

Overseas Study Program Proposal—
A Cultural Awareness Journey: Studies in Irish Literature, History, and Society
Indiana University Kokomo Department of Humanities

Submitted by

Catherine Barnes, Academic Advisor in Arts and Sciences,
Terri Bourus, Associate Professor in English,
Donna McLean, Assistant Professor of Communications and Overseas Study Advisor,
Sue Sciame-Giesecke, Dean of Arts and Sciences,
and Karla Farmer Stouse, Lecturer in Humanities

A. Description of Program

Our three previous overseas courses (one in Mexico during Summer I 2003 and two in London during Spring Break 2004) have generated a great deal of student interest and desire for participation. To fulfill student requests, this proposed study program will involve a week-long cultural visit to Ireland during Summer I 2005. Students will have a choice of two different course offerings: L383 Studies in British or Commonwealth Culture (3 credit hours) and F200 Foreign Study in Irish Culture (3 credit hours). The classes will meet for three weeks prior to departure (2.5 hours per meeting x 6 meetings = 15 contact hours), during which time the students will complete the readings, class discussions, and preparatory work for the literary and travel experiences in Ireland. The trip to Ireland will occur during the first week of June 2005 and will involve daily classes (2 hours per day x 5 days = 10 contact hours) and cultural events (literary/historical tours, theatre performances, etc.—4 hours per day x 5 days x .5 = 10 contact hours) and research activities relevant to each course. Upon return from Ireland, students will meet again for two class sessions (2.5 hours x 2 = 5 contact hours; 40 total course contact hours) to discuss the impact of the cultural experiences and to complete course requirements (tests, papers, presentations, etc.). It is estimated that 20-25 IUK students will participate, with an additional 5-10 faculty/staff participants joining the group. Students from other IU campuses and other institutions will also be welcome if they choose to take one of the courses and if they are accepted into the program after completing the required application process.

Course Topics:

English L383: Studies in British or Commonwealth Culture (3 cr.)

This course is an intensive classroom and onsite study of Irish culture and the literature it has produced. To quote the course syllabus, “The Irish have a culture quite distinct from, and yet undoubtedly a part of, England. They speak in what is often called an Irish ‘brogue’ or accent, refusing to give up Gaelic, and yet their primary language is English. They hold on to ancient myths and beliefs that have their origins in a prehistoric Druid and then Celtic past, and yet they have been occupied by and mixed with the English for over 1,000 years and have a common cultural heritage. This culture is further complicated by a long history of Catholicism dominated by distrust of the ‘occupying’ British. In an attempt to capture and perhaps better understand these dichotomies, Irish poets and playwrights have attempted to bring the Irish psyche to the stage, and each one has done this in his or her unique, yet Irish,

voice. This class will look at the works of several of these playwrights and examine the ‘Irishness’ of the writers and the resultant Irish plays. We will also discuss the various kinds of cultures found in Ireland and the Irish, and then see how playwrights have incorporated them into their works, producing some of the world’s finest and most poignant dramas. We will spend one week in Dublin and its environs, and we will visit the Abbey Theatre, Trinity University, and other important literary and historical sights.”

COAS F200 Foreign Study in Irish Culture (3 cr.)

We will examine Irish literature, history, and culture, focusing on the impact of those items in America and in Britain. We will read a selection of works by Jonathan Swift, George Bernard Shaw, W.B. Yeats, Oscar Wilde, C.S. Lewis, James Joyce, Kate O’Brien, Maud Gonne, and Frank McCourt in conjunction with discussions about Irish folklore and legends, the history of conflict with the British, the Potato Famine, the influence of religion, and traditional views about the Irish. We will also compare the stereotypes and historical stories found in movies such as *Angela’s Ashes*, *Michael Collins*, *Ulysses*, *Waking Ned Devine*, *In the Name of the Father*, *Far and Away*, *Da*, *The Commitments*, *Darby O’Gill and the Little People*, and *The Quiet Man* before and after our trip to Ireland. In addition to in-class writings, group and individual discussions, and onsite research in Ireland, students will design and complete an individual research project involving a paper and a presentation.

Readings:

L383— *Modern Irish Drama*, ed. by John P. Harrington
Packet distributed by instructor (see syllabus attached)

F200—*Irish Folk Tales* ed. by Glassie and O’Hearn; *How the Irish Saved Civilization* by Thomas Cahill; *Everything Irish History and Heritage* by Blackwell and Hackney; selections from authors as noted (see syllabus attached)

B. Rationale

These course offerings reflect student requests for more diverse learning opportunities, including off-campus and international options, and coincide with campus-wide efforts to promote recruitment and retention. Outside consultants have suggested that making travel/learning opportunities part of our curriculum will provide excellent recruiting and retention incentives for IUK’s students and potential recruits. Our previous trips to Mexico and London have received a great deal of positive exposure on campus and in the local community, and students have begun asking what the next destination will be and which classes will be offered. Community members who have participated on our trips have also provided positive feedback and have indicated strong interest in joining us for another trip. This community interaction may eventually provide both a strong campus/community tie and additional credit hours for IUK if community members choose to take a course connected to the travel.

