

Cooperative Center for Study Abroad

For the Love of Lit:

A Literary Adventure in London & Dublin

London & Dublin Winter 23-24

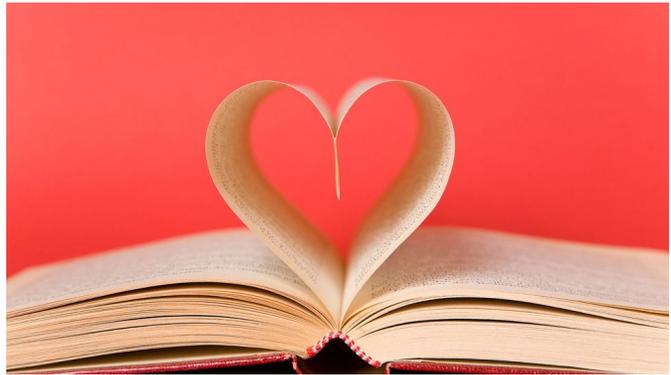
Professor Sarah Blackwell

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Faculty Biography:

Professor Blackwell is known at Thomas More for teaching distinctive and entertaining literature courses. Some of her favorites are: Contemporary Global Literature, Supernatural and gothic Literature (anything to do with ghosts, witches, and zombies), Contemporary American Literature, African-American Literature, Southern Literature, and British Literature. In addition to teaching and reading, Professor Blackwell loves to travel, hike, and spend time with her dogs. In the last few years, she's explored India, Nepal, England, Scotland, and nearly every National Park in the western United States.

"For the Love of Lit" combines several of Professor Blackwell's loves into one amazing course. We'll be reading classic and contemporary poetry and short stories, touring literary sites, and exploring the cities and countryside of both England and Ireland. This will be her third course with CCSA. She previously led a course on Shakespeare for the London Summer Program in 2016 and a Gothic course in London in the Winter Program in 2019. She is excited to go to Ireland for the first time this Winter.

Course Description:

"London opens to you like a novel itself..." - Anna Quindlen

England and Ireland are countries with long, storied histories and vibrant literary presents. This class will explore London and Dublin through short readings from great British and Irish writers. As part of our adventure, we'll criss-cross London and Dublin, visiting all the great literary hangouts: the Globe Theatre, the British Library, Charles Dickens' home, the Sherlock Holmes Museum in London, the Dublin Writer's Museum, and James Joyce Museum in Dublin, as well as literary tours in both cities. In addition to the many literary sites, we'll visit the outdoor markets, gardens, and many of the museums that make these literary hubs famous! Without a doubt, this course will be LIT! [3 credit hours. This course is suitable for majors and non-majors at any level and fulfills a literature or elective requirement.]

Required Texts:

- 10 poems, 7 short stories/excerpts from larger works, and a handful of short videos all linked on an attached document
- Read actively & take notes on each piece. You should be able to discuss each work in terms of what you “noticed” or found interesting while reading. Ask questions about each work and proactively search for answers.

Suggested Readings and films to be familiar with:

- Anything by Shakespeare, Jane Austen, Charles Dickens, John Keats, Sir Arthur Conan Doyle, Oscar Wilde, WB Yeats, or James Joyce that you’ve encountered, or any further reading by any of the authors already on the reading list
- *The Book of Kells* (animated film)
- *Pride & Prejudice* or any film version of any Jane Austen novels

If a student completes this class with a passing grade and participates in all class activities, they will be able to:

1. Knowledgeably discuss and voice their opinions about a curated collection of short stories and poems by British and Irish writers
2. Articulate their thoughts and arguments regarding British and Irish literature both orally and in properly formatted written assignments
3. Demonstrate enhanced critical thinking skills and aesthetic judgment in their analysis of poetry, short stories, and art
4. Reflect on and articulate how their exposure to British and Irish culture has contributed to their personal development
5. Explain how experiencing the physical context of literary works deepens one's understanding of those works

Course Requirements

Participation: Attendance and participation in all class activities and excursions is MANDATORY. You are also expected to have done all assigned readings by assigned dates. Your class participation grade will be based on your active discussion of the readings and excursions and your willingness to share journal entries with the class.

Journals: In this course, you will write a handful of journal entries that include reflections on course activities as well as activities you experience during your open exploration time. At the end of the course, you will choose 5 of these entries to polish for submission.

