



Analysing and Exploring the Global City

Dublin: A Spatial Narrative Through Time and Space

Please note: This syllabus is for the in-country version of this course. It will be modified as appropriate for online learning, including the addition of co-curricular activities including virtual My Global City events. The updated syllabus will be available by June 15. Please contact CAPA with any questions about choosing your courses at 800.793.0334.

COURSE DESCRIPTION

Cities around the world are striving to be 'global'. 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 characterised 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 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 relatively highly populated dense plural space in the 1990s and students will investigate the relationship between these policies and the devastating recession of the 2000s. Students will also explore the result of these rapid physical and socio-economic and cultural changes in terms of gentrification, immigration and the complicated and contested nature of inner city residents' notions of place, space and identity. Students will also explore the creation of new multi-ethnic spaces and the city's re-branding as a literary-cultural space (tourist Dublin). Finally, students will investigate the processes that occur in most global cities, which contribute to the creation of invisible spaces and sub-cultures that are found on the physical and cultural margins.

Requirements and Prerequisites

This course assumes no previous knowledge of the city or of the discipline of geography, urban studies and other disciplines that contribute to this course; relevant geographical and related theoretical concepts or ideas will be introduced and explained. It is vital that students come to class having read the set texts carefully and with ideas to contribute to the discussion. Background information will be provided to prepare students for the fieldwork, which is treated as classroom time: attendance is a course requirement.

Course Aims and Objectives

The course aims to give students an understanding of, and appreciation for, the evolution of global cities, their governance, and the complexity and richness of their various neighbourhoods and sub-cultures. It is an aim of the course for students to be able to apply and relate critical theory to city living and urban development and the effects of culture and art on a city's identity. Through fieldwork students will experience Dublin's varied urban geographies first hand and interact with these sites in an informed and analytical way. We will consider what these sites reveal about the city's complex histories, but also how they are used today to represent the city's past to contemporary Dubliners and tourists. The course is also intended to allow students to reflect on their (back) home environments and to contextualise their own extra-curricular travels and encounters in the city during their stay and to develop their own interpretations of Dublin as a place to live, work and play.

Learning Outcomes

- to acquire the ability to relate critical thinking and theories such as postcolonialism, modernism and postmodernism to cities and city living
- to illustrate an understanding of semiotics and an ability to deconstruct the built environment
- to recognise the relationship between a nation's identity and the built environment
- to effectively identify the effects of colonisation on Dublin's physical and social geography
- to be aware of different views on gentrification and urban regeneration
- to recognise the connections between global capital and global cities
- to critically analyse the effects that globalisation has on Irish identity

- to critically examine the concept of cosmopolitanism
- to understand the effects of culture and everyday life on the built environment
- to critically evaluate the effects of the tourist industry on a city's identity
- to examine the relationship between seminal Irish writers and Dublin
- to demonstrate the ability to link Census data with city living
- to illustrate an ability to create digital maps

Developmental Outcomes

- to develop more confidence to travel to new places, particularly cities
- to develop different tools / abilities to critically explore new cities
- to be curious, mindful and respectful when visiting new places and spaces
- to demonstrate an ability to engage with different sub-groups
- to gain intercultural competence

Class Methodology

The course will mix classroom work with experiential learning and individual research. The classroom work will be a blend of Lectures, workshops and discussions. Experiential learning is a central component of the class and will be centred on field trips to sites such as the Docklands and Ballymun, one of Europe's largest urban regeneration projects. Students will engage with a wide variety of literature – including primary documents, literary accounts, historical interpretations and contemporary social analyses - which trace Dublin's physical and social transformations over the period and allow students to consider the diverse ways in which the city has been represented. Written work and digital map making will allow students to interpret evidence from fieldwork and secondary research to develop their own arguments about the nature and significance of the forces shaping the city and engage with a variety of critical perspectives on its current transformation.

My Global City Co-curricular Activities

The *My Global City* co-curricular calendar offers a diverse program of events and activities taking place in Dublin throughout the semester. As part of the course requirements, students **must attend at least TWO events listed on the *My Global City* calendar.**

Please note that many *MGC* events require advanced sign up, so be sure to check the calendar and plan your activities well in advance. Others are self-directed, and may be undertaken at the time of your choosing.

You may also select alternative events or activities listed on the *MGC* calendar, as long as they are not already closely related to field studies for this course and are approved by the instructor in advance. We will also make use of other relevant *MGC* events and activities in class discussion where appropriate, as well as draw on students' own individual travel experiences in Ireland and Europe during the semester to draw comparative conclusions.

