



# ENG 258W: Introduction to Irish Studies

Emory University, Spring 2018

T & TH 4-5:15

Callaway S101

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Office Hours: Weds 11-1 Callaway N310 or by appointment

This course introduces students to Irish studies by surveying the major historical, literary, and cultural debates in the field. We will begin with an overview of Irish history before moving into literary studies. Our course proceeds chronologically, we will study literature written during and about key events in Ireland's tumultuous past to deepen our understanding of Irish history. Students will also have the opportunity to explore the many fields of Irish studies including language, music, and folklore. In all of our lines of inquiry, we will pay close attention to the roles of gender, memory, and myth. We will explore the interrelated relationships between history and literature, and politics and culture, in the Irish context. Writers will include Oscar Wilde, William Butler Yeats, James Joyce, Edna O'Brien, Seamus Heaney, and Eavan Boland. Active participation in discussion will be a key component of our class. This course fulfills a continuing writing requirement and will require regular writing with opportunities for revision. Other assignments may include reading responses, oral presentations, and a visual art project.

## **Learning Outcomes**

1. Students will articulate Ireland's historical contexts, literary tradition, and current situation. As they respond our readings in their papers and reading responses, students frequently and accurately reference relevant Irish contexts.
2. Students will evaluate current debates within the field of Irish studies and appraise different methodological approaches. Students will situate Irish studies within area and cultural studies more broadly and discuss the implications and applications of such lines of inquiry.
3. Students will create literary analysis and archival research papers that demonstrate advanced understanding of audience, purpose, and genre.
4. Students will perform close readings of our primary sources and build creative arguments supported by textual evidence.
5. As they undertake scholarly inquiry and produce their own arguments, students summarize, analyze, synthesize, and evaluate the ideas of others. Students learn accepted and ethical ways to integrate other texts into their work, rightly handling citation and adaptation.

## **Required Texts:**

- Senia Pasetta, *Modern Ireland: A Very Short Introduction* (Oxford UP, 2003)
- Brian Friel, *Translations* (Faber, 1995)
- Seamus Heaney, *Poems: 1965-1975* (Noonday Press, 1988)
- James Joyce, *Dubliners*, (Norton Critical Edition, ed Margot Norris, 2006)
- Oona Frawley, *Flight* (Tramp Press, 2016)

## **Course Assessment:** More information given in class.

- **Irish History Quiz:** Early in the semester, you will be quizzed on the basics of Irish history in order to ensure that we ground our literary analysis in a solid historical understanding.
- **Irish Studies Presentation:** You will give an oral presentation on an aspect of Irish Studies other than literature and history.
- **Close Reading Paper:** You will write a paper making an argument about one of our course texts using evidence based on close readings.
- **Broadside Gallery:** You'll create a visual representation of a poem and write a statement about your project.
- **Archival Analysis Paper:** You'll write a literary analysis based on artifacts housed in Emory's Stuart A. Rose Manuscript, Archives, and Rare Books Library.
- **Edited Anthology Project:** For this final assignment, you will design, propose, and build an anthology Irish literature.

### **Weight of assignments (grade calculation):**

Irish History Quiz	10%
Irish Studies Presentation	10%
Close Reading Paper	10%
Broadside Assignment	10%
Archival Analysis Paper	10%
Edited Anthology Project	20%
Attendance, Participation, Reading Responses	30%
<b>Course Grade</b>	<b>100%</b>

### **Explanation of Letter Grades:**

- A:** An “A” assignment is a thoughtful response to the assignment that demonstrates exemplary reading, writing, and/or analytical skills and mastery of the topic.
- B:** “B” assignments demonstrate a thorough understanding of the topic and a well-crafted response. While they may contain some minor errors, “B” assignments still demonstrate above-average reading, writing, and/or analytical skills.
- C:** “C” assignments are average responses. They reflect some understanding of the topic and assignment, but lack insight or reflection. These assignments contain several errors, but still demonstrate adequate reading, writing, and/or analytical skills.
- D:** “D” assignments are poor responses that reflect a lack of understanding or a misunderstanding of the topic at hand. They have numerous errors, and demonstrate below average reading, writing, and/or analytical skills.
- F:** “F” assignments do not respond to the topic appropriately, contain an unacceptable number of errors and/or demonstrate a lack of reading, writing, and/or analytical skills.

