

Course Last Updated 3/27/2024



Analyzing & Exploring the City: Dublin

Section I: Course Overview

Course Code: SOC345DUB/CUL345DUB

Subject Area(s): Sociology, Cultural Studies, Geography

Prerequisites: One 200 level course or two 100 level courses in a related discipline

Language of Instruction: English

Total Contact Hours: 45

Credits: 3

Course Fees: None

Course Description

This interdisciplinary course focuses on the physical, socio-economic, political and cultural development of Dublin through space and time. Before students explore the city chronologically, they will examine ancient Ireland's globality in terms of its educational and religious influences, particularly on mainland Europe. Then, starting from the 10th C, students will re-trace the Viking city through to the city's current form that is characterized by urban sprawl, multiculturalism and its connection to Europe and the global economy. Much of the first half of the course will explore the creation of the colonial city (Georgian Dublin) and, following independence from Britain, the creation of the postcolonial city. Each of these phases in the city's morphology can be witnessed / read through as an examination of the city's architecture, nomenclature, museums, art and in relation to the post-colonial city, oral histories, which requires an interdisciplinary tool-kit for city exploration and analysis. The second section of the course will explore the policies that fostered the rapid speed at which Dublin grew from being a sparsely populated, non-industrial and disconnected urban space in the 1970s to a post-industrial / post-modern highly populated dense plural space in the 1990s and students will investigate the relationship between these policies and the devastating recession of the 2000s.

Learning Objectives

Upon successful completion of this course, students can:

- Relate critical thinking and post-colonial theory to cities
- Deconstruct relationship between a nation's identity and the built environment through semiotic analysis
- Discern the effects of colonization on Dublin's physical and social geography
- Develop an awareness of different views on gentrification and urban regeneration
- Analyze cosmopolitanism and the effects that globalization has on Irish identity

Section II: Instructor & Course Details

Instructor Details

Name: TBC

Contact Information: TBC

Term: TBC

Course Day and Time: TBC

Office Hours: TBC

Grading & Assessment

The instructor assesses students' mastery of course learning objectives by using the forms of assessment below. Each of these assessments is weighted toward the final grade. The Assessment Overview section provides further details for each.

Engagement - 20%

Essay: Semiotics & the City (2500 Words) - 30%

Google Map - 20%

- Medieval Dublin 4%
- Georgian Dublin 8%
- Tenement Dublin 8%

Neighborhood Research Project - 30%

- Group Field presentation 20%
- Individual Google Map Virtual Tour 10%

Assessment Overview

This section provides a brief description of each form of assessment listed above. Forms of assessment may be slightly modified in the term syllabus.

Engagement (20%): Students are expected to be engaged in class, to have read the CEA CAPA Engagement Policy, and to understand the [Class Engagement Rubric](#) that outlines how engagement is graded.

Essay: Semiotics & the City (2500 Words) (30%): This essay will demonstrate students' understanding of the methodologies employed by a range of academic disciplines to explore cities, beginning with an historical analysis of the role of the *Flâneur* in the 19th century to contemporary discourse in cultural geography and visual ethnography, which include an importance of semiotics and the visual in research. Students must include a range of images and photographs of old and new Dublin in this essay to illustrate their understanding of the methodologies and concepts discussed in the essay (and class).

Mapping Colonial and Postcolonial Dublin (20%): Students will be instructed how to make digital maps to included inserting text, web-links, images and film.

This interactive documentary map will illustrate each student's understanding of the city's radical physical morphology; political and cultural debates, and physical conflicts that occurred in Dublin between the 18th and 20th Century. Students will need to identify and locate on their maps the most notable events, places, public policies and people that gave rise to each time period and how the past has influenced the present. Students must insert a minimum of 4 Markers with text and relevant quotes from academic sources into their maps, which equates to a short essay in terms of word count. The text will be analytical rather than descriptive and incorporate the pertinent political and cultural debates of the time periods. Each text box will also include visual documentation and where possible, downloaded film footage and web links. Students must illustrate a good understanding of postcolonial theory and identity politics. Students will also include a minimum of 5 images and text that illustrates the contemporary city's re-branding that looks to art, literature and the future.

Medieval Dublin 4%

Georgian Dublin 8%

Tenement Dublin 8%

Dublin Neighbourhood Research Project (30%): In consultation with the instructor, small groups of students will undertake quantitative and qualitative research on one neighbourhood in Dublin. Following a period of time to carry out the research you will, during class time, escort your classmates and instructor on a field trip of your neighbourhood. You will then create a virtual tour on Google Maps.

NB. The group will be given one collective assessment for the field walk and therefore each member will receive the same grade.

Using rhythm analysis and a critique of everyday life, as discussed in class, you must demonstrate during your tour, an awareness and consideration of the following where appropriate:

What constitutes the borders of the area

Who lives in the neighbourhood?

Is there an age profile?

Is there a 'uniform' / dress code?

Who once lived there?

How does it feel at different times of the day and different days of the week?

