



SO/AN 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

PREREQUISITES: None

METHOD OF PRESENTATION:

- Lectures
- Seminars / workshops
- Course-related trips

REQUIRED WORK AND FORM OF ASSESSMENT:

There is no final exam.

The *provisional* breakdown of grades are as follows:

- Mid-term history Google map project (25%)
- Individual photo-essay 25%
- Final (group) research project (35%)

Global brilliance begins here.®

Institute for the International Education of Students
Africa | Asia Pacific | Europe | Latin America



- Participation (15%)

ATTENDANCE POLICY:

Any missed class, without a legitimate reason will be reflected in the final grade. A legitimate reason would include: illness or family bereavement.

Since IES 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

Since IES recognises the benefits of field study, IES requires all students registered for the course must attend the fieldtrips or be penalised. Lectures are required to designate a time and date of the fieldtrip by the third week of term.

CONTENT:

Class	Content	Assignments
<p><u>Class One and Two:</u></p>	<p><u>Introduction – Doing Cultural Research</u> (Class 1): Introduction – ‘Semitotics and the city’. How does one read a city? A discussion of rhythm analysis, culture theory and the role of the <i>Flaneur</i>. Mental Map 1. Students’ perceptions of Ireland and Dublin. Photo project begins.</p> <p>*(Class 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) and Ash Amin and Neil Thrift’s, (2002) <i>Cities, Reimagining the Urban</i>.</p> <p>Students will read from Whelan, Y. (2003) <i>Reinventing Modern Dublin. Streetscape, Iconography and the Politics of Identity</i>.</p>
<p><u>Class Three, Four and Five</u></p>	<p><u>History of the City</u> (Class 3): Discussion of Kevin Lynch’s <i>The Image of the City</i> and other class reading material such as Susan Sontag’s “On Photography”; Discussion of students’ on-going photo projects; Medieval history and development of Dublin as a city - Short video.</p> <p>Google Maps Workshop – students must bring this laptops to class and if possible have created a Google account.</p> <p>*(Class 4): Changing land-use patterns of Georgian Dublin [Students will read and take in-depth notes from chapter 2 from Brady and Simms, <i>Dublin Through Space and Time</i>, 2001]. Students will walk through Georgian Dublin and discuss neo-classical architecture of Georgian houses and the effect of the Wide Streets</p>	

	<p>Commission on the development (urban planning) of Dublin. The class will end with a 45 minute tour of the Georgian House Museum.</p> <p>(Class 5): The experiences of <i>Tenement life</i>. Students will make short presentations based on their reading of sections from Jacinta Prunty's (1998) <i>Dublin Slums 1800-1925</i> and Kevin Kearns' (1994) <i>Dublin Tenement Life: An Oral History</i>. Students will have time to do some work on the Google Maps.</p> <p><i>Introduction to final research project</i></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><u>Class Six and Seven:</u></p>	<p><u>Suburbanisation and Gentrification: The politics of civic space and everyday life</u></p> <p>(Class 6): The development of <i>suburban Dublin</i> – causes and effects.</p> <p>Smithfield and the Markets Area of Dublin (Field 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>*(Class 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>*(Class 8) : Guest Speaker: Growing Old: Challenges for future urban planning in Ireland.</p>	<p>Google Map Due: 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 classes 4 & 5. A detailed rubric will be posted on Moodle.</p>

<p>Classes Nine to Twelve:</p>	<p><u>Contemporary Dublin: Ethnification and Invisible Communities</u></p> <p>We will spend some time in wk 10/11 touching base on your research projects. Students must read from David Sibley's <i>Geographies of Exclusion</i>, which will be important for your final research projects.</p> <p>(Class 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>(Class 10): Who lives where in Dublin? Socio-demographics. Census (socio-ethnographic) analysis of Dublin's Inner City: poverty and social exclusion.</p> <p>*(Class 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>(Class 12): Groups 3 and 4 research project presentations (Final paper). Students will give a 20min 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 and a three-page outline of their research process to the lecturer.</p> <p><i>In Lieu of an exam students will submit their portfolio of work.</i></p>	<p>Students will read a number of relevant materials, including Niamh Moores', <i>Rejuvenating Docklands: The Irish Context</i> in Geography, 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.

Some web sites:

www.sari.ie

www.dublincity.ie/planning/citymarkets/main.htm

www.spirasi.ie

www.dublin.ie/chinatown

www.cso.ie