Grading: I see this class as a way to help you move into the academic arena and to see your voice in dialogue with others in an ongoing conversation in our culture. The grading breakdown below illustrates where your final grade will come from:

British Literary Site Presentation 10%

Irish Literary Site Presentation 10%

Active Participation in all classes and excursions 10%

Reading Quiz over all assigned readings 20%

Reflective Journal Entries (5 graded) 25%

Research Essay (to be completed after the course) 25%

Letter Grades are on a 10-point scale, detailed below:

A+ 97 to 100	B+ 87 to 89.99	C+ 77 to 79.99	D+ 67 to 69.99
A 93 to 96.99	B 83 to 86.99	C 73 to 76.99	D 63 to 66.99
A- 90 to 92.99	B- 80 to 82.99	C- 70 to 72.99	D- 60 to 62.99
F 0-59.99			

Physical Expectations:

Our course will include several field trips and other activities that may involve much more walking and standing than you are used to. You will be expected to walk 3-6 miles per day. This is city walking, so it will be mostly flat, but if you have difficulty walking great distances, be mindful that you may need to find alternate (and perhaps costlier i.e. taking a taxi) ways of getting around. To this end, I recommend that you bring at least one or two pairs of well-broken in walking shoes / comfortable shoes and avoid flip-flops or heels. If you're worried, bring some blister bandages with you.

Note: British and Irish weather can be finicky – especially in the winter. I recommend you bring a small (packable) umbrella, a raincoat / weather-proof jacket, a heavier winter coat (plus a hat,

scarf, and gloves), and shoes you don't mind getting wet because the weather will not stop us from getting out and exploring!

Additional Costs:

While the CCSA program fee will cover much of the incidental expenditures for required course activities on field trips, additional costs may accrue. Therefore, participants must budget \$60-75 for extra class-oriented expenditures.

Academic Honesty:

Academic dishonesty (which includes plagiarism and cheating -- including cheating using ChatGPT or other AI services) is a form of theft. It is inconsistent with the moral character expected of students in a college/university environment. It is a serious matter and will be dealt with accordingly.

1) CHEATING: It includes, but is not limited to, the wrongful giving, taking, or presenting of any information or material by a student with the intent of aiding him/herself or another on any academic work that is considered in any way in the determination of the final grade in a course.

2) PLAGIARISM: When a student submits work purporting to be his/her own but which in any way borrows ideas, organization, wording, or anything else from another source without appropriate acknowledgment of the fact, the student is guilty of plagiarism.

Sanctions for a first offense (administered by the professor):

- MINIMUM PENALTY: a grade of 0 or F for the examination, quiz, or paper without the opportunity to make it up.

- MAXIMUM PENALTY: a grade of F for the course affected and academic probation as determined by college/university authorities.

Students with Disabilities:

Students with disabilities or special needs must contact the instructor and the CCSA office at least a month in advance of the program's beginning so that accommodations can be made to the extent possible in a study abroad setting. Students seeking such accommodation must provide CCSA with a copy of the letter on file with their own Office of Disability Services, outlining what services and accommodations they receive on their home campus.

Journal Entry Assignments

Students will write five substantial journal reflections; the minimum length is one page typed, single-spaced. Three of these entries will be on class-related field trips, the additional two will be on an excursion or class meeting of your choice – though it cannot overlap with any other assignment.

Journal Entries on Official Course Excursions (3)

These three entries should be substantial, focused, thoughtful, free-write reflections about your British and Irish experiences, not simply a log of what happened that day. They could be about any of our class excursions, day trips, or any tours we may experience together. They might relate to our class presentations about the field trip or relevant literature. 1 page single-spaced.

Journal Entries on Other Activities (2)

I will provide a list of suggested sites and activities students may select to explore on their own, with other CCSA students, or with the class, in addition to scheduled course activities. Each student is required to include in their journals two additional entries (one from London and one from Dublin) on sites they have visited or other encounters. These should not merely be a diary of each day's itinerary or laced with easy generalities: "The place was interesting," "I went here, did this, went there, did that," or "This play was good" or "the Museum was cool," will not suffice. Provide interested reactions in a detailed discussion of encounters with British or Irish sites, people, and culture. 1 page single-spaced.

Journal Entry Evaluations

Journal entries will be evaluated based on whether the entries are substantial—and contain thoughtful reflections and substance of the response in relation to each assignment's expectations. Error-free writing is assumed.

