COURSE OUTLINE

1. GENERAL

SCHOOL	HUMANITIES AND SOCIAL SCIENCES (UNIVERSITY OF PATRAS) FACULTY OF HUMANITIES AND PHILOSOPHY (SAPIENZA UNIVERSITY OF ROME)		
DEPARTMENT	DEPARTMENT OF PHILOLOGY (UNIVERSITY OF PATRAS) DEPARTMENT OF EUROPEAN, AMERICAN AND INTERCULTURAL STUDIES (SAPIENZA UNIVERSITY OF ROME)		
LEVEL OF COURSE	POSTGRADUATE		
COURSE CODE		**SEMESTER OF STUDIES**	
COURSE TITLE	**Divided Memories / Divided Cities: Identities and Urban Space**		
INDEPENDENT TEACHING ACTIVITIES In case the credit units are awarded to distinct parts of the course (e.g. Lectures, Laboratory Exercises, etc.), specify them accordingly. If the credit units are awarded as a whole for the entire course, indicate the weekly teaching hours and the total number of credit units.		**TEACHING HOURS PER WEEK**	**ECTS CREDITS**
		3 (13 weeks)	10
Add rows if necessary. The organization of teaching and the teaching methods used are described in detail in section 4.			
COURSE TYPE *general background, special background, specialised general knowledge, skills development*	Scientific Field		
PREREQUISITE COURSES:	NO		
LANGUAGE OF INSTRUCTION and EXAMINATIONS :	ENGLISH		
METHOD OF COURSE DELIVERY *Face-to-face (Percentage:) Synchronous distance learning (Percentage) Asynchronous distance learning (Percentage)* *(In case of synchronous distance learning, indicate the weekly teaching duration in minutes)*	80% face-to-face – 20% asynchronous distance learning		
IS THE COURSE OFFERED TO ERASMUS STUDENTS	YES		
COURSE WEBSITE (URL)			

LEARNING OUTCOMES

Learning outcomes

The course learning outcomes, specific knowledge, skills and competences of an appropriate level, which the students will acquire with the successful completion of the course are described. Consult Appendix A

• Description of the level of learning outcomes for each qualifications cycle, according to the Qualifications Framework of the European Higher Education Area

• Descriptors for Levels 6, 7 & 8 of the European Qualifications Framework for Lifelong Learning and Appendix B

• Guidelines for writing Learning Outcomes

By the end of the course, students will have acquired:

- Familiarity with the relationship between **Urban Studies** and research questions in literary history
- Understanding of "divided cities" in the European and Mediterranean context
- Knowledge of the potential of **cultural mapping** in areas with hybrid identities
- Experience in designing, implementing, and presenting research projects based on **Border Theory**
- Ability to contribute to cultural policy development

Skills Developed

Students will be able to:

- Investigate the relationship between national identity and literary production in conflict zones
- Select appropriate methodological tools for research in multinational urban environments
- Connect historical sources and research findings with contemporary discussions on cultural hybridity
- Evaluate the impact of divided memory on research methodology

General Competences

Taking into consideration the general competences that the degree-holder must acquire (as these appear in the Diploma Supplement and appear below), at which of the following does the course aim?
Search for, analysis and synthesis of data and information, with the use of the necessary technology
Adapting to new situations
Decision-making
Working independently
Team work
Working in an international environment
Working in an interdisciplinary environment
Production of new research ideas
Project planning and management
Respect for difference and multiculturalism
Respect for the natural environment
Showing social, professional and ethical responsibility and sensitivity to gender issues
Criticism and self-criticism
Production of free, creative and inductive thinking.....
Others...

- Search, analysis, and synthesis of data using appropriate technologies
- Adaptation to new situations
- Decision-making
- Independent work
- Generation of new research ideas
- Respect for diversity and multiculturalism
- Social, professional, and ethical responsibility (including gender sensitivity)
- Critical and self-critical thinking
- Promotion of free, creative, and inductive thinking

2. SYLLABUS

1. Historical and Theoretical Framework

- Literary Studies and Urban Studies
- Introduction to Border Theory

- Divided Cities / Divided Memories: linking the social and the spatial

2. Literature and Urban Apartheid

- Borders, walls, and no man's lands
- Life under siege: social and physical impacts of division
- Divided cities and local "civil" wars: the problem of violence

3. On Otherness

- Representation of local demographies and ethnic divisions
- Political affiliation and institutional discrimination
- Relations between majority and minority groups

