



UNC
GLOBAL

THE UNIVERSITY
of NORTH CAROLINA
at CHAPEL HILL

COLLEGE OF ARTS & SCIENCES

STUDY ABROAD OFFICE

FedEx GLOBAL EDUCATION CENTER
CAMPUS BOX 3430
CHAPEL HILL, NC 27599-3130

T 919.962-7002
F 919.962-2262
studyabroad.unc.edu

September 1, 2013

Administrative Board of the College of Arts & Sciences
Office of General Education
CB #3510
300 Steele Building
UNC-CH

Dear Colleagues:

UNC in Dublin: Irish Literature, Culture, and Sexuality Studies

The Department of English and Comparative Literature and the Study Abroad Office are submitting for your approval a proposal to establish a summer study abroad program in Dublin, Ireland, beginning in 2014 and continuing annually.

Program Overview and Rationale

Proposed program dates: May 31-July 12, 2014

This six week summer program will focus on Irish literature and culture in the context of a sexuality studies approach. The two concurrent three-credit UNC-CH English courses will allow students the opportunity to read and study several contemporary Irish writers including Colm Toibin, Emma Donoghue, Jamie O'Neill, and to focus in depth on James Joyce's life and writing. This program is designed to take advantage of the many location-specific opportunities in Dublin. To supplement the in-class sessions and reading and writing assignments, the program will include historic walking tours, field trips, Bloomsday activities, guest lectures and theater performances.

There is demand for UNC faculty-led summer programs with a focus on arts and culture in English-speaking countries, and we do not currently offer such in Ireland. Additionally, Sexuality Studies is a curriculum that is not currently represented in our current program portfolio. This program will focus on Irish Literature with a sexuality studies approach, but will also survey the history and culture of Dublin which is so closely connected to its literature. As a UNESCO City of Literature, Dublin is an excellent destination for the study of literature and the culture that breeds creativity.

The courses will offer general education credit to all UNC-CH undergraduates, will satisfy English major and minor requirements, and will offer Sexuality Studies minor credit.

Resident Director

Wendy Weber (Lecturer) specializes in 20th and 21st century literature, with an emphasis on sexuality and gender studies. Since 2000, she has been teaching various literature and writing courses in the English and Comparative Literature Department at the University of North Carolina. For the past decade, she has taught a very popular introductory class in Gay and Lesbian literature. She has enjoyed reading and studying James Joyce since graduate school; she has taught Joyce and a number of other Irish texts, notably Jamie O'Neill's *At Swim, Two Boys* in recent years. She is looking forward to teaching Irish literature in Dublin, mixing class time with explorations of the city and its literary history and inspiration.

Program Content

The program will include two three-credit UNC-CH courses, ENGL 390 *Special Topics in Literary Studies* and ENGL 278 *Irish Writing 1800-2000*, for which participants will earn UNC-CH graded credit. Dr. Weber will undertake the bulk of teaching and examination for both courses, and there will be a small number of guest lectures drawing upon faculty from the University College Dublin. In addition to formal class lectures and discussions, the program will include several required, academically focused activities throughout the city which will be considered part of the courses, and therefore will be assessed and calculated as part of the contact hours.

The attached annexes provide detailed course descriptions and a program itinerary.

Enrollment

The program will accept applications from UNC-CH and non-UNC-CH undergraduate students, with priority given to UNC-CH students. Applicants must have a minimum GPA of 2.8 and at least sophomore status. There are no course pre-requisites or language requirements. Target enrollment is 15 participants.

On-site logistics

Emily Mariton, Northern Europe and Oceania Program Director in the Study Abroad Office, conducted a site visit to Dublin in December 2012 to review the on-site logistics.

University College Dublin (UCD), one of UNC-CH's student exchange partners in Dublin, will serve as the host. UCD not only adds academic strength to the program through guest lectures, but also logistical support. UCD's Centre for Study Abroad arranges customizable faculty-led study abroad programs for many US universities.

UCD will provide classroom space, computing facilities, and library access. Students will live in UCD on-campus student accommodation which will include single rooms, shared bathrooms and common spaces, equipped kitchens, and laundry facilities. The faculty director will live alongside students in the on-campus accommodations but with her own room, bathroom, and living spaces.

UCD will offer support for all stages and all aspects of the program. UCD staff will assist with program planning and bookings. They will conduct an on-site orientation and organize a welcome reception for the group. They are available to attend group outings upon request. They will help monitor safety, security, and welfare of the program participants throughout the program, and they will serve as additional support in the event of an emergency.

Safety


Dublin is the capital and largest city in Ireland with over 1.2 million inhabitants. The city center is, however, relatively small and can be navigated by foot, with most of the population living in the suburbs. UCD's campus is located three miles south of the city center, an easy 20 minute bus ride into town.

There are no immediate health or safety concerns in Dublin. Modern medical facilities and highly skilled medical practitioners are available in Ireland. According to the State Department website's country description for Ireland, Ireland remains largely free of terrorist incidents and has a low rate of violent crime. The most common issue Americans face in Dublin, if any, is that of pickpockets around areas frequented by tourists.


