



AN/SO 320 IRISH COMMUNAL IDENTITY
IES Abroad Dublin

DESCRIPTION: Over time Dublin has changed in many ways – culturally, physically, politically and economically. Although some of these shifting landscapes can be referenced on the tourist maps today, examples being Christchurch Cathedral and Georgian Dublin, many of the lived spaces have been forgotten or veiled in the margins. This interdisciplinary course enables students to engage in a spatial narrative with the city by means of a detailed study of the city's spatial morphology in which a form of 'philosophical pluralism' is called for in the individual's 'human geography'. The tools to be used include the fostering of the student's sociological and geographical imaginations, whereby the sensitivity towards the significance of place, space, and landscape in the constitution and conduct of social life is fostered and expressed spatially.

The first half of the course is sub-divided into chronological segments briefly exploring Medieval, Georgian and Tenement periods in Dublin's History, which will illustrate to students the changing nature of the city over time. Each segment of the course will be accompanied by a lecture which will discuss the reasons for and the implications of each change in the city's structure - some will be accompanied by short field trips / work.* Students will complete a mid-term assignment, which covers one of the historical time periods studied.

The second half of the course will focus on contemporary Dublin and the radical changes in Irish culture.* It will explore the suburban expansion from Dublin into neighbouring counties. It will also explore the 'hidden' city spaces within Dublin, those spaces that house the unemployed, travellers and immigrant communities. Literature and music will be used to give meaning and identity to the lived environments.

Throughout the course, each student will develop a portfolio of work that will be presented at the end of the course in lieu of an exam. From the beginning of the course students will critically analyse their own personal engagement with Dublin through personal mind maps, a photographic essay, a small historical research project, group class-time field work and a final project of their choosing.

* Students will learn how to critically engage with and analyse public / city spaces and culture(s) through the theoretical and practical tools used by cultural theorists, cultural anthropologists, cultural geographers, literary theorists and sociologists. In order to learn these practical skills, such as de-coding the city as a text, some lectures / classes will take place in the 'city;' what the Chicago School labelled a 'laboratory.'

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

METHOD OF PRESENTATION:

- Lectures
- Seminars / workshops
- Course-related trips

REQUIRED WORK AND FORM OF ASSESSMENT:

There is no final exam.

- Semiotics & The City Photo-Essay 1,500 words - 30%
- Google Map Project – Dublin through Space and Time - 20%
- Group research project - 35%
- Participation - 15%



Semiotics & The City Photo-Essay

Word Count 1,500 words minimum (2,000 maximum).

Must Contain 8 photographs taken by the student.

Overview: In this photo essay students must demonstrate their ability to deconstruct the historical and current city through an a critical analysis of its nomenclature and iconography – as illustrated in their selected photographs. The theory of semiotics, as appropriated for deconstructing 'the city as a text' must be discussed. The role of the *flâneur* must be outlined as another methodology for exploring the city in connection with the use of rhythmanalysis. Students' arguments must be backed-up by means of appropriate references to, and quotes from, their class and outside reading. The essay must also include a personal reflection on how and why they are reading the city in terms of their spatial narrative (mental maps). Students can decide to write this as a conventional essay format OR they may choose to structure the essay in the style of a magazine / journal article, while maintaining academic conventions regarding quotations. Students may use the first person.

Grading:

Discussion of Semiotics and The <i>flâneur</i> :	25%
Photographs	15%
Nomenclature and Iconography	15%
Use of Readings	30%
Personal Reflection	10%
Presentation / Writing	5%

Google Map Project – Dublin through Space and Time

Overview: Students must demonstrate an understanding of the economic and political events that gave rise to the physical morphology of the city during the three different time periods – Medieval; Georgian and Tenement. Discussion of the everyday cultural realities, within the Georgian and Tenement Sections of the city must be outlined. The map project is in three phases. Firstly, the students must visit and research their pre-assigned locations. Secondly, they will present their findings in situ (without use of many notes) during a class field trip and thirdly, create markers on the shared class map of their findings as well as photographs and media footage – these markers must also include quotes from the assigned historical readings.

Grading:

media selection, content and quotes from the material.

