

Carleton University
Winter 2021
Department of English

ENGL 2908A: Celtic Literatures

On Irish Literature and British Colonialism

Precludes additional credit for ENGL 2602 and ENGL 2606 (no longer offered).

Prerequisite(s): second-year standing or permission of the department.

scheduled block is Mon/Wed (starting Jan 11) but course meets **asynchronously**

Professor Sarah Brouillette

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This course surveys a key influence on Irish literature in the twentieth and twenty-first centuries: Ireland's struggle for independence from Britain, and its historical legacies. Key topics will include: the writer's role in political struggle; the relationship between literature and revolutionary violence; and social normativity, especially gender and compulsory heterosexuality.

Texts to Purchase

These are available at Haven Books, at 43 Seneca St. Haven delivers and has curbside pickup. However, because you may prefer to find books elsewhere, I will not be assigning readings using page number ranges, but will instead refer to key scenes, turning points, or use rough measures like "about a third."

Brian Friel, *Translations*

Bernard MacLaverty, *Cal*

All other course texts will be available as pdfs on cuLearn. *Cal* – a short novel – will also be available as a free download if you don't mind reading that way. There is also a website you can use to read *Translations* for free, but it requires registration (free). I will share the link & leave that up to you.

Grading

Discussion forum	20%
Close reading assignment	20%
Murals assignment	20%
Oral histories assignment	20%
Teach us something	20%

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Plagiarism

The University Senate defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This can include:

- reproducing or paraphrasing portions of someone else’s published or unpublished material, regardless of the source, and presenting these as one’s own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in “substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.”

Plagiarism is a serious offence that cannot be resolved directly by the instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of F for the course.

The full policy can be found at: <https://carleton.ca/secretariat/wp-content/uploads/Academic-Integrity-Policy.pdf>

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details click [here](#).

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details click [here](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520- 6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure

accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

SCHEDULE

Week 1 (Jan 11-17): WB Yeats, "Easter, 1916"

Week 2 (Jan 18-24): JM Synge, *Playboy of the Western World*

Week 3 (Jan 25-31): James Joyce, "The Dead"

Week 4 (Feb 1-7): James Joyce, "The Dead"

Week 5 (Feb 8-14): Brian Friel, *Translations*

- Close Reading Assignment

Week 6 (Feb 22-28): Brian Friel, *Translations*

Week 7 (Mar 1-7): Anne Devlin, *Ourselves Alone*

Week 8 (Mar 8-14): Anne Devlin, *Ourselves Alone*

- Murals Assignment

Week 9 (Mar 15-21): Seamus Heaney, poems

Week 10 (Mar 22-28): Medbh McGuckian, poems

Week 11 (Mar 29-Apr 4): Bernard MacLaverty, *Cal*

- Oral Histories Assignment

Week 12 (Apr 5-11): Bernard MacLaverty, *Cal*

Week 13 (Apr 12-14): Wrapping Up

- Don't forget to complete the Teach Us Something assignment before the end of term

Guide to Assessment

Discussion forum	20%
Close reading	20%
Murals assignment	20%
Archives assignment	20%
Teach us something	20%

Discussion forum

20% (about 2% per week)

For the purposes of the forum, the class is split up into two groups. The professor will provide at least one prompt to start discussion, but students are free to start their own currents if desires. If you see that there are more than 5 or 6 threads already posted, please write a response rather than posting a fresh thread; those who post a fresh thread one week might want to take a week or two off (while still posting comments on other threads) to give others a chance. I expect everyone to contribute **around** 250 words total each week (this isn't a strict number), whether that means starting a thread or commenting on one thread or more. I also expect you to cite examples and quotations from course readings. Student who meet this baseline requirement will qualify for a grade in the B range. Students who make a good-faith effort to generic an organic discussion (as opposed to simply checking off boxes to collect points) will qualify for a grade in the A range. Students who fail to meet the minimum requirements laid out here can expect a lower grade. Aim to start a fresh thread by the end of the day on a Wednesday; aim to complete all posts by the end of the day on a Sunday.

Close Reading 20%

Due Feb 12 by midnight

Write a short paper of 2 to 3 pages, providing a "close reading" of a short section from our readings. See the assignment sheet on cuLearn for more detailed instructions.

Murals Assignment 20%

Due March 12 by midnight

Find a Northern Irish political mural, investigate its imagery and meaning, and write a post of about 750 words, in which you share the image, explain your interest in it, and explain how you feel it illuminates our readings. See the assignment sheet on cuLearn for more details and links to possible image repositories. Post to the designated forum on cuLearn. In your post you can, if you prefer, link to Carleton's cuPortfolio or mediaspace, or to outside video hosting platforms.

Oral Histories Assignment 20%

Due April 2 by midnight

There are many oral history projects arising from the Troubles. Listen to some of the excerpts and interviews available online, and select one, or a cluster on a theme, and write a post of about 750 words, in which you discuss what you learned from the voices you heard and explain how you feel these perspectives might illuminate our readings. See the assignment sheet on cuLearn for more details and

links to relevant online archives. Post to the designated forum on cuLearn. In your post you can, if you prefer, link to Carleton's cuPortfolio or mediaspace, or to outside video hosting platforms.

Teach Us Something 20%

Due when you wish, between start of term and April 14 at midnight.

You have two options

1. Teach us something about one of the assigned readings. This could be a video, a slide presentation, an audio podcast, or basically any means you can imagine. You could teach us something about the historical context, the author's biography, or the reception of the work. Or you can focus on a portion of the text and reflect on its meaning. Be creative and have fun.
2. Create a tool to share with the group, in which you identify a literary *or other cultural* work (film, music, whatever) that we have not studied that you think is relevant to the topic of Irish literature and British colonialism. Teach this work to us in some form. This could be a video, a slide presentation, an audio podcast, or basically any means you can imagine.

Post to the designated forum on cuLearn. In your post you can, if you prefer, link to Carleton's cuPortfolio or mediaspace, or to outside video hosting platforms.