Most of the students who have participated in our overseas courses have become more engaged in school activities (clubs and leadership opportunities) and have developed strong bonds with other program participants. They are eager to share their travel experiences with other students, and many have subsequently taken additional overseas trips on their own. At least six of the initial twenty-eight students are planning to participate in another IUK or other university-sponsored overseas course.

Finally, the most important reason for encouraging travel abroad is because students see multiple facets of a culture and attain greater understanding of the course's content by experiencing it firsthand. When students return from their travel, they comment often on how much more aware they are and how much more they are able to understand customs, language, literature, history, and social conventions because they had the opportunity to live within a different culture.

C. Eligibility

Because the overseas courses are becoming extremely popular and because we want to maintain the high quality of experience we have been able to provide our students, we have decided to use an application process to select participants. Students who wish to be considered for candidacy must submit a completed application (provided by the School of Arts and Sciences) and two letters of recommendation from faculty. They must also agree to take one of the courses offered. Each course will accept no more than 20 participants, with 15 being the optimum number. Faculty teaching the courses will select their respective students from those approved, with input from the Dean of Arts and Sciences, the Academic Advisor for Arts and Sciences, and the Overseas Study Advisor.

Students with Humanities or English majors would be the best candidates for these courses, and the successful completion of at least a 100-level literature class would also be recommended with completion of a 200-level literature course preferred for L383 candidates. However, because the goal is to encourage all interested students to expand their awareness of the world, those in good academic standing with any major and 24 hours of credit will also be eligible for selection, provided they complete the application process. Outstanding freshmen who complete the application process may also be eligible for the F200 course. Any student who has received official disciplinary action or who is not in good academic standing will not be eligible to participate.

Students will receive priority over faculty and staff members who wish to travel with the group. If additional travel spaces are available, community members may be invited by the faculty teaching the courses.

D. Pre-departure Orientation/On-site Orientation

Participants are required to meet at least twice for orientation prior to departing for Ireland. The first meeting will focus on Irish culture and customs. The second meeting will focus on safety and procedures. The first session will be led by Sue Sciame Giesecke, Dean of Arts and Sciences, and Terri Bourus, English faculty member teaching the L383 course. The second session will be led by Karla Farmer Stouse, whose travel experience includes an

undergraduate year in England, the leadership of four IUK overseas trips, one year as a professional tour director for Ambassadair, and twenty-nine years of international travel.

Because we are planning to use an escorted tour for this program, participants will have a liaison to assist them. One of the first activities scheduled is a tour of Dublin, which will provide students orientation regarding the city's layout and landmarks. Additionally, students will meet each morning to discuss the day's itinerary and to travel as a group to the day's activity.

E. Academic Program Abroad

The L383 class will be taught by Dr. Terri Bourus, Assistant Professor of English and a Shakespearian scholar who teaches all of the British and Irish literature courses at IUK. Dr. Bourus has researched Irish literature extensively, particularly Irish drama, and has taught a course on Irish theatre. (see vita attached)

The F200 class will be taught by Karla Farmer Stouse, Lecturer in English at IUK. She is in her twenty-fifth year of teaching, specializing in composition, creative writing, and literature. Since 1975, she has had extensive overseas travel experience and frequently escorts groups to international destinations. Additionally, she teaches L102, Western World Masterpieces II, highlighting the history of the British-Irish troubles discussed in the works of Swift and Yeats. (see vita attached)

Each class will meet daily on site (meeting space for each class will be reserved in the hotel) for 2 hours. Students will be expected to have completed the assigned readings and to be prepared to discuss the cultural aspects they experience in Ireland. Then, the students will participate in the day's literary or cultural activities as noted in the syllabus. A theatre experience for all students will also be offered. Additionally, students will work individually with the instructors to develop their research projects. Students will be expected to complete a significant portion of their research while they are in Ireland, utilizing local cultural experiences and the insights of local experts/guides to assist them.

Pre-departure: Both courses will meet 6 times (2.5 hours each) prior to the Ireland trip to discuss readings, history, culture, and background material in preparation for the experiences in Ireland. (see syllabi attached for more detailed information)

Day 1

Departure— (overnight flight)

Day 2

Arrival—

Hotel check-in. Local orientation/city tour (including money exchange). Class. Evening group dinner.