## Grading Scale:

### Percentage Scale:



Points/Percentage	Letter Grade
92.00-100	A
90.00-91.99	A-
86.00-89.99	B+
83.00-85.99	B
80.00-82.99	B-
76.00-79.99	C+
73.00-75.99	C
70.00-72.99	C-
66.00-69.99	D+
60.00-65.99	D
0-59.99	F

### Emory Point Scale:

Points	Letter Grade
4.00	A
3.70	A-
3.30	B+
3.00	B
2.70	B-
2.30	C+
2.00	C
1.70	C-
1.30	D+
1.00	D
0.00	F

## Course Policies

**Attendance Policy:** Attendance is of vital importance in a discussion based and writing intensive courses like ours. It is your responsibility to notify me ahead of time if you intend to miss a class. Unless otherwise arranged, you are still responsible for handing in that day's work, including your reading response. If you miss more than two classes, your participation grade will be lowered by 5% for each skipped class. Please speak to me if you have an extenuating circumstance that will necessitate numerous absences.

**Late Work Policy:** You are expected to turn in your work on time. Late work will be penalized 10% for each class period past the deadline. If you have a valid reason to hand in your work late, you must contact me at least 24 hours before the deadline to arrange an alternative. Extensions are possible but not guaranteed.

**Technology Policy:** If you prefer to use a computer in class, I ask that you do so respectfully. Cell phone use will not be tolerated. I reserve the right to ask students to stop using their devices if they become a distraction. Students who are using their devices for purposes unrelated to the class will be marked absent for the day.

**Academic Honesty:** I take academic honesty very seriously. Violations of the Emory Honor Code, especially those involving plagiarism, will not be tolerated. I am happy to meet with you and answer questions if you have concerns related to your project for this class. Assignments violating the academic honor code will receive a zero, and students who commit academic dishonesty risk failing this class. Please remember that it is always better to turn in a paper late than to plagiarize. For a detailed review of Emory's Honor Code, please visit:

<http://catalog.college.emory.edu/academic/policies-regulations/honor-code.html>

**Email policy:** Email is the best way to contact me. Generally, I will respond to all student email within 24 hours (although on weekends and holidays, it may take a little longer). Likewise, there may be instances when I will need to contact you by email. It is your responsibility to check your Emory-based email account at least once every 24 hours.

**Public nature of course:** In this course, we will engage in peer editing exercises where your writing will be circulated amongst your classmates. Learning to respond to others' feedback is an important part of the writing process. As such, please regard all writing for this course as "public." However, if a situation arises where you would like to keep a select assignment private, please let me know and an exception can be made.

**Content Advisory:** The literature in this course will tackle difficult subject matters such as political violence, death, suicide, domestic abuse, rape, and infanticide. Please reach out to me if you would like to be notified in advance of sensitive content. Notification does not guarantee an exemption or excuse an absence but rather allows more time for mental and emotional preparation and begins a conversation about appropriate participation.

**Revision Policy:** Revision is an important part of the writing process. You will be given the opportunity to revise one of your papers for a higher grade. Your final grade for this assignment will be the average of your original grade and your revision. For example, if you received a C on your Close Reading paper and receive an A on your revision, your final grade for the Close Reading paper will be calculated as a B.

**Workshopping:** We will have a number of workshopping days scheduled throughout the semester. We will discuss an element of writing and do group work as practice. Often, this will include peer editing. You're expected to give thoughtful, sensitive feedback and your active involvement in the workshop process will count towards your participation grade.