Class participation and attendance

Participation is a vital part of your grade: CAPA has a mandatory attendance policy. Students are also expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time. If you need to miss class for medical reasons or for a family emergency, please let the Chief Academic Officer know in advance of meetings on excused.absence@capa.org, so plans can be made accordingly – you will need to provide evidence of the reason for your absence. If you miss any meetings without an excused absence from the CAO, your final grade will be dropped accordingly. Students are responsible for making up any missed assignments.

Readings:

Weekly required readings will be made available in xerox or electronic format. Some of the key texts on Dublin will be also available in the CAPA Library. It is imperative that students do the assigned readings before the class for which they are assigned, as they will be required to discuss and evaluate these ideas in the sessions. Readings will be supplemented with video footage to foster comparative analysis about representations of historic and contemporary Dublin in a variety of media and also to illuminate issues of current concern. Students will be encouraged to research supplementary reading materials relevant to their neighbourhood research project.

Field Studies:

Field classes form an important component of this course; attendance at these classes, which take place during our class time during selected weeks, is mandatory. Field classes present a valuable opportunity to learn about the forces that have shaped, and continue to shape, global Dublin by focusing on specific case studies in different neighbourhoods of the city. We will interpret the sites we visit through class discussion as well as in written work.

Dress Code:

Students are responsible for ensuring that they arrive at field studies classes on time and wearing appropriate clothing i.e. comfortable and warm.

Assessment:

Class Participation	10%
Essay: <i>Reading the City</i>	20%
Mid-Term Assignment:	
Multi-media Digital Map of Colonial and Postcolonial Dublin	20%
GNL Dub-Lon-Syd-Flo Research	15%
Dublin Neighbourhood Tour and Paper	15%
Final exam	20%

Students must complete all required components for each course by the established deadlines. Failure to do so will result in a reduction of the course grade and may result in a grade of F for the course in question.

Textbook and Supplementary Reading

Core Textbook:

Bridge, G and Watson, S. (2002) *The City Reader*. Oxford. Blackwell.

Supplementary Reading:

- 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. *Diacritcs*, 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.

Assignments:

The following represents an overview of assignments.

Essay: Reading the City. (20%)

1,000 words.

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 19thC 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).

Global Network Learning Dub-Lon-Syd Research Presentation. (15%)

Students, in connection with their first essay, Reading the City, will upload an image onto a shared Google Map that represents Dublin to them. Following this, each CAPA location will compare and contrast each location's perceptions of their host cities. Students will then be divided into research groups concerning issues relating to all the cities such as art, food and markets, ethni_city etc. These international student groups will then collaborate and

create a shared google doc and present their group's findings in class. The presentation should include a shared comparative analysis of the topic.

Mapping Colonial and Postcolonial Dublin (20%)

Mid-Term assignment

Students will be instructed how to make digital maps to included inserting text, web-links, images and film.

These interactive documentary maps 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 20 text boxes of 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.

Dublin Neighbourhood Walk (circa 45min-1hour) and google map. 15%

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 (for example, its architecture/iconography/graffiti...)
- 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 papers: relevant resources can be found in the CAPA Resource Centre, as well as through students' institutional online access to scholarly journals. Students must include photographs, and Census data, photographs, charts and any other relevant material from the visit in their map.

Class Participation (10%):

This is a vital part of your grade. CAPA has a mandatory attendance policy. You are expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. I trust there will be a supportive and friendly atmosphere for class discussion. You are expected to think carefully about the assigned readings, to read assigned readings in advance of the class, and come in on time. I expect everyone to contribute fully to class discussions, and to respond thoughtfully to the field trips. Silent attendance of class is not enough for a good participation grade. Persistent lateness or lack of attention in class, e.g. reading materials other than the work set, may result in a low or zero grade for participation, and possible referral to the Director of Academic Programmes.

If you need to miss class for medical reasons or for a family emergency, please let CAPA know in advance of meetings on excused.absence@capa.org, so plans can be made accordingly - you will need to provide evidence of the reason for your absence. **If you miss any meetings without an excused absence, your final grade will be dropped accordingly.** Students are responsible for making up any missed assignments or other class work. It is your responsibility to ensure on the day that you are on the register for classes and field studies.

Attendance, Participation & Student Responsibilities

Please note that the regulations below are very strict for a specific reason, namely to respond to the expectations of your own colleges and universities. Therefore, please observe these rules; they are not complicated and simply require your attention to detail.

Class attendance and participation

CAPA has a mandatory attendance policy. Students are also expected to participate actively and critically in class discussions, and the participation portion of the class will be graded accordingly. Students must read assignments BEFORE the class, and come in on time.