Day 3

Both groups—Class. Literary tour of Dublin.

Day 4

Both groups—Class. Visit Trinity College to see Book of Kells. Visit St. Patrick's Cathedral. Visit Abbey Theatre. Evening activity (theatre or Irish music).

Day 5

Both groups—Travel to Blarney and Killarney, County Cork—class enroute. Tour focuses on Irish history and storytelling.

Day 6

Both groups—Class. Ring of Kerry tour, emphasis on Celtic traditions. Research day.

Day 7

Both groups—Class. Tour to Cliffs of Moher, emphasis on Celtic lore.

Optional medieval banquet at Bunratty Castle.

Day 8

Departure

The following week (each group meets twice for 2.5 hours each):

Students in L383 will meet to reflect on their travel experiences and to discuss their research projects. Students will complete their final that week and will submit their research project by the next week. Upon successful completion of this course, students will receive three credit hours in English for L383.

Students in the F200 class will meet to reflect on their travel experiences and to complete their class projects, to be submitted by the next week. They will also complete their final. Upon successful completion of the course, students will receive three credit hours in Humanities for F200.

F. Support Services Abroad

We plan to book this trip through AAA Vacations and have chosen a Brendan tour, "The Irish Jaunt," with an extension of two extra days in Dublin. A tour escort will travel with us and will be available to assist us with any travel or logistics difficulties we encounter. Additionally, Terri Bourus and Karla Farmer Stouse will be available to assist students and non-student participants with their academic and personal concerns. Each participant will be

required to get health insurance and trip cancellation insurance to provide financially for difficulties. Faculty members will maintain contact with the Office of Academic Affairs while in Ireland.

G. Supplementary Activities

Though the itinerary for each group is fairly full, there will be free time for participants to shop, to visit attractions of personal interest, and to sample various restaurants. Suggestions for things to do will be given each day. Each evening, a group activity (a restaurant visit, an additional theatre excursion, etc.) will be offered for all participants. It is hoped that such activities will help create the same kind of positive bonding that participants on the Mexico and London trips experienced.

H. Room and Board

Students will be housed in hotel rooms, two to a room. The cost of the trip includes 8 substantial meals—6 full breakfasts, a lunch, and a dinner. Students will be responsible for the costs of additional meals.

I. Student Budget

The estimated cost of airfare, hotel, taxes, and transfers is \$1600. per person, to be paid directly to the tour provider. Students will be responsible for the cost of tuition, to be paid directly to IUK (regular tuition rate for three credit hours). Additional costs include meals not provided, class excursions beyond those covered by the tour (travel and admissions), and theatre tickets—approximately \$300. Students will also be encouraged to bring an extra \$100. for emergencies.

J. Program Budget

Instructor salaries will be covered by IUK as part of course loads. The cost of faculty travel will be administered by the travel company (spaces free for number of participants).

K. Program Administration

Students will register and pay for these classes just as they would any other classes. All participants will be required to obtain travel insurance (they will be given the option of an IU-provided policy or Trip Assist) that provides health care coverage, repatriation expenses, and trip cancellation refunds in the event of an emergency. The signing of liability release forms will be handled at IUK. Additionally, in keeping with national trends regarding overseas travel programs, students will be required to sign a behavior contract indicating the consequences for violation of university and trip rules (developed by Overseas Study Advisor Donna McLean).

Syllabi:

Studies in British or Commonwealth Culture

L383: The Celts and Early Irish Literature

Summer 2005: Class times TBA

Professor Terri Bourus

Office: KO229 Phone: 455-9372

Office hours: T-Th 2:15-3:15 or by appointment

E-mail: tbourus@iuk.edu

Learning Goals:

1. To understand the Celtic influence in Ireland through a study of the early literature and an intensive one-week on-site experience in Ireland.
2. To read and analyze the major works—the mythology, *The Tain*, lyric and nature poetry, and the modern works of the Celtic Literary revival.
3. To appreciate the contributions of the Celts to Irish character and the make-up of present day Irish literature.

Learning activities:

1. Lectures and presentations at various academic venues—Trinity College, NUI—for the purpose of examining folklore, stories, mythology, songs/poetry and drama.
2. On-site learning at prehistoric and historic locations (galleries, libraries, walking tours of literary and Celtic sites of interest, and museums).
3. Readings and presentations on the Celts and their influence on Irish life and culture.
4. Consideration of the notion of “Celtism” in a contemporary context.

Requirements:

1. Assigned readings and travel journal on Celts and Celtic Ireland with daily entries.
2. 8-10 page final paper on some aspects of the Celts and the literary aspects of Irish Celtism.
3. Final exam

Texts:

Simon James, *The World of the Celts*.