Students will be enrolled in international accident and health insurance through HTH Worldwide (www.hthstudents.com) for the duration of the program. There are numerous in-network medical facilities within a few miles of UCD's campus. For emergency room services, students can go to St James Hospital (James's Street, Dublin 8, <http://www.stjames.ie/>). If a student needs an appointment with a general practitioner, Grafton Medical Center (<http://graftonmedical.ie/> 34 Grafton Street, Dublin 2) is in the HTH network and accepts new patients and visitors. For minor illnesses and ailments, students can visit a chemist/pharmacy, many of which operate 24 hours a day.

We are happy to provide any further information that you may need to evaluate this proposal.

Yours sincerely,



Beverly Taylor Date
Department Chair: English and Comparative Literature



Robert Miles Date
Associate Dean: Study Abroad and International Exchanges

UNC in Dublin
Proposal Annex 1
Course Descriptions

ENGL 390 Special Topics in Literary Studies
James Joyce's Dublin; 3 credits

Joyce is widely regarded as one of the most influential figures in the literary Modernist movement of the early 20th century. His innovations in style, form, and content challenged the literary establishment, and ultimately resulted in a new approach to fiction. Though he spent much of his life abroad, Joyce continued to use a realistic Dublin as his fictional setting and he created characters based largely on people he knew from Dublin.

In this course, students will examine *Dubliners* and excerpts from *Ulysses*, exploring the ways in which Joyce's work was in conversation with his homeland. Through the study of his fiction, the course will focus on the rhythms of place, the cadences of language, the political positions, histories and traditions of the early 20th century Irish, and the complex relationship Joyce maintained with the Irish Catholic Church. Additionally, we will draw from a queer theory approach to consider the ways in which Joyce's fiction interrogates the complex social constructions of gender and sexuality during the height of Modernism.

While the course will involve some lecture, the primary mode will be group and class discussions. Active engagement with the material, including short response papers, field observations of Dublin locations, individual and group presentations, and a longer essay, will deepen the understanding of the complexities presented by Joyce's Modernist texts.

Studying Joyce in Dublin will provide an extraordinary opportunity for students to experience Joyce's works in a setting that is reminiscent of that depicted in his fiction. While reading *Dubliners*, the students will take a walking tour that visits the streets and historic buildings used as the backdrop for his Irish character sketches. While reading *Ulysses*, students will tour the sites referenced by Joyce's main character, Leopold Bloom, on his wander through the streets. Bloom's simple observations constituted an intriguing social commentary on the state of affairs in Ireland at the turn of the century. Retracing his steps combined with reading the text will allow students to develop a greater appreciation for these Modernist textual innovations and the social milieu from which they emerged.

Course Assessment:

- * Field Observations will be 1-page written assessments of the places we visit and their historical and cultural relevance to Joyce's work. There will be four of these writings during the course, each worth 5%. (Total 20%)
- * Short Response Papers will be 3-5 page analyses of Joyce's writing in the context of the week's topic. There will be four of these writings during the course, each worth 5%. (Total 20%)
- * Individual Presentation will provide each student the opportunity to present information to the class about a specific topic in the week's reading. There will be one presentation for each student, worth 15%. (Total 15%)
- * Group Presentation will allow the students to work with a small group of fellow students to research and develop a presentation regarding Joyce's writing in the context of the modernist movement, worth 15% (Total 15%)
- * Longer Essay will be a student's well-developed analysis of one of Joyce's writings, incorporating critical research, worth 30%. (Total 30%)

ENGL 278 Irish Writing 1800-2000

Literature and Sexuality Studies: Contemporary Irish Authors, 3 credits

In this course, students will study a sampling of contemporary Irish writers whose works are categorized as contemporary queer literature. The course will explore the ways in which this literature explicates its historical, social, political, and artistic contexts. There will be some lecture, but the primary mode will be class and group discussion. Additionally, the program will visit sites of relevance and interest in Dublin as the students deepen their understanding of the place and its formative influence on these writers and their literary concerns.

Though students will reference and read short selections from other authors, the course will focus our primary study on three writers: Jamie O'Neill, Colm Toibin, and Emma Donoghue.

Jamie O'Neill is a contemporary Irish writer whose historical novel, *At Swim, Two Boys*, takes up the Easter Rising of 1916. He paints a realistic Dublin that shares a great deal with Joyce's Dublin. His novel interrogates the complex intersections of sexuality, class, and national patriotism. Ultimately, the novel offers a glimpse of the potential of love to triumph over all oppression, while consistently adhering to the historical limitations of same-sex love, limitations he skillfully connects with British colonial oppression of Ireland.