## **Student Resources**

**Access and Disability Resources:** I want you to succeed in this course and in your career at Emory. Please contact me if anything is impeding your optimal performance in our classroom. This can include your own learning style, any classroom dynamics that make you feel uncomfortable, ESL issues, disability or chronic illness, and/or personal issues that will impact your work. I will hold any conversations of this nature in the strictest confidence.

Students with medical/health conditions that might impact academic success should visit Access, Disability Services and Resources (ADSR formerly the Office of Disability Services, ODS) to determine eligibility for appropriate accommodations. Students who receive accommodations must present the Accommodation Letter from ADSR to your professor at the beginning of the semester, or when the letter is received. See the Emory Office of Disability Studies for more information:

<http://equityandinclusion.emory.edu/index.html>

**Emory Writing Center:** The Emory Writing Center offers 45-minute individual conferences to Emory College and Laney Graduate School students. Their discussion- and workshop-based approach enables writers of all levels to see their writing with fresh eyes and to practice a variety of strategies for writing, revising, and editing. The EWC is a great place to bring any project—from traditional papers to websites—at any stage in your composing process. EWC tutors can talk with you about your purpose, organization, audience, design choices, or use of sources. They can also work with you on sentence-level concerns (including grammar and word choice), but they won't proofread for you. Instead, they'll discuss strategies and resources you can use to become a better editor of your own work.

The EWC is located in Callaway N-212. They encourage writers to schedule appointments in advance as they can take walk-ins on a limited basis only. They require hard copies of traditional paper drafts and encourage you to bring a laptop if you're working on a digital or multimodal text. Please bring a copy of your assignment instructions, too. In addition to their regular conferences in Callaway, they host Studio Hours every Tuesday from 7-9 pm in Woodruff Library 214. Studio Hours provide a supportive, focused workspace and are open to all students. EWC tutors circulate to encourage writers, provide resources, and address questions. For more information about the EWC, or to make an appointment, visit <http://writingcenter.emory.edu/>

**Tutoring for Multilingual Students/ ESL Tutoring:** If English is not your first language, you may benefit from working with specially trained ESL Tutors. The tutors are undergraduates who will support the development of your English language skills. Like Writing Center tutors, ESL tutors will not proofread your work. Language is best learned through interactive dialogue, so when you come to an ESL tutoring session, be ready to collaborate! ESL tutors will meet with you in designated locations across campus (visit ASST to view the list), and they will help you at any stage of the process of developing your essay or presentation. You may bring your work on a laptop or on paper. Each regular appointment lasts 50-55 minutes. Each student may only schedule two ESL tutoring appointments per week. Additional walk-in hours without appointment will be offered on five Sundays at the end of the semester: on November 8, 15, 22, 29, and on December 6. On these days, walk-in hours will be held from 4-6pm in Math & Science E301A. You may have less time to work with a tutor if other students are waiting, but you can briefly discuss an assignment and some of your concerns. For more information, go to the website (see below) or contact Dr. Levin Arnspenger: [larnspe@emory.edu](mailto:larnspe@emory.edu). Visit the website of the Office for Undergraduate Education (<http://college.emory.edu/oue/>) and select “Student Support” and then “ESL Program” to schedule a regular appointment via ASST, to read the tutoring policies, and to view the offerings of the ESL Program. Here is the direct link to ESL Tutoring: <http://college.emory.edu/oue/student-support/esl-program/esl-tutoring.html>

**Emory Counseling Center:** College can be a difficult time for many students. If you feel overwhelmed, I encourage you to take advantage of the services offered by the Emory Counseling Center. Free and confidential counseling services and support are available from the Emory Counseling Center (404) 727-7450. This can be an invaluable resource when stress makes your work more challenging than it ought to be: <http://studenthealth.emory.edu/cs/>