Sean O’Suilleabhain, *A Handbook of Irish Folklore and Storytelling in the Irish Tradition*.

John P. Harrington, ed. *Modern Irish Drama*.

Packet distributed by instructor

Required Readings: (to be included in a packet of readings)

Syllabus and trip itinerary

“Travel hints for Ireland”

Introduction to “Ireland and the Irish”

The “Seeing Dublin” articles

“The Traditional Music of Ireland”

Blake’s, “Siamsa”

“Irish Ways Live on in Dingle”
“Irish Folk Custom and Belief”
“The Cult of Brigid: A Study of Pagan-Christian Syncretism in Ireland”
O’Cathasaigh
“The Aran Islands: Irish Forevermore”

Required viewings: (to be shown in class or at agreed upon times outside of class)
PBS “In Search of Ancient Ireland.”
Kultur series. “The Celts.”
BBC Video, “The Celts.”

Direction of the Course:

Each of the following lectures and discussions is 2.5 academic hours in length. Each field study will be three to five hours in length. The lectures are framed as questions to be considered in class sessions.

Week One:

1. Origins, Social Organization and Religion: 19th Century Romanticism and the Reinvention of the Celts: Delaney, Ellis, and *The Tain*.
2. Mythologies and Historic Truth; Konstam and Rolleston.

Week Two:

3. Dissolution of Celtic Europe and the emergence of Celtic Ireland.
4. Celtic Christianity: Poets, Scribes, and Monastics; de Paor and O’Cathasaigh.
5. Norse and the Normans: Assimilation.

Week Three:

6. The Celtic Legacy: Quinn.
7. Bardic Poetry and the Poets of the People.

Week Four: (Ireland)

8. Celtic Romanticism and the Renaissance.
9. Yeats, Gregory and a National Theatre.
10. J.M. Synge: Realism and Myth.
11. Modern Poets and Storytellers: Heany, Montague, etc.
12. The Seanachie’s Voice in Modern Fiction: O’Connor and O’Failan.

Week Five:

13. Continuity in the Literary tradition: Student Presentations.

Dublin itinerary:

Pre-departure: Class will meet 6 times (2.5 hours each) prior to the Ireland trip to discuss readings, history, culture, and background material in preparation for the experiences in Ireland.

Day 1

Departure— (overnight flight)

Day 2

Arrival—

Hotel check-in. Local orientation/city tour (including money exchange). Lecture on National Theatre and ties to Celtic lore. Evening group dinner.

Day 3

Morning lecture and discussion. Visit the National Museum of Ireland specifically to view the Celtic Collection of artifacts—called “The Treasury” and including the Ardagh Chalice, the Tara Brooch, and the Cross of Cong. We will also see the Or—Ireland’s gold exhibition which features the finest collection of pre-historic artifacts in Europe—this will be followed by a viewing of Irish archeology from 800-1200 AD. Literary tour of Dublin.

Day 4

Visit Trinity College where we will visit the library and see the Book of Kells. Visit St. Patrick’s Cathedral. Visit Abbey Theatre. Evening activity (theatre or Irish music).

Day 5

Travel to Killarney (class en route). Tour focuses on Irish history and storytelling. Lecture on Celtic Romanticism vs. modern poets.

Day 6

Ring of Kerry tour, emphasis on Celtic traditions. Class lecture and discussion. Research day.

Day 7

Tour to Cliffs of Moher, emphasis on Celtic lore. Lecture on Celtic influences today.

Optional medieval banquet at Bunratty Castle.

Day 8

Departure

After returning to IUK, class will meet 2 more times to complete lectures and discussions of readings. Student presentations will be scheduled for the final week of classes.

COAS F200 Foreign Study in Irish Culture (3 cr.)

Karla Farmer Stouse
KO 178 G Times and Days: TBA
(765) 455-9423 kfstouse@iuk.edu

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Required texts:

Irish Folk Tales ed. by Glassie and O’Hearn
How the Irish Saved Civilization by Thomas Cahill
Everything Irish History and Heritage by Blackwell and Hackney
Additional readings from Jonathan Swift, George Bernard Shaw, W.B. Yeats, Oscar Wilde, C.S. Lewis, James Joyce, Kate O’Brien, Maud Gonne, and Frank McCourt (packet provided)

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The purposes of this class are

- To examine Irish literature, history, and culture, focusing on the impact of those items in America, in Britain, and in Ireland;
- To gain an appreciation for Irish society and its contributions to the world and to our own culture;
- To develop some insights into the complexities of the Irish-British troubles and to understand why there are no easy solutions;
- To enjoy the richness of Irish folklore, history, music, and strength of spirit;
- To develop some awareness of and appreciation for the distinct differences between Irish and American customs, beliefs, and daily life as experienced when we travel to Ireland.