Colm Toibin's *The Blackwater Lightship*, explores the complex relationships of multiple generations that have gathered to care for a central character dying from AIDS. AIDS is, of course, an important topic to take up in any sampling of contemporary queer literature; this text will provide an opportunity to explore the ways in which AIDS figures into contemporary queer narratives of identity formation. Here, Toibin uses that backdrop to bring into focus the ways in which the past can paralyze characters in the present moment. It is with great effort that individuals allow grief to transform their relationships, transcending their long-held pettiness.

Emma Donoghue's *Stir-Fry*, renders a coming-of-age narrative that follows an important trend in contemporary queer literature. Her text will provide a context for discussing the central elements of the queer coming-of-age narrative and its divergence from other bildungsroman traditions. We will also explore Donoghue's novel *Hood*, which considers issues of identity crystallized by loss and grief. Both of Donoghue's early novels offer a lens into the complexities of sexuality development and identity within a specific cultural context.

The course will explore the varied themes and techniques of each of these authors while drawing connections between and among them. Students will tease out some of the essential elements of queer literature, examining intersections of the many levels of identity presented in these selections.

Course Assessment:

(Assignments organized by author studied)

- * O'Neill: Reading reflection - student's engagement with a specific part of the first half of *At Swim, Two Boys*. Students will turn in a 1-page reflection as well as share that reflection with classmates. 10%
- * O'Neill: 3-5 page essay - a student's analysis of one thematic or stylistic element of O'Neill's novel. 15%
- * Toibin: Midterm exam covering topics from O'Neill's and Toibin's novels. Format: short answer and short essay. 25%
- * Donoghue: 5-7 page essay analyzing Donoghue as an Irish writer, incorporating critical research. 25%
- * Final Assignment: Individual presentation using powerpoint, prezi, or similar to make connections among the 3 writers from the course. 25%

UNC in Dublin
Proposal Annex 2
Itinerary

- 5/31 Departure from US
6/1 Arrival in Dublin
- 6/2 Welcome; Orientation (10-12); Welcome Dinner
6/3 Class (9-1)*
6/4 Dublin Walking Tour (2-4)
6/5 Class (9-1)
6/6 UCD Guest lecture: Irish history and culture (9-1); Dinner and Irish evening
- 6/9 Class (9-1)
6/10 Dublin Writer's Museum (2-4)
6/11 Class (9-1)
6/12 National Library(2-4)
6/13 Class (9-1)
- 6/16 Bloomsday activities (All day)
6/17 Day trip – Kilkenny (All day)
6/18 UCD Guest Lecture: Contemporary Irish Writers (9-1)
6/19 Class; Visit Book of Kells (9-1)
6/20 Abbey Theatre (Evening)
- 6/23 Easter Rising Walking Tour (Dublin) (2-4)
6/24 Class (9-1)
6/25 UCD Guest Lecture: James Joyce (9-1)
6/26 James Joyce Center (2-4)
6/27 Class (9-1)
- 6/30 Class (9-1)
7/1 Class (9-1)
7/2 Theatre (Evening)
7/3 Class (9-1)
7/4 Class (9-1)
- 7/7 Class (9-1)
7/8 Class (9-1)
7/9 Class (9-1)
7/10 Closing class; Farewell dinner
7/11 Departure

*For most four-hour class sessions, ENGL 390 will be taught in the first two hours and ENGL 278 in the second.

UNC in Dublin
Proposal Annex 3
Supplementary Statement to Program Rationale

Dr. Wendy Weber's background and expertise is in literature with an emphasis on sexuality and gender studies. Her own research has focused on utilizing Queer Theory when exploring various Literatures, and the classes she has taught at UNC-CH and other institutions have reflected this approach with classes being cross-listed in both ENGL and SXST.

At UNC-CH Dr. Weber teaches ENGL 140 (Intro to Gay and Lesbian Literature) in both semesters and in both summer sessions. This English Literature course is cross-listed with WMST and also offers SXST credit. During the academic year the class is capped at 35 and in the summer capped at 25. In all terms the class is oversubscribed and often 12-15 students are unfortunately turned away.

UNC-CH students enrolling in Dr. Weber's courses have been English majors and minors, Sexuality Studies minors, and many other majors from the College of Arts and Sciences interested in the topics covered and in need of general education credit. Students from Women's and Gender Studies and Sexuality Studies enroll in the course because the gender and sexuality studies approach fits into the collection of classes they are putting together for their interdisciplinary degree program. These students have a profound interest in literature as it provides another angle to understand the complexities of sexuality and gender. English majors enrolling in the course have broad interests and a clear recognition that a literature course that takes up sexuality studies in its approach to 20th and 21st century literature is relevant to their studies.

The Dublin summer study abroad program will be of similar nature to the classes that Dr. Weber has taught on campus in that it will survey literature using a sexuality studies approach. However, the classes taught abroad will not be a repetition of on-campus courses; rather they will focus solely on Irish authors and will be structured to take advantage of location in Dublin. In line with the College's commitment to experiential education and study abroad, the Dublin program is designed to use the city as an extension of the classroom, and students will experience first-hand the city, culture, and history in Ireland which will give context to the literature studied.