4. Literature and Alternative Views of Divided Cities

- Vulnerability of urban planning
- Ruins as contact zones
- Memory and trauma
- Post-conflict recovery and nostalgia

3. TEACHING AND LEARNING METHODS - EVALUATION

DELIVERY Face-to-face, Distance learning, etc.	Distance learning
METHOD AND FREQUENCY OF COMMUNICATION WITH STUDENTS **Module A**	Use of Information and Communication Technologies in teaching, laboratory education, and communication with students
WAYS OF ENSURING METHODS OF COMMUNICATION BETWEEN STUDENTS *Group assignments and discussions, collaborative learning platforms using Artificial Intelligence, video conferencing, QA sessions, etc.*	Group assignments and discussions, course web-page
USE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY *Use of ICT in teaching, laboratory education, communication with students*	Use of ICT in teaching Communication with students
REQUIRED TECHNOLOGICAL EQUIPMENT AND TECHNOLOGY KNOWLEDGE	Required equipment: Classroom equipped with projector Access to scientific publications libraries and group meeting platforms (e.g. Zoom) **Module B: Workstations equipped with technical programming languages** Required knowledge: **Module A: Basic computer skills (e.g. Microsoft Office)**
COURSE POLICY ON PLAGIARISM/ PLAGIARISM DETECTION TOOLS	Aligned with the institution policy: The University's statute defines plagiarism as a serious form of academic dishonesty. Any occurrence of plagiarism is subject to evaluation by faculty-appointed disciplinary bodies and may result in sanctions consistent with University-wide policies.
COURSE POLICY ON THE USE OF ARTIFICIAL INTELLIGENCE	The course openly supports using AI as a legitimate and constructive tool—as long as it's used responsibly—and

<table>
<tr><td>(1) The use of Artificial Intelligence is prohibited in all cases
(2) The use of Artificial Intelligence is allowed with permission from the instructor
(3) The use of Artificial Intelligence is allowed with explicit citation in the references
(4) Free use without citation</td><td>has a comprehensive policy framework to guide usage, protect academic integrity, and ensure legal and ethical compliance.
(4) Free use without citation</td></tr>
<tr><td>TEACHING METHODS
The manner and methods of teaching are described in detail. Lectures, seminars, laboratory practice, fieldwork, study and analysis of bibliography, tutorials, placements, clinical practice, art workshop, interactive teaching, educational visits, project, essay writing, artistic creativity, etc. The student's study hours for each learning activity are given as well as the hours of non-directed study according to the principles of the ECTS</td><td>
<table>
<tr><th>Activity</th><th>Semester workload</th></tr>
<tr><td>Interactive Lectures</td><td>50</td></tr>
<tr><td>Independent Study</td><td>50</td></tr>
<tr><td>Exam preparation</td><td>50</td></tr>
<tr><td>Exams</td><td>100</td></tr>
<tr><td></td><td></td></tr>
<tr><td>Total number of hours for the Course
(25 hours of work-load per ECTS credit)</td><td>250 hours</td></tr>
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<tr><td>STUDENT PERFORMANCE EVALUATION
Description of the evaluation procedure
Language of evaluation, methods of evaluation, summative or conclusive, multiple choice questionnaires, short-answer questions, open-ended questions, problem solving, written work, essay/report, oral examination, public presentation, laboratory work, clinical examination of patient, art interpretation, other
Specifically-defined evaluation criteria are given, and if and where they are accessible to students.</td><td>Assessment is based on a written assignment.

The evaluation aims to assess:

• Understanding of literary data
• Knowledge of theoretical concepts
• Ability to apply interpretative methods in text analysis

Assessment details are announced at the beginning of the semester on the course e-class platform.</td></tr>
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4. RECOMMENDED BIBLIOGRAPHY

- Andersen, H. S., Urban Sores, Routledge, 2019
- Björkdahl, A. & Strömbom, L. (eds.), Divided Cities: Governing Diversity, 2015
- Calame, J. & Charlesworth, E., Divided Cities, 2009
- Cleary, J., Literature, Partition and the Nation-State, 2002
- Cutler, J. A., “Borders and Borderland Literature”, 2017
- Horowitz, D. L., Ethnic Groups in Conflict, 1985
- Rosas, G. & Loza, M. (eds.), The Border Reader, 2023
- Sennett, R., Flesh and Stone, 1994
- Wasserstein, B., Divided Jerusalem, 2001