Assignments

In-class writings (10 @ 10 points each), based on readings	100 points
Small-group presentation (historical topic to be assigned)	50 points
Individual research project (paper and presentation)	200 points
Examination	50 points

Grading

A range = 90-100%
B range = 89-80%
C range = 79-70%
D range = 69-60%
(top 2% of each range will get + grade; bottom 2% of each range will get – grade)

Week 1

Who are the Irish? Cultural Stereotypes Reinforced...

Assigned readings from *Irish Folk Tales* (leprechauns, etc.); Swift's *A Modest Proposal*; Yeats's "Easter 1916"; excerpts from *Angela's Ashes*

View excerpts from *Angela's Ashes*, *Ulysses*, *Waking Ned Devine*, *Far and Away*, *Da*, *The Commitments*, *Darby O'Gill and the Little People*, and *The Quiet Man* and discuss perceptions/dangers of such stereotypes

Quiz on Irish general knowledge (history, authors, etc.)

The "Real" Story...and What That Means to Americans

Assigned readings from *Everything Irish History and Heritage*

In-class Writing #1

Discuss research requirements for individual paper and presentation (putting course readings into context with local perspectives—getting Irish views on chosen topic)

Week 2

Irish History: Wars, Rulers, Saints, and How A Failed Crop Led to American Bounty

Assigned readings from *How the Irish Saved Civilization*

In-class Writing #2

Religion Dominates History; Is It That Simple? How the Irish-British Troubles Began, and What They Mean Now

View *Michael Collins*, excerpt from *In the Name of the Father*

Assigned readings from Yeats, Maud Gonne, political tracts from Sinn Fein

In-class Writing #3

Small-group presentations

Week 3

Irish Literary Contributions

Assigned readings from C.S. Lewis, Shaw, Wilde, O'Brien, Joyce, McCourt, *Irish Folk Tales*

In-class Writings #4 and #5

Small-group presentations

Week 4—Travel to Ireland

Day 1

Departure— (overnight flight)

Day 2

Arrival—

Hotel check-in. Local orientation/city tour (including money exchange). Class—emphasis on societal class structures and discussion of Ireland's place in the world compared to Britain. Evening group dinner.

Day 3

Both groups—Class, emphasis on the importance of national history and pride—are the “troubles” justified? Tour of National Museum. Literary tour of Dublin. In-class Writing #6.

Day 4

Both groups—Class, emphasis on traditions and religions. Visit Trinity College to see Book of Kells. Visit St. Patrick's Cathedral. Visit Abbey Theatre. Evening activity (theatre or Irish music). In-class Writing #7.

Day 5

Both groups—Travel to Blarney and Killarney, County Cork—class enroute, emphasis on folklore. Tour focuses on Irish history and storytelling.

Day 6

Both groups—Class, emphasis on Celtic influences. Ring of Kerry tour, emphasis on Celtic traditions. Research day. In-class Writing #8.

Day 7

Both groups—Class. Tour to Cliffs of Moher, emphasis on Celtic lore. In-class Writing #9.

Optional medieval banquet at Bunratty Castle.

Day 8

Departure

Week 5

What It All Means...The Significances of Irish Culture (discussion)

Individual presentations

In-class Writing #10

Examination

Vitae:

**Curriculum Vita
Terri Bourus, Ph.D.**

Personal:

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Indiana University Kokomo
Department of English
2300 South Washington Street
Kokomo, Indiana 46904

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Kokomo, IN 46902

Phone: 765-626-0087
E-mail: tbourus@iuk.edu

Education:

2000: Ph.D. in English: Northern Illinois University
Dissertation: "*Shrouded Behind the Arras: The Shadow of Shakespeare in the First Quarto of Hamlet.*"

1994: M.A. English, Northern Illinois University

1991: B.A. Literature and Communication, Illinois Benedictine College
(now Benedictine University)
Magna Cum Laude

Awards:

Dissertation Completion Fellowship, 1998-99, Northern Illinois University.
Postdoctoral Fellowship, 2000-2001, Northern Illinois University.
Summer Faculty Fellowship, Indiana University Kokomo, Summer, 2002.
Indiana University Intercampus Research Support Fund Grant, 2003-2004.
Indiana University Faculty Merit Award, 2003-2004.

Publications:

Contributor, *The Compendium of Renaissance Drama*, *Cordelia*, by Thomas Kyd,
The Devil's Charter, by Barnabe Barnes, and *Jack Drum's Entertainment* by John Marston.
CORD will be an interactive CD-ROM providing ready access to all aspects of the plays and
playhouses of the English Renaissance.