Illustrate familiarity with the built environment, both historical and contemporary noting its iconography and nomenclature)

Identify a number of shops / services / restaurants

Identified community needs and resources

Reveal the views of locals based on your semi-structured interviews

What are the prices of goods compared with different neighbourhoods?

You must escort the other class members and instructor to one café or place of interest that you have become familiar with (book it in advance if needed) where we can discuss relevant the neighbourhood and relevant issues.

Mapping component:

Whilst the primary source will be students' own observations at the sites themselves, written analysis must be supported by a minimum of five secondary sources, which should be cited in the map and in a final bibliography. Students should also read further around the topic in preparation for their tour and map. Students must include photographs, and Census data, photographs, charts and any other relevant material from the visit in their map.

Active Learning

Experiential learning is an essential component of education abroad, and participation in field studies is a required part of coursework. In this course, students explore the city in which they are studying using a variety of methods. This provides the opportunity to gain nuance and perspective on the host context and course content, as well as to collect information and resources for assigned papers, projects, and presentations.

- Casino at Marino – guided tour
- National Museum of Archaeology – self-guided field studies
- Tenement Museum – guided tour
- Croke Park Tour – guided tour

Readings and Resources

The below readings and resources are representative of what will be assigned as required in this course, but may vary slightly in the term syllabus.

All students are given access to the online library of the University of New Haven (UNH), accessible [here](#), and are expected to comply with [UNH Policies](#) regarding library usage.

Wherever possible, required readings are made accessible through the online library or Canvas. Students are responsible for obtaining all required readings.

Each course utilizes Canvas as its LMS. Students are expected to check Canvas regularly for updates and deadlines. Canvas is also the primary platform for contacting your instructor in case of questions or concerns about the course.

Required

Calvino, I. (1997) *Invisible Cities*. Translated by Weaver, W. Great Britain: Vintage.

Raban, J (1974) *Soft City*. Great Britain. Fontana.

Kelly, D. (2005). *Dublin's Spatial Narrative – The Transition from Essentially Monocultural places to Polycultural spaces*. *Irish Geography*, Vol. 38(2)

White, E. (2008) *The Flaneur: A Stroll Through the Paradoxes of Paris*. London: Bloomsbury Publishing. Pp 34-39.

Brady, J. and Simms, A. Eds. (2001) 'Designing the Capital City' in *Dublin Through Space and Time*. Dublin. Four Courts press. Pp 66-135.

Kearns, K. (1994) *Dublin Tenement Life: An Oral History*. England. Penguin.

Moore, N. (2008) 'Recreating the Waterfront' in *Dublin Docklands Reinvented: the post industrial regeneration of a European City quarter*. Dublin: Four Courts Press.

Kearns, K. (1994) *Dublin Tenement Life: An Oral History*. England. Penguin

Recommended

Amin, A. and Thrift, N. (2002) *Cities: Reimagining the Urban*. Oxford. Polity Press.

Atkinson, D., Jackson, P., Sibley, D. and Washbourne, N. (2005) *Cultural Geography: A Critical Dictionary of Key Concepts*. London and New York: I.B. Tauris.

Bourke, E. and Faragó, B. (2010) *Landing Places: Immigrant Poets in Ireland*. Dublin: Dedalus Press.

Brady, J. and Simms, A. Eds. (2001) *Dublin Through Space and Time*. Dublin. Four Courts press.

Calvino, I. (1997) *Invisible Cities*. Translated by Weaver, W. Great Britain: Vintage.

Cresswell, T. (2004) *Place: A Short Introduction*. Oxford: Blackwell.

Daly, M. (1984) *Dublin, The Deposed Capital: A Social and Economic History 1860-1914*. Cork: Cork University Press.

Doyle, R. (2008) *The Deportees*. London: Vintage

During, S. Ed. (1993) *The Cultural Studies Reader*. London. Routledge.

Foucault, M. (1986) *Of Other Spaces*. Translated by Jay Miskowiec. *Diacritics*, 16, 22-7.

Gelder, K. and Thornton, S. (eds.) (1997) *The Subcultures Reader*. London and New York: Routledge.

Harris, N. (2002 a) *Dublin's Little Jerusalem*. Dublin: A. & A. Farmar.

Highmore, B. (2002) *Everyday Life and Cultural Theory An Introduction*. London. Routledge Books.

Highmore, B. (2005) *Cityscapes*. New York. Palgrave.

Hourihane, J. (ed.) (2003) Spaces in the Mind, In: Hourihane, J. (ed.) *Engaging Spaces: People, Place and Space from an Irish Perspective*. Dublin: The Lilliput Press.

Jackson, P. (1989) *Maps of Meaning*. London & New York: Routledge.

Kearns, K. (1994) *Dublin Tenement Life: An Oral History*. England. Penguin.

Kelly, D. (2005). *Dublin's Spatial Narrative – The Transition from Essentially Monocultural places to Polycultural spaces*. *Irish Geography*, Vol. 38(2)

Lynch, K. (1960) *The Image of the City*. Cambridge. The MIT

McDonald, F. (2000) *The Construction of Dublin*. Dublin: Gandon.

McDonald, F. and Nix, J.(200f) *Chaos at the Crossroads*. Dublin: Gandon.