You may, of course, also use the journal as a personal record with other reactions to and observations about your British and Irish experiences, to make sketches, and for class notes. Such entries, however, are in addition to your required journal responses which should be very clearly numbered and labeled.

Entries are worth 10 points each.

Journal Entry 1 will be collected on 12/29. The full collection will be due on 1/7.

British and Irish Location & Literature Reports

Each student will be responsible for creating and presenting two engaging reports that connect literary works to specific locations in England and Ireland. The aim is to enhance class discussion by providing insightful analyses of how each site complements and enriches the understanding of the chosen literary piece.

Each student will be assigned one location in England and one in Ireland. Each location will be linked to a piece of literature you have read for class. We will determine who will report on each location via email before our departure. Most sites will have online resources available for exploration before our trip.

The reports will consist of two parts:

- Oral Presentation: Deliver a brief (5-10 minute) engaging but informal presentation (no need for visuals, and reading from notes is fine). The oral portion of the report will take place either in the hotel lobby before we leave for our course excursions for the day, or outside the location itself.
- Written Report: Craft a document that encapsulates your oral presentation (but goes more in-depth) in 1-2 single-spaced typed pages. The written portion of the report will be due by midnight on the day of your oral report.

Content of Reports

Location Overview:

- Describe the location in detail, highlighting elements that are particularly intriguing or pertinent to our course.
- Educate your classmates about the site, assuming they have minimal prior knowledge.
- Discuss the connection between the location and the literary work. For some, this will be obvious, for others, it may require you to make inferences.
- Remember, your goal is to stimulate class discussion on both the site and the text (to this end, you may want to prepare discussion questions or things for students to ponder as we visit the site)

Literature Overview:

- Summarize the literary piece, emphasizing its central themes.
- Reference specific passages that underscore the work's key concepts or enhance your understanding of the location.
- Offer a thoughtful analysis, (which can be supplemented by external sources), and discuss how these insights inform your interpretation of the work.
- Raise questions that the text inspires within you.

Reports are worth 20 points each.

Due dates are on the syllabus and vary depending on your assigned locations.

Final Essay Assignment

The essay must be typed, double-spaced, and a minimum of 4 pages in length. Follow MLA parenthetical documentation format with an added Works Cited page. The essay should incorporate references to language from the texts to support insights and discussion of outside sources related to your topic. Specific topic suggestions will be provided, and course discussion may suggest additional possibilities. Links, field trips, as well as class discussions, and journal entries may suggest topics. Also, see the “Suggested Reading” section in this syllabus for possible ideas.

Your essay should reflect an awareness of outside sources, but 90% of the discussion should be your ideas and arguments, laced with references to the texts of the specific literature of your choosing. You may, of course, use insights and ideas from any of the pieces students report on.

Final Paper Evaluation

Essays will be graded on a 25-point scale:

5 points: Correct use of MLA format for parenthetical documentation and a Works Cited page

5 points: Mechanical Correctness—free of spelling, grammar, and punctuation errors.

5 points: Coherent Organization—definite introduction with a focusing thesis, body paragraphs in order, and conclusion; The essay makes clear arguments and reaches intelligent conclusions. Thesis: Does the paper present a clear, assertive focus and go somewhere?

10 points: Overall Content—the topic is fully developed and convincingly argued, explores the issue articulately, shows some complexity of thought, and makes convincing use of specific details from course materials and/or excursions in support of its discussion, and demonstrates that learning has occurred in the process of writing. Do you show off your thinking in the text of the paper?

Potential Topics Include: an analysis of a specific piece of British or Irish literature of your choosing (potentially using your presentation as a jumping-off point), an essay discussing how the on-site locations of the literary pieces impacted your view of the literature, etc.

You are by no means restricted to these suggestions and may develop other topics that interest you as long as they are related in some serious way to larger course topics. Feel free to share possible topics and interests with the class as they arise.

Final Paper due via email by 1/28/24

Class Schedule

Before Departure

Required Readings: Before the course, you should read the entire list of required readings (see list below). Paying particular attention to those you are responsible for presenting. I suggest you print copies of each of the required readings and take notes on them as you read. You can use your notes during class quizzes.

Week 1: London

Day 1. Tuesday, December 26 Depart U.S.