Medieval 20%

Georgian 30%

Tenement 30%

Personal presentations in the city 20%

Group Research Project and Presentation

Duration: 20 minutes to include multimedia powerpoint / presentation

Overview: This research assignment is based on the students' selection and research of a topic related to invisible communities who live on the margins of Irish / Dublin society. Examples include the Irish Travellers, Immigrant groups, people with disabilities and the LGBTQ community. Students might also choose to research a topical issue such as homelessness, drug addiction, street art, religion and women and Irish society. Students must illustrate how their topic relates to the main theme of segregation as discussed in the main assigned reading *Geographies of Exclusion* by David Sibley. Students must outline their understanding of the topic as pertaining to Ireland before arrival; their understanding of the topic as pertaining to America, undertake qualitative research for the 'word on the street' / stereotypes of the topic; research the main organisations dealing with the issue (advocacy groups) and conduct quantitative / census research where appropriate. Students must compare stereotypes with facts and illustrate cogent critical analysis of the topic in relation to old / new Ireland and relate the work to the second half of the course and the reading material. Powerpoint must not be cluttered and student must be able to confidently talk (teach) about their research. Students can engage the audience.



Grading:

Powerpoint slide layout and transitions (media)	20%
Presentation skills (including. e.g. speaker transitions)	20%
Demonstrates clear (unscripted and embedded) understanding of topic	15%
Use of reading(s)	15%
Other research (visiting organisations / websites etc)	30%

Participation

As this is a discussion-based and experiential class, students are expected to engage in class discussion, which includes during field work. Students will be asked during field work to relate / discuss places and issues encountered on the streets to the class readings and thus show an understanding of the material as related to the city. While some students are more extroverted than others and vice versa class participation INCLUDES active listening and visual acknowledgement of learning during class. As class outside is complicated and challenged by weather and noise, active listening and engagement will be rewarded; non engagement will be pointed out and will lower a student's participation grade.

[Course-related trips / work are an integral part of the course. Individual trips are to be confirmed.] Much of the assigned reading, supplementary reading and media files are located on Moodle. Some of the readings are in the IES Abroad Dublin library. Some of the weekly classes may be subject to change based on, for example, availability for course-related trips and inclement weather.

ATTENDANCE POLICY:

Any excused absence will result in a 5% (per class) reduction in the final grade. A legitimate reason would include: illness or family bereavement.

Since IES Abroad Dublin courses are designed to take advantage of the unique contribution of the instruction and the lecture/discussion format is regarded as the primary mode of instruction, regular class attendance is mandatory.

COURSE-RELATED TRIP POLICY:

Participating on course-related trips (including theatre visits) is required, even if they are not scheduled during the regular class period. IES Abroad requires all students registered for the course must attend the course-related trips or will be penalised.

CONTENT:

Week	Content	Assignments
Weeks One and Two	<p>Introduction – Doing Cultural Research (Week 1): Introduction – ‘Semiotics and the city’. How does one read a city? A discussion of rhythm analysis, culture theory and the role of the <i>Flâneur</i>. Students’ perceptions of Ireland and Dublin.</p> <p>*(Week 2): Field work in Dublin’s Liberties area and Medieval Dublin. As part of this class students will explore the iconography of Dublin’s landscape through an examination of the names of streets they encounter during class. The political and cultural significance of statues and monuments will also be discussed.</p>	<p>Students will read from Italo Calvino’s <i>Invisible Cities</i> (1997); Jonathon Raban’s <i>Soft City</i> (1974)</p> <p>Students will read from Whelan, Y. (2003) <i>Reinventing Modern Dublin. Streetscape, Iconography and the Politics of Identity</i>.</p>
Weeks Three, Four, and Five	<p>History of the City (Week 3): Discussion of Edmund Whites book <i>The Flâneur</i>; Discussion of students’ on-going photo</p>	

