

Writing About Identity in Irish Literature

ENG 1145: Topics in Composition



Instructor: Lindsey Scott

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Pronouns: she/her

Course Meeting Time | Location: MWF 7 |

Office: TUR 4337

Office Hours: TBD

Course Description:

This course examines the ongoing process of (re)negotiating Irish national identity through the lens of Irish literature. We will explore conversations present in different forms of Irish storytelling that grapple with external forces, such as the legacy of British colonialism, as well as internal strife, such as religious division and trauma. Starting with the late nineteenth century

Irish Literary Revival's objective to restore Ireland's language and literary tradition and reaching well into the twenty-first century, we will ask how these writers and artists helped shape the understanding of what it means to be Irish.

Texts will draw from a range of works including selections of foundational poetry, literature, drama, and film that contribute to a discussion of Irish identity. The course will incorporate recent media that deals with similar themes like Hozier's *Unreal Unearth* album and Elizabeth McGee's *Derry Girls*. We will take time to consider scholarly interventions that address critical discourses including postcolonial theory, trauma studies, gender studies, and more.

General Education Learning Objectives:

This course confers General Education credit for either Composition (C) or Humanities (H).

This course also fulfills 6,000 of the university's 24,000-word writing requirement (WR).

- Composition courses provide instruction in the methods and conventions of standard written English (grammar, punctuation, usage), as well as the techniques that produce effective texts. Composition courses are writing intensive. They require multiple drafts submitted to your instructor for feedback before final submission.
- Course content should include multiple forms of effective writing, different writing styles, approaches and formats, and methods to adapt writing to different audiences, purposes and contexts. Students should learn to organize complex arguments in writing using thesis statements, claims and evidence, and to analyze writing for errors in logic.
- The University Writing Requirement (WR) ensures students both maintain their fluency in writing and use writing as a tool to facilitate learning. To receive Writing Requirement credit, a student must receive a grade of C or higher and a satisfactory completion of the writing component of the course. This means that written assignments must meet minimum word requirements totaling 6000 words.

General Education Learning Outcomes:

At the end of this course, students will be expected to have achieved the following learning outcomes in content, communication and critical thinking:

- Content: Students demonstrate competence in the terminology, concepts, theories and methodologies used within the academic discipline.
- Communication: Students communicate knowledge, ideas and reasoning clearly and effectively in written and oral forms appropriate to the discipline. Students will participate in class discussions throughout the semester to reflect on assigned readings.
- Critical Thinking: Students analyze information carefully and logically from multiple perspectives, using discipline-specific methods, and develop reasoned solutions to Problems.

Course Objectives:

By the end of the course you will...

1. Foster skills to close read, engage with, and critically analyze the messages and points of view present in our texts.
2. Identify the ongoing process of defining Ireland's national identity in literature and media.
3. Build and/or expand a technical repertoire for discussing and engaging with primary texts and historical sources as well as significant critical lenses from secondary scholarly sources.
4. Advance a specific, arguable claim about a text defended with evidence gleaned from closely reading and analyzing a text's formal and thematic content.
5. Define and pursue at least two personal writing goals.

Assignments Descriptions:

Perusall Annotations, 150 words/submission, 5 submissions - 100 points

We will be using the software, Perusall, to create comments or annotations about a particular passage from a text or scene from a film. You will be asked to create 3 annotations per assignment. Each annotation should include a 50 word comment/analysis. In total, you should have 3 annotations at 50 words each and totaling 150 words for the entire assignment. You'll point to three specific things you are noticing and why they draw your attention. Through Perusall you will have the opportunity to see how your peers are responding to the same short text. One of your annotations may be in response to another classmate's comment, but the other two should be your own observations. These annotations should be completed **BEFORE** class on the assigned day.

Reflection Letters, 250 words/submission, 3 submissions - 150 points

Over the course of the semester, you will submit three (3) reflection letters to practice establishing and assessing individual writing goals for yourself. These letters do not need to be formal in tone, but should address your goals in complete sentences. Feel free to address these to yourself or to me, whichever feels more comfortable.