Day 2. Wednesday, December 27

Morning: Arrive in London and tour the area

Afternoon: CCSA Orientation & Class Orientation / Take the tube a few stops in each direction & walk to see Buckingham Palace

Evening: Dinner with CCSA

Day 3. Thursday, December 28

Morning: Meet in the Lobby at 9:30 for bus tour of London

Afternoon: Meet in the Lobby at 1pm for our 2pm Tour of the Globe (**London Literature Presentations #1 & 2**) & after, students have the opportunity to walk along the Thames to explore the Christmas Market

Evening: Meet as a class for a quiz over our course readings

Day 4. Friday, December 29

Morning: Meet in the Lobby at 9:15am for our 10am visit to Keats House (**London Literature Presentation #3**) & then students are free for lunch and to visit Hampstead Heath

Afternoon: Meet at the Sherlock Holmes Museum at 1pm (**London Literature Presentation #4**)
Submit Journal #1 by midnight

Day 5. Saturday, December 30

Full-Day Excursion: Bath – Jane Austen Center Tour (**London Literature Presentation #5**)

Day 6. Sunday, December 31

Morning: Meet in the lobby at 8:30am for 9:30am visit to the British Library (via Kings Cross Station to visit Platform 9 ¾)

11am Charles Dickens Museum (**London Literature Presentation #6**)

Afternoon: Arrive at the British Museum at 1:30 pm (there's a long line to get in) for our 2 pm Cream Tea in the main rotunda restaurant. Then students are free to explore the museum (which is open until 5pm).

Day 7. Monday, January 1

Morning: open exploration time

Afternoon-Evening: Meet in the Lobby at noon to visit Kew Gardens. Students are free to explore the Kew until closing at 3pm (**London Literature Presentation #7**)

**Optional:* Visit Christmas at the Kew, which begins at 5pm. (You'll need to purchase a separate timed ticket for this).

Week 2: Dublin

Day 8. Tuesday, January 2

Morning: Travel to Dublin

Afternoon: Bus tour of Dublin

Evening: Orientation & Dinner (students should meet in groups to view *The Secret of Kells*)

Day 9. Wednesday, January 3

Morning: meet in the lobby at 9:30am for our 10am visit to the Museum of Literature Ireland (**Dublin literature presentation #1**)

Opportunity to have lunch in the MoLI Cafe

Afternoon: Meet at the James Joyce Center at 1pm. Visit the James Joyce Statue (**Dublin literature presentation #2**)

Day 10. Thursday, January 4

Morning: meet in the lobby at 9:30am for our 10am visit to Trinity College Library (view *The Book of Kells*) (**Dublin literature presentation #3**)

Afternoon: Open expiration time / Optional places to visit: Marsh's Library, Botanic Gardens, Chester Beatty Museum

Evening: meet in the lobby at 6:45pm for our 7:30pm Literary Pub Crawl (or meet where the pub crawl starts)

Day 11. Friday, January 5

Glendalough Monastery (**Dublin literature presentation #4**)

Evening: open, recommended to visit Dublin Bookshops – Hodges Figgis, Books Upstairs

Day 12. Saturday, January 6

Morning: Meet in the Lobby at 9:30am for our 10am visit to the National Library of Ireland – Yeats (**Dublin literature presentation #5**)

Afternoon: open exploration time - meet at the National Leprechaun Museum at 7:00pm

Evening: National Leprechaun Museum storytelling experience at 7:30pm (**Dublin literature presentation #6**)

Day 13. Sunday, January 7

Morning: Pre-departure meetings/evaluations

Afternoon: 1pm meet at the Oscar Wilde Museum & Statue (**Dublin literature presentation #7**)
Submit your final journal entries via email by midnight

Day 14. Monday, January 8

Morning: Depart Dublin

After Return

Email me with your paper topics within one week of our return.

Then, email me with any questions or comments about your final paper.

Final Papers are due via email by 1/28/24.

London Reading List

Each link below will connect to either a poem or a short fiction piece.

Read actively & take notes on each piece. You should be able to discuss each work in terms of what you “noticed” or found interesting while reading. Ask questions and proactively search for answers.