(Forthcoming) "The Manipulation of Malvolio: Technological Versioning of Early Modern Dramatic
Texts," to be included in text of essays on Shakespeare and Popular Culture, ed. by Kenneth
Womack and Terri Bourus for the University of Michigan Press. Title and publication not yet
determined.

(Forthcoming) "Gabriel Axel's *The Prince of Jutland* and Miramax's *Royal Deceit*," to be included in the
CD-ROM version of *A History of Shakespeare on Screen: A Century of Film and Television* by
Kenneth Rothwell. Cambridge: Cambridge University Press.

(Work-in-progress) *The King's Players and the Players' Printers*, for The University of Delaware Press.

(Work-in-progress) “‘*In my mind’s eye*’: *A Director’s View of Filming ‘Hamlet.*’ Publisher not yet determined.

“Working as a Director: An Interview with Aaron Posner,” *Shakespeare Bulletin* 21 Spring-Summer (2003): 31-33.

“Publishers and Playwrights: The Stationers’ Company and The King’s Men.” *Analytical & Enumerative Bibliography* 12 (2002): 206-228.

Abstract for “Publishers and Playwrights: The Stationers’ Company and The King’s Men.” *The Shakespeare Newsletter* 51, Spring-Summer (2001): 19.

“The First Quarto of *Hamlet* in Film: The Revenge-Tragedies of Nicol Williamson and Mel Gibson,” Online journal, *EnterText* 1.2 “Text< - >Screen,” August, 2001: <<http://www.brunel.ac.uk/faculty/arts/EnterText/home.htm>>.

Introduction and Commentary for *Shakespeare’s ‘Hamlet’: Complete Study Edition*. Ed. Sidney Lamb. New York: IDG Books Worldwide, Inc., 2000.

Review of *Hamlet: New Critical Essays*, ed. By Arthur F. Kinney. New York and London: Routledge, 2002, for the online journal, *Renaissance Forum* 6 (2003): <https://hull.ac.uk/renforum/v6no2/bourus.htm>.

Review of *Shakespeare in Love and Lust*, by Maurice Charney. New York: Columbia University Press, 2000. *MMLA Journal* 35 (2002): 103-205

Review of *Ungentle Shakespeare*, by Kathleen Duncan-Jones. London: The Arden Shakespeare, 2001. *MMLA Journal* 35 (2002): 105-108.

Review of *The First Quarto of Othello*, ed. Scott McMillin, Cambridge: Cambridge University Press, 2000. *Analytical and Enumerative Bibliography* 12: (2002): 320.

Review of *The First Quarto of King Henry V*, ed. Andrew Gurr, Cambridge: Cambridge University Press, 2000. *Analytical and Enumerative Bibliography* 12 (2001):131-34.

Review of *Theatre, Court and City 1595-1610: Drama and Social Space in London*, by Janette Dillon, Cambridge: Cambridge University Press, 2000. *MMLA Journal* 34.2 (2001): 118-120.

Review of *The First Quarto of Hamlet*, ed. Kathleen Irace, Cambridge: Cambridge University Press, 1998. *Analytical and Enumerative Bibliography* 11 (2000): 80-83.

Review of *Cartographies*, by Maya Sonenberg, Pittsburgh: University of Pittsburgh Press, 1989.
Review of Contemporary Fiction 10 (1990): 318-319.

Presentations:

- 2005: (Upcoming) Participant in SAA Workshop, "Editing Non-Shakespearean Drama," to be conducted by Dr. Gordon McMullan, Shakespeare Association of America conference, Bermuda, 17-19 March, 2005.
- 2004: "Words, words, words: The Publication and Marketing of Q1*Hamlet*," written to be presented at the conference *A Writer and His Readers: The Return of the Author in Shakespeare Studies*, sponsored by the University of Manchester Press and the University of Lancaster Conference, "The New Shakespeare," July 3, 2004, Lancaster, England.
- 2004: "The Publication and Marketing of Shakespeare's Early Dramatic Texts," presented at David Bergeron's seminar at the Shakespeare Association of America conference in New Orleans, La. April, 2004.
- 2004: "Nicholas Ling, James Roberts, and Valentine Simmes: Stationers for the King's Men," presented at the Malone Society Panel at the Renaissance Society of America conference, New York City, March, 2004.
- 2003: "For the law of writ and the liberty, these are the only men": The Licensing of the King's Men and the Printing of Q1 and Q2 *Hamlet*," presented at the Centre for Renaissance Studies Conference, *1603: The Historical and Cultural Consequences of the Accession of James I*, to be held at the University of Hull, Hull, UK, June 27-28, 2003.
- 2002: "To Sell or not to Sell: Textual Choices, Title-pages, and Illustration Questions in the Marketing of Books in London's Early Modern Print Industry," presented at the Bibliography Session at the MMLA Conference, November 8-10, 2002, Minneapolis, Minnesota.
- 2002: "I am Hamlet the Dane": Gabriel Axel's *The Prince of Jutland* and Shakespeare's *Hamlet*." Presented at the seminar on *European Shakespeares on Film*, as part of the ESSE Conference, at the University of Strasbourg, Strasbourg, France, August 30-September 3, 2002.
- 2002: Presenter and Contributor in SAA Seminar, "Page and Stage: Robert Greene and the Dramatic Field of the 1580s and 90s," directed by Dr. Edward Gieseke at the Shakespeare Association of America's annual meeting, March 21-23, 2001 in Minneapolis, MN.
- 2002: "Renaissance Playtexts and London's Stationers: The Business of Preserving Shakespeare's Plays," presented at the Eighth Citadel Conference on English Literature, *Icons of Change: Word and Image in the Middle Ages and the Renaissance*, The Citadel, Charleston, South Carolina, February 7-9, 2002.
- 2001: "The Genre of Revenge-Tragedies in Modern and Post-Modern Cinema," presented at the Blackfriars Conference, a conference of Shakespeare scholars held "to celebrate the