- *Reflection Letter 1:* Briefly describe your history as a writer and what it would mean for you to succeed in this class. Outline three (3) concrete, specific goals to work towards in this class. **Due 11:59 p.m. 01/17**
- *Reflection Letter 2:* Assess your progress regarding the goals you defined in your first letter. Have you made any notable progress? Have any goals significantly changed? **Due 11:59 p.m. 03/08**
- *Reflection Letter 3:* Address what you feel like you've learned, achieved, or improved this semester. How does it match with your first letter? **Due 11:59 p.m. 04/22**

Graphic Essay, 500 words - 100 points

A graphic essay is a graphic representation that contains all of the essential essay elements. It combines writing, visual elements, and design. Using the arguments and evidence gathered during writing workshop #2, you will use these elements to explore a specific topic. Your graphic essay will include:

- A thesis statement
- At least one symbol/visual/graphic/image
- At least 4 pieces of evidence (quotes) from the text
- Your commentary/analysis for each piece of evidence

Close Reading Essay (750-1000 words) - 150 points

With evidence from a short (roughly 1 page) passage from one of the texts we have discussed, students will analyze the passage and advance an argument about the work.

Interpretive Question/Proposal (250-350 words) - 50 points

Leading up to your final essay, you will be asked to identify an *interpretive problem* in one of our texts. An interpretive problem briefly identifies conflicting elements that seem to go unanswered in a text. It is then your job to advance research questions that potentially address this inconsistency.

Extended Introduction (500-750 words) - 100 points

Provide a 2-3 page introductory section of your essay, the part in which you present your thesis and explain how it connects to your theoretical frame and/or furthers the ongoing conversation about your topic.

Critical Analysis Essay (2000-2500 words) - 200 points

Building on the skills you have developed this semester, students will submit a final critical analysis essay. For this essay, you will advance an original argument about one or more texts from this class. The critical analysis essay will also engage with a theoretical, historical, or other critical lens and integrate 2-4 critical academic sources.

Participation and Class Work (500-750 words) - 100 points

This accounts for the work you do in class and may include contributing to discussions, participating in group annotations, answering end-of-class survey questions, creative activities etc.

Required Materials:

As much as possible, I will provide links for any excerpted materials, texts in the public domain, or hard to find texts on our canvas page. **Books listed below with a star (*) we will use selections from, but this is the edition we will be working from if you want a physical copy. Likewise, all other primary sources, supplemental, and secondary reading will be made available on canvas.**

Books/Media

- Adigun, Bisi. "Paddies of Parnell St.," *Title of Collection*, Publisher, Year, pp. range.
The Commitments. Directed by Alan Parker, performances by Robert Arkins, Michael Aherne, and Angeline Ball, 20th Century Studios, 1991.
Derry Girls: Season Two, written by Lisa McGee, directed by Michael Lennox, Netflix, 2019.

Emmanuel, Soula. *Wild Geese*. New York, CUNY, 2023.
Felispeaks, Spoken word selections TBD.
Gore-Booth, Eva. "The Buried Life of Deirdre," *Title of Collection*, Publisher, Year, pp. range.
Hozier. *Unreal Unearth*, Columbia Records Group, 2023.
Joyce, James. *Dubliners*, edited by Margot Norris, W. W. Norton & Company, 2006.*
Keegan, Claire. *Small Things Like These*. New York, Grove Press, 2021.
O'Brien, Edna. *The Country Girls: Three Novels and an Epilogue*. New York, Farrar, Straus and Giroux, 2017.
Terfous, Sasha. Spoken word selections TBD.
Yeats, William Butler. *Yeats' Poetry, Drama, and Prose*. edited by James Pethica, W. W. Norton & Company, 2006.*

Other Primary Sources

Arnold, Matthew. *On the Study of Celtic Literature*, London, pp. 335-351.
The Easter Proclamation, 1916
Hyde, Douglas. "The Necessity for De-Anglicising Ireland," *The Revival of Irish Literature*, London, TF Unwin, 1994.
Irish constitution, excerpt TBD

Secondary Texts

Lennon, Susan. "Fight, Flight, or Freeze: What Is the Stress Response For?" *PsychCentral*, <https://psychcentral.com/blog/fight-flight-freeze-stress-response#what-is-it-for>.
Podcast on Mother and Baby homes, TBD
Gender Studies key concept reading, TBD
Delay, Cara. "Girls, the Body, and Sexual Knowledge in Modern Ireland." *Women, Reform, and Resistance in Ireland*, Eds. Cristine S. Brophy and Cara Delay, Palgrave Macmillan, 2015, pp. 163-184.
Dabiri, Emma. "I'm Irish but I'm not white. Why is that still a problem as we celebrate the Easter Rising?" *The Guardian*, <https://www.theguardian.com/commentisfree/2016/mar/29/irish-white-easter-rising-ireland-racism>.