If you need to miss class for medical reasons or for a family emergency, you must send an e-mail to let the Director of Academic Programs (DAP) know at least one hour in advance of your class or meeting. Note that calling the CAPA Center is accepted only if you do not have access to internet. An e-mail is still required as quickly as you can get access to internet again. You will need to provide evidence of the reason for your absence. If you miss any meetings without an excused absence by e-mail, your final grade will be dropped accordingly. And when you must miss a class or field trip, you are responsible to talk to your instructor and make up any missed assignments.

Participation is a vital part of your grade: students are expected to participate orally in seminars, and in online forums and discussions, in a critical and evaluative manner; to approach professor and fellow students with respect and tolerance; and to actively engage in debate, while avoiding derogatory or inflammatory comments on the cultures or attitudes of others in the class.

CAPA Program and Instructor Policies

The faculty expects from you, the student, a high level of responsibility and academic honesty. Because the value of an academic course depends upon the absolute integrity of the work done by the student, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work and class behaviour.

A high standard of individual honor means that you, the student, must attend all classes and never be late (unless with a valid reason). You must be respectful of the professor and of other students by not talking/whispering in class when others are talking or presenting. Persistent lateness or lack of attention in class, ie reading materials other than the work set, may result in a low or zero grade for participation, and possible referral to the Chief Academic Officer (CAO). No electronic equipment will be used in class, including laptops, phones, ipods, pads, cell phones, etc, unless you have express permission from the professor or you have been instructed to do so. If for any reason a student is obliged to work with electronic equipment, then permission must be obtained from CAPA's Academic Director prior to the class.

Certain behaviours disrupt class, such as a student arriving late, a phone ringing, a student leaving in the middle of class. Lecturers have the authority to decide policies for their classroom regarding these and similar behaviours that may disrupt the learning environment. All members of the class are expected to respect the learning environment and the lecturer's efforts to maintain it.

Academic Integrity

Plagiarism and Cheating

Plagiarism and cheating will be dealt with very seriously, and will be referred to the Chief Academic Officer. Any work submitted by a student in this course for academic credit must be the student's own original work. If you present, as your own ideas, any material copied or extensively drawn from the work of others, then you are plagiarizing — unless you give full citations for your sources. Plagiarism is unacceptable. If it is found, then this will immediately lead to an "F" (Fail) grade for that particular assignment.

Of course, you may make full use of ideas, arguments and information obtained from books, journals, websites, etc. but you must make clear in a footnote whose work you are drawing from. This includes cases of "paraphrasing" where the idea or the thought of another writer is "borrowed". (Please note that a citation for paraphrasing is academically acceptable. It could say, for example: "This idea is borrowed from: Author's name, Title, Publisher/Website, (date you accessed the website), year of publication, page number.")

In addition, copying our own assignment entirely or partially to submit to a second or third professor in another class is considered cheating by duplication. This is unacceptable. The same is when you copy your own work, that was written for another assignment or in another context (news-journal, website, blog, etc.), without citation. This is akin to plagiarism. While this does not implicate the writing of others as you are copying your own work, it is misrepresentation in academic terms because the work handed in to the instructor in this class was

not originally written for this specific class, but for another publication or platform. Students risk receiving an "F" (Fail) grade for all the assignments done in classes for which they have duplicated their own work. An exception can be given if the student has obtained the professor's agreement in advance and has correctly provided a reference (citation in text or as footnote or endnote) to his/her other assignment or earlier work. Students, like any author, are allowed to cite their own earlier work.

In cases of blatant and intentional misrepresentation, a student will receive a failing grade for the course and may face disciplinary action before the Chief Academic Officer, which, in extreme cases may result in dismissal from the Program.

Helpful Resources and Tips on how to avoid Plagiarism

1. You quote it, you note it! An interactive tutorial guide on how to avoid plagiarism and how to cite sources:

<http://library.acadiau.ca/tutorials/plagiarism/>

http://www.plagiarism.org/learning_center/citation.html - if you scroll down, you'll find links to all major styles and formats for citing and referencing.

2. How to cite and write a bibliography: Ask your instructor to tell you which citation format to use (the most common are APA, MLA and Chicago). The most important thing is to use one citation and referencing format consistently and accurately throughout your paper.

Behaviour during Examinations

During examinations, you must do your own work. Unless specifically instructed by the lecturer or instructor, talking during an exam is not permitted, nor may you compare papers, copy from others, or collaborate in any way. Any failure to abide by examination rules will result in failure of the exam, and may lead to failure of the course and disciplinary action.