Heritage-Based Post-War Urban Reconstruction in Ukraine

Central European University / Invisible University for Ukraine

2022/2023 Fall Term

Elective Course – 4 ECTS credits

Course directors:

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Course Description:

Planning the future of Ukraine when the war is over is about new, green, smart infrastructure, livable cities, and productive countryside - many experts are already working on it. There is a lot to do in the near and mid-term future as well. However, the past is always present, even when focusing on the future. What we bring from the past defines who we are: our identities but also what is our difficult heritage and collective trauma to work with. This should not be neglected when making plans for the future.

Heritage is a production of the past – and the future – in the present; how the past becomes active and alive in the present. As such, heritage functions toward assembling futures and thus might be more productively connected with other pressing social, economic, political, and environmental issues of our time – heritage has a broader significance! The question is, which future would we like to assist in shaping by drawing on the past and cultural heritage as strategic resources so that the world will become a better place? What role can heritage play in relation to that future?

Today's heritage challenges require us to realistically assess the potential and the doings of a historic building, site or landscape in view of its broader societal context and apply different approaches accordingly. Our joint responsibility is to reflect on common realities and policy frameworks and make this an ethical and inclusive process rather than an extractive and exploitative one. Using heritage to address structural societal problems like discrimination, climate change, conflicts, collective trauma, uneven development, and lack of diversity must be a collective concern. It may reveal the need for radical changes to policies and practices and an approach that acknowledges that heritage is not neutral: it is a process of selection and reproducing and mobilizing certain values and histories, often at the expense of other values and histories.

This course aims to invite participants to think together on a heritage-based post-war redevelopment of Ukraine by addressing problems and approaches in a theoretical context,

examining and learning from case studies from conflict zones all over the world, and exploring the implications in the Ukrainian context through and with the already existing initiatives in the post-war reconstruction of the country.

Learning Outcomes:

The program offers an intensive learning experience, placing questions relevant for Ukrainian students into a transnational comparative perspective. It aims at familiarizing the students with various cutting-edge interpretative paradigms and methodological traditions. The program is not meant to replace or duplicate the online education in Ukrainian universities but to support them and provide help to fill the lacunae that temporarily emerged due to the Russo-Ukrainian War. At the end of this course, students will have expanded their knowledge on key issues on heritage and post-conflict redevelopment in a comparative European and global perspective and explored this applicability to the Ukrainian context. The course also develops the participants' critical thinking and skills in academic discussion in English.

Learning activities and teaching methods:

Each session will consist of approximately 60 minutes of presentation by one or two guests, either in the format of a lecture or a conversation moderated by one of the course directors. This will be followed by 40 minutes of open discussion. For each session, a reader (maximum 30 pages) or a video (maximum 90 minutes) will be provided in advance on the e-learning site. The course participants are expected to read/watch these to prepare for the session. There might also be some recommended readings at specific sessions to consult.

Participants will be asked to write up their takeaways from each session in a 3-2-1 format: three main points, two things they did not understand (well enough), and one thing they want to know more about. This can refer to the lecture or conversation as well as the reader or video they consulted as preparation for the session. The written takeaways should be uploaded to the e-learning site at the relevant session.

Assessment:

This course is taken for a pass/fail grade. Passing the course means that the students have participated in the classes actively. For those students whose conditions make it impossible to listen to the classes synchronically, an asynchronous mode will be made available, with the lectures uploaded and questions they are asked to answer based on watching/listening to the lecture.

To pass the minimum and earn credit, a participant should submit the takeaways for at least 2/3 of the sessions, that is, a minimum of 8. A takeaway from a session can be written based on participating in the session online or after watching the video recording of the session. Video recordings will be uploaded to the e-learning site after every session.

Please, try to attend as many classes and seminars as possible: by skipping a class, you deprive the other students of learning from you. Class participants are expected to contribute actively in class discussions, building off on the comments from classmates and the class instructors to work towards understanding problems. A contribution is considered meaningful if a student adds something new by sharing knowledge, asks a critical question, explains a tricky detail, brings an a relevant example, or summarizes arguments.

Course directors:

Dóra Mérai (CEU) https://people.ceu.edu/dora_merai
Volodymyr Kulikov (UCU) https://humaniora.ucu.edu.ua/en/personal/volodymyr-kulikov/
Loes Veldpaus (Newcastle University) https://www.ncl.ac.uk/apl/people/profile/loesveldpaus.html

Guest lecturers:

Fulco Treffers et al., Ro3kvit https://www.ro3kvit.com/
Sophia Labadi (University of Kent) https://www.kent.ac.uk/classics-
        archaeology/people/1746/labadi-sophia
Cornelius Holtorf (Linnaeus University) http://corneliusholtorf.com/
Visnja Kisic (University of Belgrade) https://www.linkedin.com/in/visnja-kisic/?originalSubdomain=rs
Goran Tomka (University of Belgrade) https://www.linkedin.com/in/goran-tomka-11598226/
Tokie Brown (Foundation the Preservation of Cultural Heritage in Nigeria and Merging Ecologies)
        http://drtokie.com/
Katie Markham (Newcastle University)
        https://www.ncl.ac.uk/sacs/people/profile/katiemarkham.html
Mahmoud Barakat (CEU Cultural Heritage Studies MA Program)
Nasser Al-Hamdi (CEU Cultural Heritage Studies alumnus)