Shakespeare

- “Prologue to Henry V” <https://shakespeare.folger.edu/shakespeares-works/henry-v/prologue/>
- “Sonnet 18,”
<https://www.poetryfoundation.org/poems/45087/sonnet-18-shall-i-compare-thee-to-a-summer-s-day>
- “All the World’s a Stage”
<https://www.poetryfoundation.org/poems/56966/speech-all-the-worlds-a-stage>

John Keats

- “Ode to a Nightingale” <https://www.poetryfoundation.org/poems/44479/ode-to-a-nightingale>

Charles Dickens

- “Down with the Tide” (1853) <https://www.online-literature.com/dickens/reprinted-pieces/18/>

Virginia Woolf

- “Kew Gardens” <https://digital.library.upenn.edu/women/woolf/monday/monday-07.html>

Jane Austen

- “Oh! Mr. Best, You’re Very Bad” <https://mypoeticside.com/show-classic-poem-1729>
- *Pride & Prejudice* chapter 1:
https://www.w3.org/Mobile/training/mobile_course/resources/pandp/chapter1_no_vp.html#:~:text=%22My%20dear%2C%20you%20flatter%20me,much%20beauty%20to%20think%20of.%22
- If you haven’t read *Pride & Prejudice*, watch this:
<https://youtu.be/1yc3kw-9xSl?si=VBdHZ2rs0znSf86s>

Sir Arthur Conan Doyle

- “The Adventure of the Blue Carbuncle” (1892)
<https://etc.usf.edu/lit2go/32/the-adventures-of-sherlock-holmes/351/adventure-7-the-adventure-of-the-blue-carbuncle/>

Films

- *Pride & Prejudice* or any film version of any Jane Austen novels

Dublin Reading List

Each link below will connect to either a poem or a short fiction piece.

Read actively & take notes on each piece. You should be able to discuss each work in terms of what you “noticed” or found interesting while reading. Ask questions and proactively search for answers.

James Joyce

- excerpt from *Ulysses* <https://www.berfrois.com/2012/06/ulysses-james-joyce/>

William Butler Yeats

- “The Second Coming” <https://www.poetryfoundation.org/poems/43290/the-second-coming>
- “The Lake Isle of Innisfree”
<https://www.poetryfoundation.org/poems/43281/the-lake-isle-of-innisfree>
- “The Stream and the Sun at Glendalough”
<https://thestoneandthestar.blogspot.com/2012/11/yeatss-stream-and-sun-at-glendalough.html>

Oscar Wilde

- “My Voice” <https://poets.org/poem/my-voice> & “Her Voice” <https://poets.org/poem/her-voice>
- *The Picture of Dorian Gray* video (only needed if you are not familiar):
<https://youtu.be/27-3OVRyQI?si=Sph8GIIbADajLve8> &
<https://youtu.be/EEbbAGumo8E?si=0UWc-9OL7aEWztuR>
- “The Leprechaun” by Lady Wilde (Oscar’s mom)
<https://sites.pitt.edu/~dash/leprechaun.html#wilde>

Seamus Heaney

- “St. Kevin & the Blackbird” (read by Heaney)
<https://glendalough.wicklowheritage.org/new-contributions/st-kevin-and-the-blackbird-read-by-seamus-heaney>

Patrick Kavanaugh

- “Epic” <https://www.poetrybyheart.org.uk/poems/epic/>

Films

- *The Book of Kells* (animated film)

Mandatory Videos:

- TEDEd about Jane Austen: <https://youtu.be/NSL55IOwznU?si=gOq75XGnZkFJ1Fm4>
- TEDEd about Sherlock Holmes: https://youtu.be/l8992A5oAWM?si=wz_6bICpFmmGzb40
- TEDEd about James Joyce’s *Ulysses*: <https://youtu.be/X7FobPxu27M?si=CGrLoZhvqir-9BW>
- Why Shakespeare Still Matters: https://youtu.be/JPA-Drr4iFs?si=wrfjTa5R_xicxFGJ
- “If you ever go to Dublin Town” Patrick Kavanaugh https://youtu.be/1_BT-vWOJnY

Videos for fun:

- “Dublin” by Louis MacNeice <https://youtu.be/8udFrYp4r70>
- 12 poems at 12 bookshops – Dublin’s “A Year in Words” Celebration
<https://www.dublincityofliterature.ie/projects/dublin-year-words/the-poems/>

Readings Organized by Location

Visit to The Globe:

- Shakespeare "Prologue to Henry V"
<https://shakespeare.folger.edu/shakespeares-works/henry-v/prologue/>
- Shakespeare "Sonnet 130,"
<https://poets.org/poem/my-mistress-eyes-are-nothing-sun-sonnet-130>
- "Sonnet 18,"
<https://www.poetryfoundation.org/poems/45087/sonnet-18-shall-i-compare-thee-to-a-summer-s-day>
- "All the World's a Stage"
<https://www.poetryfoundation.org/poems/56966/speech-all-the-worlds-a-stage>