	<p>projects; Medieval history and development of Dublin as a city - Short video.</p> <p>Google Maps Workshop – students must bring this laptops to class</p> <p>*(Week 4): Changing land-use patterns of Georgian Dublin. Students will walk through Georgian Dublin and present on their assigned neo-classical architecture of Georgian houses and the effect of the Wide Streets Commission on the development (urban planning) of Dublin.</p> <p>(Week 5): The experiences of Tenement life. Students will have time to do some work on the Google Maps. The class will end with a field trip and guided tour of the Tenement Museum.</p> <p>Photo Essay Due: This assignment encourages students to explore and document the city with their cameras. They will choose, and discuss in class, the photographs that represent their Dublin. This assignment further develops the students’ on-going understanding of semiotics and urban / cultural research and class readings. Circa 1,500 words. A detailed rubric is posted on Moodle.</p> <p><i>Introduction to final research project</i></p>	<p>Students will read and take in-depth notes from chapter 2 from Brady and Simms, <i>Dublin Through Space and Time</i>, 2001.</p> <p>Students will make short presentations based on their reading of sections from Kevin Kearns’ (1994) <i>Dublin Tenement Life: An Oral History</i>.</p>
<p>Weeks Six, Seven, and Eight</p>	<p>Suburbanisation and Gentrification: The politics of civic space and everyday life</p> <p>(Week 6): The development of suburban Dublin – causes and effects.</p> <p>Smithfield and the Markets Area of Dublin (Course-related trip/work). This class will test and encourage the students understanding of the politics of gentrification (in part, based on their reading of Jane Jacobs’ (1961) <i>The Death and the Life of America’s Great Cities</i> and Neil Smith’s (1996) <i>The New Urban Frontier: Gentrification and the Revanchist City</i>. This course segment will link explicitly with the students reading and work in weeks one and two.</p> <p>Course-related Trip to The Markets area of Dublin and Smithfield. Discussion of Final research projects. Students must have selected their groups and themes; you will be supplied with relevant organisation websites, media and contacts to begin your research following the mid-term.</p>	

	<p>*(Week 7): Old (hidden) Ireland and New Ireland inc. Gender and Irish Society. (A number of media files will be posted on Moodle in relation to this theme)</p> <p>Magdalene Laundries Documentary and discussion</p> <p>*(Week 8) : Guest Speaker: Growing Old: Challenges for future urban planning in Ireland.</p>	<p><u>Google Map Due:</u> Students will create an interactive digital map that identifies significant landmarks that represent the different time periods in Irish history. Students will use a number of relevant photographs, some of which they will have taken themselves as well as other downloaded images and video. The significant amount of text that will be inserted by the students will come from their readings and notes in wks 4 & 5. A detailed rubric will be posted on Moodle.</p>
<p>Weeks Nine to Twelve</p>	<p>Contemporary Dublin: Ethnification and Invisible Communities</p> <p>We will spend some time in Week 10/11 touching base on your research projects.</p> <p>(Week 9): The life and death of the Celtic Tiger. Part of this class will include a visit to the near-by financial services centre / Dublin’s DockLands to discuss the Irish economic phenomenon known as the Celtic Tiger.</p> <p>(Week 10): Who lives where in Dublin? Socio-demographics. Census (socio-ethnographic) analysis of Dublin’s Inner City: poverty and social exclusion.</p> <p>*(Week 11): Deconstructing Contemporary Irish Identity: The GAA, Riverdance and Irish Culture. (A number of media files will be posted on Moodle in relation to this theme) Groups 1 and 2 research project presentations</p> <p>(Week 12): Groups 3 and 4 research project presentations (Final paper). Students will give a 20 mins oral presentation and power-point presentation of their research sites. Mind-map 3. Finalising portfolios. Evaluation. On the day, they will present a two-page fact sheet for their fellow students.</p>	<p>Students must read from David Sibley's <i>Geographies of Exclusion</i>, which will be important for your final research projects.</p> <p>Students will read a number of relevant materials, including Niamh Moores', <i>Rejuvenating Docklands: The Irish Context</i> in <i>Geography</i>, Vol. 32(2) Ireland and McDonald, Frank. (2000) <i>The Construction of Dublin</i>. Dublin: Gandon.</p> <p>Students will read from: David Sibley's (1995) <i>Geographies of Exclusion</i>. Darren Kelly's "Dublin's spatial narrative - the transition from essentially monocultural places to polycultural spaces" in <i>Irish Geography</i>. Vol 38 [2], (2005).</p>

RECOMMENDED READINGS: [** indicates particular importance]