- opening of the Blackfriars Theatre” in Staunton, Virginia, October 11-14, 2001.
- 2001: “Textual Histories: The Publisher and Printers of the Early *Hamlet* Quartos,” presented at the *Rema[r]king the Text* Conference, held at the University of St. Andrews, St. Andrews, Scotland, July 19-20, 2001.
- 2001: Presenter and contributor in the seminar, “Shakespeare’s Stationers, 1593-Printers, Publishers, Booksellers,” directed by Professor Thomas L. Berger at the Shakespeare Association of America’s annual meeting, April 12-14, 2001, in Miami, Florida.
- 2001: “The First Quarto of *Hamlet* in Film: The Revenge-Tragedies of Nicol Williamson and Mel Gibson,” presented at the *Hamlet on Film* Conference at the New Globe Theatre in conjunction with King’s College, London, England, April 28, 2001.
- 1999: “Shakespeare and the London Publishing Environment: Publishers, Printers and Composers of Elizabethan and Jacobean Dramatic Quartos,” presented as part of the panel on Bibliography and Textual Studies at the Annual Conference of the Midwest Modern Language Association, Minneapolis, Minn., November 6, 1999.
- 1998: “Carl Sagan’s Utopia: Reason and Logic in a Chaotic Cosmos,” presented at the Midwest Modern Language Association’s Science Fiction and Literature Session, November 5-11, 1998.
- 1998: “The Philosophies of More and Erasmus: Humanism in the Tudor Age,” presented at the Rocky Mountain Medieval and Renaissance Association Session, *Renaissance Humanism*, June 4, 1998.
- 1998: “The Dilemma of Thomas More: The Humanist Ideal and the ‘trifles of Princes,’” presented at Northern Illinois University’s Graduate Conference on Language and Literature, *Utopia and Dystopia in British Writers*, March 28, 1998.

Teaching:

National Endowment for the Humanities Summer Shakespeare Institute, *Text Variants and Teaching Shakespeare: Hamlet, Othello, and King Lear*, held in conjunction with the Illinois Shakespeare Festival at Illinois State University, Normal, Illinois, July 5-30, 2004.

Courses Taught at Indiana University:

- D601: Research Methods for the Humanities—Graduate
- T500: Topics in Theatre and Drama—Graduate
- D511: Shakespeare Seminar--Graduate
- L495: Individual Study: Irish Playwrights
- H399: Shakespeare and Popular Culture--Honors
- L383: Studies in British or Commonwealth Culture
- L399: English-Irish-American Post-Colonial Literature
- L390: History of Children’s Literature

L366: Modern Irish Drama
L315: Major Plays of Shakespeare
L297: English Literature from to 1600
L298: English Literature from 1600-1800
L202: Literary Interpretation
L101: Western World Masterpieces
H198: Freshman Literature--Honors
W395: Advanced Expository Writing
W132: Rhetoric and Composition, Part 2
W131: Rhetoric and Composition, Part 1

Courses taught at Northern Illinois University:

English 115, Masterpieces of British Literature
English 110, Experience of Fiction
English 104, Freshman Rhetoric and Composition II
English 103, Freshman Rhetoric and Composition I

Service: Available upon request.

Professional Organizations:

Bibliographical Society of America
Bibliographical Society/ London
College Composition and Communications
The Malone Society
Midwest Modern Language Association
Modern Language Association
National Council of Teachers of English
The Shakespeare Association of America

References:

Professor Emeritus William Proctor Williams
Professor Lukas Erne
Professor John Rudy
Professor Antonia Forster
Professor Victor Krebs
Professor Ronald Fortune

Contact information available upon request.