**Schedule:**

Subject to change

<b>Date</b>	<b>Unit</b>	<b>Reading</b>	<b>Assignments</b>
Thurs, Jan 18	Introductions	Syllabus	In-class assignment
Tues, Jan 23	Crash course in Irish History	<i>A Very Short Introduction to Modern Ireland</i> , ch. 1-4	None
Thurs, Jan 25	Crash course in Irish History	<i>A Very Short Introduction to Modern Ireland</i> , ch. 5-8	Directed Reading Response
Tues, Jan 30	Irish language	[None: Review study guide for quiz]	<b>Irish History Quiz</b>
Thurs, Feb 1	Irish Literature in Translation	Eibhlín Dubh Ní Chonail, “Caoineadh Airt Uí Laoghaire,” translated by Thomas Kinsella	<b>Presentation Proposal due</b>
Tues, Feb 6	1798 Rebellion	Seamus Heaney, “Requiem for the Croppies,” and Lady Gregory, <i>The Rising of the Moon</i>	Reading Response
Thurs, Feb 8	Act of Union	Seamus Heaney, “Act of Union” and “Ocean’s Love to Ireland”	Reading Response
Tues, Feb 13	19th C. Ireland	Brian Friel, <i>Translations</i>	Reading Response
Thurs, Feb 15	Famine	Selections from Colum McCann, <i>TransAtlantic</i>	Reading Response
Tues, Feb 20	Ireland at the turn of the Century	Selections from Angela Bourke, <i>The Burning of Bridget Cleary</i>	Reading Response
Thurs, Feb 22	Oscar Wilde	“The Ballad of Reading Gaol” and selections from <i>De Profundis</i>	Reading Response
Tues, Feb 27	James Joyce	“The Dead,” and other selections from <i>Dubliners</i>	Reading Response

Thurs, March 1	W.B. Yeats	“The Stolen Child,” “The Lake Isle of Innisfree,” “The Fisherman,” “The Second Coming,” “An Irish Airman Foresees His Death,” “The Circus Animals’ Desertion” “Easter 1916”	Reading Response
Tues, March 6 ROSE	Archiving the Celtic Twilight	<b>None: Class visit to Rose Library</b>	<b>Close Reading Paper due</b>
Thurs, March 8	Anglo-Irish War & Civil War	<i>The Wind that Shakes the Barley</i> (film)	Reading Response
Spring break			
Tues, March 20	Partition	Neil Jordan, <i>Michael Collins</i> (film)	Reading Response
Thurs, March 22	Mid-century	Enda Walsh, <i>Misterman</i>	<b>Archival Analysis Paper due</b>
Tues, March 27	Bloody Sunday	Thomas Kinsella, “Butcher’s Dozen” and selected news articles	Reading Response
Thurs, March 29	The Troubles	Michael Longley, “Wounds,” Ciaran Carson, selections from <i>Belfast Confetti</i> and “Escaped from the Massacre?,” Seamus Heaney, selections from <i>North</i>	<b>Anthology proposal due</b>
Tues, April 3	Irish Women’s Poetry	Selected poems by Eavan Boland, Nuala Ni Dhomhnaill,	Reading Response
Thurs, April 5	Poetry and Politics	<b>None: Class visit to the Rose Library</b>	<b>Paper revision due</b>
Tues, April 10	Celtic Tiger	Edna O’Brien, “Inner Cowboy”	Reading Response
Thurs, April 12	Recession	Valérie Anex, “Ghost Estates” (photography)	<b>Anthology review due</b>

		and Geraldine Mills, “Hellkite,” Anne Enright, “Sinking by the Inches”	
Tues, April 17	Commemoration, Centenaries, Celebrations	Selections from <i>Dubliners</i> <i>100</i> , Geraldine Mills, “Frost Heave”	Reading Response
Thurs, April 19	Global Futures	Oona Frawley, <i>Flight</i>	<b>Broadside Assignment due</b>
Tues, April 24	Global Futures	Oona Frawley, <i>Flight</i>	Reading Response
Thurs, April 26	Final project	[None: workshop final projects]	
May 7			<b>Final Anthology Project due</b>