- ** Amin, Ash and Thrift, Nigel (2002) *Cities: Reimagining the Urban*. Oxford. Polity Press. [ISBN 0 7456 2414 6]
- **Brady, Joseph and Simms, Anngret. Eds. (2001) *Dublin Through Space and Time*. Dublin. Four Courts press.
- ** Bridge, Gary and Watson, Sophie (2002) *The City Reader*. Oxford. Blackwell. [ISBN 0 631 22514 5]
- ** Calvino, I. (1997) *Invisible Cities*. Translated by Weaver, W. Great Britain: Vintage.
- Cullen, Paul. (2000) *Refugees and Asylum Seekers in Ireland*. Ireland. Cork University Press. [ISBN 1 85918 2429]

- Farrell, Fintan and Watt, Philip. (2001) *Responding to Racism in Ireland*. Ireland. Veritas [ISBN 1 85390 503 8]
- During, Simon Ed. (1993) *The Cultural Studies Reader*. London. Routledge.[ISBN 041513754 3]
- Harvey, David. (1973) *Social Justice and the City*. London. Arnold.
- Highmore, Ben. (2005) *Cityscapes*. New York. Palgrave. [ISBN 13: 978-0-333-92935-3]
- ** Jacobs, J. ([1961] 1992) *The Death and the Life of America's Great Cities*. New York: Vintage.
- Johnston, R. (1980) *City and Society: An Outline for Urban Geography*. England. Penguin.
- Johnson. James H. (1994) *The Human Geography of Ireland*. England. John Wiley & Sons Ltd. [ISBN 0 471 94835 7]
- Kiberd, Declan. (1996) *Inventing Ireland*. London. Vintage. [ISBN 0 09 958221 x]
- ** Kearns, Kevin (1994) *Dublin Tenement Life: An Oral History*. England. Penguin. [ISBN 0 14 02.9625]
- ** Lynch, Kevin (1960) *The Image of the City*. Cambridge. The MIT Press. [ISBN 0 262 62001 4]
- ** O'Toole, Fintan. *Black Hole, Green Card: The Disappearance of Ireland*. (1994) New Island Books, Dublin. [ISBN 1 874597 014]
- Mahon, Derek. (1997) *The Yellow Book*. The Gallery Press. Ireland [1 85235 205 1]
- McCann, May Osiochain, Seamus and Ruane, Joseph. Eds. (1994) *Irish Travellers: Culture and Ethnicity*. Belfast. Institute of Irish Studies. [ISBN 0 85389 493 0]
- McDonald, Frank. (2000) *The Construction of Dublin*. Dublin: Gandon.
- MacLachlan Malcolm and O'Connell Michael. (2000) *Cultivating Pluralism*. Dublin. Oak Tree Press. [ISBN 1 86076 192 5]
- Mac Greil, Michael. 1996. *Prejudice in Ireland Revisited*. St. Patrick's College, Maynooth. Co. Kildare. [ISBN 0 901519 89 8]
- Pacione, Michael. (2001) *Urban Geography*. England. Routledge. [ISBN 0 415 19196 3]
- ** Prunty, J. (1998) *Dublin Slums 1800-1925*. Dublin: Irish Academic Press.
- ** Raban, Jonathon. (1974) *Soft City*. Great Britain. Fontana.
- **David Sibley (1995) *Geographies of Exclusion*. London: Routledge.
- ** Smith, N. (1996) *The New Urban Frontier: Gentrification and the Revanchist City*. New York: Routledge.

JOURNALS:

- Drudy, P.J. and Killen James Eds. (2001) *Dublin: Economic and Social Trends*. Vol 3 Dublin. The Centre for Urban and Regional Studies.
- ** Killen James and MacLaren. (1999) *Dublin: Contemporary Trends and Issues for the Twenty First Century*. Ireland . The Geographical Society of Ireland.
- Kelly, Darren (2005). *Dublin's Spatial Narrative – the transition from essentially monocultural places to polycultural spaces*. Irish Geography, Vol. 38(2)
- Moore, Niamh. (1999) *Rejuvenating Docklands: The Irish Context* Irish Geography, Vol. 32(2) Ireland.

WEBSITES:

- www.sari.ie
- www.dublincity.ie/planning/citymarkets/main.htm
- www.spirasi.ie
- www.dublin.ie/chinatown