will use a flipped classroom method in the technical workshops where students will develop mapping and visual storytelling skills. Each student is responsible for completing a minimum of four tutorials, and an optional maximum of eight tutorials. No previous technical skills are necessary for registration; students will not be graded on technical expertise, but on the quality of their individual work. Professors will set individual guidelines for each student based on their disciplinary expertise.

**Midterm, Final, and Presentations:** Students in the class are expected to complete a minimum of 4 and maximum of 8 mapping tutorials as well as weekly readings in order to complete the assignment for the semester, which involve the creation of online maps. The midterm evaluation will be in the form of a written project proposal where students will have an opportunity to get feedback on their a. The project idea, b. methodology, c. a data collection plan. Near the end of the semester, students will present the results of their fieldwork and status of their final projects. These presentations are an integral component of the course as they give students an opportunity to share the findings from their fieldwork and explain the decisions they made both in data collection and presentation. This is also an opportunity for students give and receive feedback before the final project is submitted. The final project will be submitted after the presentations, and be a combination of writing and maps in which students share qualitative and quantitative information about their chosen neighborhood

Note: Students will not be graded on their technical proficiency with the tools, but their work in the seminar as a whole. Teamwork and collaboration will be encouraged, but students will be evaluated on their individual contribution to the work.

### **Grading Breakdown - Graduate**

*Technological skill is not factored into the grade*

10% Participation

20% Tutorials (completion)

20% Presentation

50% Final project

### **Grading Breakdown - Undergraduate**

*Technological skill is not factored into the grade*

10% Participation

20% Tutorials (completion)

15% Midterm

15% Presentation

40% Final project

### **Weekly Plan**

#### **1. Introduction**

Gorter, D. (2013). Linguistic landscapes in a multilingual world. *Annual Review of Applied Linguistics*, 33, 190-212.

#### **2. Conflict Urbanism and Representing Conflict**

Graham, S. (2011). Ubiquitous Borders In *Cities under siege: The new military urbanism*, 89-152. Verso Books.

Weizman, E. (2014). Introduction: Forensis. *Forensis. The Architecture of Public Truth*, 9-32.

Latour, Bruno. "From Realpolitik to Dingpolitik or How to Make Things Public." *Making Things Public: Atmospheres of Democracy*, by Bruno Latour and Peter Weibel, 4-31. Cambridge, Mass: MIT Press, 2005.

Kurgan, Laura. "Introduction" and "Kosovo 1999: SPOT 083-264." In *Close Up at a Distance: Mapping, Technology and Politics*, 7-36, 113-128. Brooklyn, NY: Zone Books, 2013.

### **3. Environmental Justice**

Skutnabb-Kangas, T. (2003). Linguistic Diversity and Biodiversity The Threat From Killer Languages Tove Skutnabb-Kangas. *The politics of English as a world language: New horizons in postcolonial cultural studies*, 65, 31.

Nettle, D., & Romaine, S. (2000). The Ecology of Language. *Vanishing voices: The extinction of the world's languages*. Oxford University Press on Demand.

Brenner, N.J. (Ed.). (2014). *Implosions/explosions: towards a study of planetary urbanization*. Berlin: Jovis.

### **4. Linguistic Human Rights**

Errington, J. (2003). Getting language rights: The rhetorics of language endangerment and loss. *American Anthropologist*, 105(4), 723-732.

Wee, Lionel. (2011). On boundary marking. In *Language without rights*, (pp. 21-47). New York: Oxford University Press.

Tengan, A. B. (1994). European languages in African society and culture: A view on cultural authenticity. *Language Contact and Language Conflict*, 125-138.

### **5. Case Studies of Conflict Urbanism and Language Justice**

Dubinsky, S., & Davies, W. D. (2013). Language conflict and language rights: The Ainu, Ryūkyūans, and Koreans in Japan. *Japan Studies Review*, 17, 3-27.

*Moha Ennaji and Fatima Sadiqi*. (2008). Morocco: Language, Nationalism, and Gender, In Simpson, A. (Ed.). *Language & National Identity in Africa*. New York, NY: Oxford University Press.

Daftary, F., & Gál, K. (2000). *The New Slovak Language Law: International Or External Politics?*. European Centre for Minority Issues.