Curriculum Vitae
Karla Farmer Stouse, M.A.

Personal:

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Kokomo, Indiana 46904

Phone: (765) 455-9423

E-mail: kfstouse@iuk.edu

Education:

1984: M.A. in Education, University of Evansville, Evansville, IN

1980: B.A. Health, Physical Education, and English, University of Evansville
Magna cum Laude

1976-1977: Harlaxton College, Grantham, England

University Teaching and Related Work:

2001-present Lecturer in English, Indiana University Kokomo

1991-1998 Coordinator, Learning Enhancement Center, Indiana University Kokomo

1986-2001 Adjunct Instructor, Indiana University Kokomo

Courses Taught at Indiana University:

L101: Western World Masterpieces
L102: Western World Masterpieces II
L379: Ethnic and Minority Literature
L381: Recent Literature (Mexico) (also at Graduate Level B657)
W131: Freshman Composition, Part 1
W132: Freshman Composition, Part 2
W203: Creative Writing (and Honors)
W395: Individual Study of Writing (Novel Writing)
E103/E104: Topics in Humanities/Social Sciences (Freshman Learning Community)
C209: Medical Terminology
M400: English Methods for Secondary Level (Education)
S121: Introductory Speech
F200: Foreign Studies (Britain)

Additional Related Work:

- 2004: Coordinated travel arrangements and escorted 40 IUK students and faculty/staff to London, providing travel assistance, local guiding, and travel insights
- 2003: Coordinated travel arrangements and escorted 13 IUK students and staff to Mexico, providing travel assistance, local guiding, and travel insights
- 2001-2002: Auxiliary Tour Director, Ambassadair Travel Company (escorted group of 100+ to Bermuda, group of 15 to Maine, and group of 25 to Mexico, providing travel assistance, travel insights, coordination and negotiation with local tour and hotel providers)
- 1999-2000: Professional Tour Director, Ambassadair Travel Company (escorted more than 1500 travelers to various locations, providing travel assistance, travel insights, coordination and negotiation with local tour and hotel providers)
- 1996: Coordinated travel arrangements and escorted 20 IUK faculty/staff/ students and community members to London, providing travel assistance, local guiding, and travel insights
- 1992: Coordinated travel arrangements and escorted 8 community members to London, providing travel assistance, local guiding, and travel insights
- 1989: Coordinated travel arrangements and escorted 15 high school students and adults to London and Paris, providing travel assistance, local guiding, and travel insights
- 1985: Coordinated travel arrangements and escorted 15 high school students and adults to Europe, providing travel assistance, local guiding, and travel insights

Awards:

- Who's Who among America's Teachers, 2004 (student-nominated)
- Indiana University Faculty Merit Award, 2002-2003
- Outstanding Administrator, 1994
- Amicus Award, 1992 (student-selected)

Publications/Media/Presentations:

- 2004: Participant, *Where Do We Go from Here?* Indiana University Kokomo International Studies Program promotional DVD
- 2003: Interviewer, "Conversation with Nikki Giovanni," *IU Homepages*
Presenter, "Evolution of an E-Course," Learning Communities and Collaboration Conference, IUPUI
Author, Revision of *Information Systems and Computer Applications Study Guide*, The College Network
Author, "The Story of Toni Stone: When Baseball Began to Truly Be the Great American Pastime," *Baseball/Literature/Culture, Essays 1995-2001*, McFarland

Presenter, “Outside the Lines and Outside the Box: Creative Thinking,” IUK
Speakers’ Bureau, presented at Noblesville High School (marketing class)
Presenter, IUK Brown Bag Lecture Series, “International Opportunities for
Students”

2002: Author, *Tuesday People* (novel)
Presenter, IUK Brown Bag Lecture Series, “Building Diversity in the Classroom:
Incorporating Multicultural Activities”

2001: Presenter, “The Story of Toni Stone,” Baseball in Literature and
Culture Conference, Indiana State University

Service:

Honorary Degree Committee; Faculty Affairs Committee; Applied Learning Search and
Screen Committee; Spanish Lecturer Search and Screen Committee; International Studies
Minor Committee; Administrator Review— Dean; American Democracy Project;
development of travel/study courses and curriculum; Consultant for Louisiana State-
Eunice on at-risk student issues, SACS site visitation

Professional Organizations:

Midwest Modern Language Association
National Council of Teachers of English

References:

Chancellor William Nunez, Louisiana State-Eunice
Dr. Nadene Keene, Indiana University Kokomo
Dr. Robert Wildblood, Indiana University Kokomo
Dr. Suzanne Ridlen, Indiana University Kokomo

Contact information available upon request.