Course Policies:

1. You must complete all assignments to receive credit for this course.
2. **Canvas and Email** : Be sure to check Canvas often for announcements, assignments, readings, and updates to the schedule.
When emailing me, please allow at least 24 hours for a response.
Note: I do not check email on Sundays.

3. **Classroom community and respect:** Participation with classmates is a crucial part of success in this class. Students interact in small group discussions and provide constructive feedback about their peers' writing during the peer reviews.

For this reason, I ask that you approach each of your classmates with compassion and respect, keeping in mind that their lived experiences may differ greatly from yours. We will engage with classmates and texts from diverse cultural, economic, and ethnic backgrounds. Our classroom will provide a place to encounter and interact with diverse perspectives. I ask that you be open to this opportunity.

UF provides an educational and working environment that is free from sex discrimination and sexual harassment for its students, staff, and faculty:

<https://titleix.ufl.edu/about/title-ix-rights/>

4. **Accessibility:** For this to be an inclusive space, it is important that all students are able to access class content and course materials. If you have access needs—disability-related or otherwise—that will improve your engagement in the course, please reach out, and I will do my best to accommodate them.

Additionally, the University of Florida complies with the Americans with Disabilities Act. Students with disabilities requesting accommodation should contact the Students with Disabilities Office, Reid Hall. That office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. Visit <https://drc.dso.ufl.edu/> for more information.

5. **Inclusivity:** To affirm and respect the identities of students in the classroom and beyond, I will do my best to refer to you by the name and/or pronouns you tell me. Please contact me at any time during the semester if you wish to be referred by a name and/or pronouns other than what is listed in the student directory or that you have included in the syllabus acknowledgment form.

6. **Sustainability:** Whenever possible, I will use paper-sparing electronic media to distribute our course materials. Consider purchasing electronic editions of assigned texts when they are available, or used copies of print texts. If you do not elect to keep your print books, consider sharing them with others after the semester ends. (For example, you could donate them to the Alachua County Friends of the Library annual book sale.)

7. **Late Papers and Assignments:** All assignments are **due by the deadline listed on Canvas.**

If you find yourself needing an extension due to extenuating circumstances covered under university guidelines, please contact me **BEFORE** the assignment is due. I understand that emergencies and other circumstances occur, so please communicate with me your issues or concerns **BEFORE** the due date. If you do not email me before the deadline, a late paper or assignment will receive a 10% point deduction for up to three (3) days, then an additional 30% for work submitted up to a week late.

8. **Attendance:** Attendance is mandatory and will be taken daily. You will receive a lowered course grade after six 50-minute absences (or equivalent). Double-period classes count as 2 absences. Like all lecture-discussion courses, this one needs you! Use your allotted absences wisely (for emergencies, major illness) as you would for any job. You will fail

the course if you accrue six 50-minute absences. Absences will be excused only in accordance with UF policy. Acceptable reasons include illness, religious holidays, military obligation, and those absences covered by UF's twelve-day rule (<https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>).

9. **Personal Hurricane Policy:** Like it or not, unexpected and unwelcome weather events roll through Florida and disrupt our lives on occasion. Likewise, we can't always anticipate the events that befall us in any given semester. For this reason, it is my policy to acknowledge a "personal hurricane" once a semester for each student with no questions asked. If unexpected circumstances affect your ability to attend class or meet a deadline, simply inform me about a "personal hurricane," and we can work together to address any missed assignments.
10. **Plagiarism:** Plagiarism is a serious violation of the Student Honor Code. The Honor Code prohibits plagiarism and defines it as follows:
 - Plagiarism. A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:
 - Quoting oral or written materials including but not limited to those found on the internet, whether published or unpublished, without proper attribution.
 - Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student.

University of Florida students are responsible for reading, understanding, and abiding by the entire Student Honor Code, which can be found at <https://sccr.dso.ufl.edu/students/student-conduct-code/>.

Important Tip: You should never copy and paste something from the Internet without providing the exact location from which it came.

A Note on AI: Use of artificial intelligence (AI) is not permitted for any assignments for this course. Any assignment found to be written, developed, created, or inspired by AI is considered plagiarism and will receive an automatic grade of 0. In the interest of full disclosure, Turnitin will automatically flag AI generated content and report it to me alongside other forms of plagiarism.