### **6. Migration, Transnationalism and Remittances**

Salinas, L. S. (2006). Immigration and Language Rights: The Evolution of Private Racist Attitudes into American Public Law and Policy. *Nev. LJ*, 7, 895.

Hornberger, N.H. (2012) 'Language policy, language education, language rights: Indigenous, immigrant, and international perspectives', *Language in Society*, 27(4), (pp. 439–458). doi: 10.1017/S0047404500020182.

Lopez, S. L. (2015). Migrant Metropolis: Remittance urbanism in the United States. In *The remittance landscape: spaces of migration in rural Mexico and urban USA*, (pp. 201-248). University of Chicago Press.

## 7. What is a Multi-Lingual Space? \*\*MIDTERM DUE\*\*

Simon, S. (2013). Habsburg Trieste: Anxiety at the border. In *Cities in translation: Intersections of language and memory*, 56-87. Routledge.

Deumert, A., & Lexander, K. V. (2013). Texting Africa: Writing as performance. *Journal of Sociolinguistics*, 17(4), 522–546. <http://doi.org/10.1111/josl.12043> (Links to an external site.)

Garvin, T. R. (2010). Responses to the linguistic landscape in Memphis, Tennessee: An urban space in transition. *Linguistic landscape in the city*, 235-251.

Cutler, C. A. (1999). Yorkville crossing: White teens, hip hop and African American English. *Journal of sociolinguistics*, 3(4), 428-442.

## 8. Language Projections and Map Projections:

Monmonier, M. S. (1995). The Peters Projection Controversy. In *Drawing the line: Tales of maps and cartocontroversy*, (pp. 9-44). Henry Holt and Company, New York.

Wilson, Matthew W. (2011). *Data matter(s): legitimacy, coding, and qualifications-of-life*. Environment and Planning D: Society and Space no. 29 (5):857-872.

Harley, J. B. (2011). Deconstructing the Map. In Martin Dodge, R. Kitchin, & C. Perkins (Eds.), *The Map Reader* (pp. 56–64). John Wiley & Sons, Ltd.

Sebba, M. (2010). Discourses in Transit. In Jaworski, A., & Thurlow, C. (Eds.). (2010). *Semiotic landscapes: Language, image, space* (pp. 59-76). A&C Black.

Sebba, M. (2007). Language contact, linguists, and the emergence of orthographies. In *Spelling and society: The culture and politics of orthography around the world*, 58-80. Cambridge University Press.

## 9. Art and Architecture, Rural and Urban Languages

Apter, E. (2016). Shibboleth: Policing by Ear and Forensic Listening in Projects by Lawrence Abu Hamdan. [http://www.mitpressjournals.org/doi/pdf/10.1162/OCTO\\_a\\_00253](http://www.mitpressjournals.org/doi/pdf/10.1162/OCTO_a_00253) (Links to an external site.)

The Endangered Language Alliance. (April - May, 2016). *Mother Tongues: Endangered Languages in NYC and Beyond*: Community Partnership Gallery Exhibition. Queens Museum, Flushing Meadows Corona Park, NY.

An idea by Paul Virilio, a dynamic cartography created by Diller Scofidio + Renfro, Mark Hansen, Laura Kurgan and Ben Rubin. In collaboration with Robert Gerard Pietrusko and Stewart Smith. (Nov, 2015 - Jan, 2016). *Terre Natale: Exits Part 2*, A panoramic multi-media installation

which was on view at the Cartier Foundation in Paris, France as part of “Elsewhere starts here.” Presented by the Fondation Cartier at the Palais de Tokyo, on the occasion of the Cop21, the United Nations Conference on Climate Change. <http://fondation.cartier.com/#/en/art-contemporain/26/exhibitions/294/all-the-exhibitions/2564/exit/> (Links to an external site.)

Turin, M. (2012). New York, a graveyard for languages. *BBC News Magazine*.

#### **10. Student Presentations**

Reading assignment based on student projects

#### **11. Student Presentations**

Reading assignment based on student projects

#### **12. Student Presentations**

Reading assignment based on student projects

#### **13. Student Presentations**

Reading assignment based on student projects

#### **14. Final Seminar Panel Discussion**

Students present their work to a panel of discussants