Visit to Keat's House

- John Keats "Ode to a Nightingale"
<https://www.poetryfoundation.org/poems/44479/ode-to-a-nightingale>

Visit to Dicken's House

- Charles Dickens "Down with the Tide" (1853)
<https://www.online-literature.com/dickens/reprinted-pieces/18/>

Visit to The Kew:

- Virginia Woolf "Kew Gardens"
<https://digital.library.upenn.edu/women/woolf/monday/monday-07.html>

Visit to the Jane Austen Center:

- Jane Austen "Oh! Mr. Best, You're Very Bad" <https://mypoeticside.com/show-classic-poem-1729>
- Jane Austen chapter 1 from *Pride & Prejudice*
https://www.w3.org/Mobile/training/mobile_course/resources/pandp/chapter1_no_vp.html#:~:text=%22My%20dear%2C%20you%20flatter%20me,much%20beauty%20to%20think%20of.%22
- If you haven't read it, you may want to be familiar with it:
<https://youtu.be/1yc3kw-9xSI?si=VBdHZ2rs0znSf86s>

Visit to The Sherlock Holmes Museum:

- Arthur Conan Doyle "The Adventure of the Blue Carbuncle" (1892)
<https://etc.usf.edu/lit2go/32/the-adventures-of-sherlock-holmes/351/adventure-7-the-adventure-of-the-blue-carbuncle/>

Visit to the Museum of Literature Ireland:

- Patrick Kavanagh's "Epic" <https://www.poetrybyheart.org.uk/poems/epic/>

Visit to the James Joyce Center:

- James Joyce excerpt from *Ulysses* <https://www.berfrois.com/2012/06/ulysses-james-joyce/>

Visit to the Trinity College Library:

- The Secret of Kells (film)

Visit to Glendalough:

- Yeats "The Stream and the Sun at Glendalough"
<https://thestoneandthestar.blogspot.com/2012/11/yeatss-stream-and-sun-at-glendalough.html>
- Read by Seamus Heaney
<https://glendalough.wicklowheritage.org/new-contributions/st-kevin-and-the-blackbird-read-by-seamus-heaney>

Visit to the National Library of Ireland:

- WB Yeats "The Second Coming"
<https://www.poetryfoundation.org/poems/43290/the-second-coming>
- W.B. Yeats "The Lake Isle of Innisfree"
<https://www.poetryfoundation.org/poems/43281/the-lake-isle-of-innisfree>

Visit to the National Leprechaun Museum:

- Leprechaun stories: <https://sites.pitt.edu/~dash/leprechaun.html#wilde>

Visit to Oscar Wilde's House:

- Oscar Wilde's "My Voice" <https://poets.org/poem/my-voice> & "Her Voice"
<https://poets.org/poem/her-voice>
- The Picture of Dorian Gray video (only needed if you are not familiar):
<https://youtu.be/27-3OVRyQI?si=Sph8GIIbADajLve8> &
<https://youtu.be/EEbbAGumo8E?si=0UWc-9OL7aEWztuR>

London Location & Literature Presentations

1. The Globe & "Prologue to Henry V" – Taylor Allison
2. The Globe & "Sonnet 18," "All the World's a Stage" – Mallory Miller
3. Keats House & "Ode to a Nightingale" – Delaney Willis
4. Sherlock Holmes Museum & "The Adventure of the Blue Carbuncle" – John Woodring
5. Jane Austen Center & "Oh! Mr. Best You're Very Bad" / *Pride & Prejudice* ch. 1– Rachel Trotter
6. Charles Dickens House & "Down with the Tide" – Noah Branson
7. Kew Gardens & "Kew Gardens" – Taylor Schwab

Dublin Location & Literature Presentations

1. Museum of Literature Ireland (MoLI) & "Epic" – Taylor Allison
2. James Joyce Center & excerpt from *Ulysses* – Noah Branson
3. Trinity College Library & *The Secret of the Kells* – Delaney Willis
4. Glendalough & "The Stream and the Sun at Glendalough" – Rachel Trotter
5. National Library of Ireland & "The Second Coming," "The Lake Isle of Innisfree" – Mallory Miller
6. National Leprechaun Museum & "The Leprechaun" – John Woodring
7. Oscar Wilde House & "My Voice," "Her Voice" – Taylor Schwab