Moore, N. (2008) *Dublin Docklands Reinvented: the post industrial regeneration of a European City quarter*. Dublin: Four Courts Press.

Prunty, J. (1998) *Dublin Slums 1800-1925*. Dublin: Irish Academic Press.

Raban, J (1974) *Soft City*. Great Britain. Fontana.

Sibley, D. (1995) *Geographies of Exclusion*. London: Routledge.

Whelan, Y. (2003) *Reinventing Modern Dublin: Streetscape, Iconography and the Politics of Identity*. Dublin: University Dublin College Press.

Course Calendar

Session 1	
Topics	Introduction to Reading the City and Semiotics
Activity	Introductions – Class Overview - Lecture Field Studies: Reading Portobello Neighbourhood
Readings & Assignments	Introduction to Digital Mapping Assignment

Session 2	
Topics	Medieval Dublin
Activity	Field Presentations – Student presentations
Readings & Assignments	Excerpts from: Calvino, I. (1997) <i>Invisible Cities</i> . Translated by Weaver, W. Great Britain: Vintage. Raban, J (1974) <i>Soft City</i> . Great Britain. Fontana.

Session 3	
Topics	The Flaneur
Activity	Lecture and Essay Overview Field Studies: George's Street Arcade
Readings & Assignments	Kelly, D. (2005). <i>Dublin's Spatial Narrative – The Transition from Essentially Monocultural places to Polycultural spaces</i> . Irish Geography, Vol. 38(2) White, E. (2008) <i>The Flaneur: A Stroll Through the Paradoxes of Paris</i> . London: Bloomsbury Publishing. Pp 34-39.

Session 4	
Topics	Medieval Dublin
Activity	Lecture and visit to National Museum of Archaeology Field Studies: Reading St. Stephen's Green

Readings & Assignments	Self-guided Tour and Research Task sheet Digital Map of Medieval Dublin due
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Session 5	
Topics	The Colonial City
Activity	Field Presentations - Student presentations
Readings & Assignments	Brady, J. and Simms, A. Eds. (2001) 'Designing the Capital City' in <i>Dublin Through Space and Time</i> . Dublin. Four Courts press. Pp 66-135.

Session 6	
Topics	Georgian Dublin
Activity	Field Studies Guided Tour of the Tenement Museum at 14 Henrietta Street Guided Tour of Casino at Marino
Readings & Assignments	Semiotics & the City Essay due Digital Map of Colonial Dublin due

Session 7	
Topics	Guest Lecture

Session 8	
Topics	Croke Park Field Studies
Activity	Tour of Croke Park Museum
Readings & Assignments	Digital Map of Tenement Dublin due Kearns, K. (1994) <i>Dublin Tenement Life: An Oral History</i> . England. Penguin.

Session 9	
Topics	The Tech City
Activity	Walking Tour of Dublin's Dockland
Readings & Assignments	Moore, N. (2008) 'Recreating the Waterfront' in <i>Dublin Docklands Reinvented: the post industrial regeneration of a European City quarter</i> . Dublin: Four Courts Press.

Session 10	
Topics	Post-Tenement Dublin
Activity	Discussion of Research/Walking Tour and Screening of <i>Ballymun Lullaby</i>
Readings & Assignments	Kearns, K. (1994) <i>Dublin Tenement Life: An Oral History</i> . England. Penguin.

Session 11	
Topics	The City of Culture I (Dystopian Cities: Geographies of Exclusion)
Activity	Overview of Finals and Census Data Analysis Workshop
Readings & Assignments	CSO Data

	Watch Media clips: Koyaanisqatsi and Metropolis on Canvas
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Session 12	
Topics	The City of Culture II (The Commodified City and Cultural Hybridity)
Activity	Lecture & Discussion
Readings & Assignments	Watch Media clips of Irish Dancing, Eurovison and Riverdance

Session 13	
Topics	The Liberties & Stoneybatter Neighborhood
Activity	Field Presentations
Readings & Assignments	Dublin Neighborhood Research Project due

Session 14	
Topics	Ranelagh Neighborhood
Activity	Field Presentations
Readings & Assignments	Dublin Neighborhood Research Project draft

Session 15	
Topics	Class Conclusion
Activity	Field Presentations Course Review
Readings & Assignments	Dublin Neighborhood Research Project due

Section III: Academic Policies and Standards

Academic Policies

Students are expected to review and understand all CEA CAPA student policies, including our [Academic Policies](#) and [Engagement Policy](#). CEA CAPA reserves the right to change, update, revise, or amend existing policies and/or procedures at any time. Additional requirements that may be associated with a specific course or program are addressed in the term syllabus.

Student Learning & Development Objectives

CEA CAPA has identified [Student Learning and Development Objectives \(SLDOs\)](#) for all programs in all locations: content in context, navigating differences, power and equity, critical thinking and intellectual curiosity, career and professional development, and sustainability and migration. These are meta-level learning objectives that transcend coursework and are infused across all elements of program delivery, beyond specifics of course offerings, addressing student learning holistically and framing it a larger learning context.