11. **Recording Policy:** Class lectures may only be recorded for purposes defined by House Bill 233/Section 1004.097. A class lecture does not include academic exercises involving student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

A recording of a class lecture may not be published without the consent of the lecturer. Publish is defined as sharing, transmitting, circulating, distributing, or providing access to a Recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. A recording, or transcript of the recording, is considered to be published if it is posted on or uploaded to, in whole or part, any media platform, including but not limited to social media, book, magazine, newspaper or leaflet. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person

injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

12. **Paper Maintenance Responsibilities:** Students are responsible for maintaining copies of all work submitted in this course and retaining all returned, graded work until the semester is over. Should the need arise for a resubmission of papers or a review of graded papers, it is the student's responsibility to have and to make available this material.
13. **Grade Appeals:** In 1000- and 2000-level courses, students may appeal a final grade by filling out a form available from Carla Blount, Program Assistant, in the Department office (4008 TUR). Please contact Ms. Blount at cblount@ufl.edu Grade appeals may result in a higher, unchanged, or lower final grade.
14. **Mode of Submission:** All papers will be submitted as MS Word (.doc, .docx) documents to Canvas. Final drafts should be polished and presented in a professional manner. Papers without other formatting guidelines must be in 12-point Times New Roman font, double-spaced with 1-inch margins and pages numbered unless otherwise instructed.
15. **Course Evaluations:** Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <http://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results>.

Please fill these out! They are invaluable to me as an instructor when designing each semester's reading and assignments.

Resources

Writing Studio

The University Writing Studio is located in Turlington 2215 and is available to all UF students. Free appointments can be made up to twice a week. See <https://writing.ufl.edu/writing-studio/> to learn more.

Students in Distress

For guidance during distressing situations, please contact U Matter We Care or the Dean of Students Office. They can help students navigate resources and academic procedures for personal, medical, and academic issues.

U Matter We Care: <http://umatter.ufl.edu>, umatter@ufl.edu, 352-294-2273 (CARE)

Dean of Students: <https://dso.ufl.edu/>, 202 Peabody Hall, (352) 392-1261

Covid Statement

In response to COVID-19, the following recommendations remain in place to maintain our learning environment, enhance the safety of our in-classroom interactions, and to further the health and safety of ourselves, our neighbors, and our loved ones.

- If you are not vaccinated, get vaccinated. Vaccines are readily available and have been demonstrated to be safe and effective against the COVID-19 virus. Visit one.uf for screening /testing and vaccination opportunities.

- If you are sick, stay home. Please call your primary care provider if you are ill and need immediate care or the UF Student Health Care Center at 352-392-1161 to be evaluated.
- Course materials will be provided to you with an excused absence, and you will be given a reasonable amount of time to make up work.

General Grading Scale And Rubric:

A	4.0	94-100	940-1000		C	2.0	74-76	740-769
A-	3.67	90-93	900-939		C-	1.67	70-73	700-739
B+	3.33	87-89	870-899		D+	1.33	67-69	670-699
B	3.0	84-86	840-869		D	1.0	64-66	640-669
B-	2.67	80-83	800-839		D-	0.67	60-63	600-639
C+	2.33	77-79	770-799		E	0.00	0-59	0-599

A	4.0	94-100	Shows an exceptional level of thoughtful engagement with the text(s), complex, creative, and well-reasoned arguments, and a clear prose style. The paper uses several logical examples to fully develop a persuasive thesis and is organized in such a way that invites the reader to follow along. The prose is clear and interesting, and there are no errors in formatting, grammar, syntax, or spelling.
A-	3.67	90-93	
B+	3.33	87-89	Needs more attention to one or two of these areas: sophistication and nuance of arguments (a more arguable thesis statement, use of more evidence or analysis, qualification of arguments, etc.), prose style/formatting (sentence structure, diction, clarity), or organization (paragraph construction, flow of ideas).
B	3.00	84-86	
B-	2.67	80-83	
C+	2.33	77-79	Needs to push further in order to go beyond a surface-level interpretation. Needs more textual evidence and analysis to support them. The overall argument might not be clearly or
C	2.0	74-76	

C-	1.67	70-73	convincingly articulated. A 'C' paper also needs improvement in clarity of prose and/or organization.
D+	1.33	67-69	Indicates a superficial engagement with the text, and inattention to argument, prose style, and mechanics. The paper uses few or no examples, and the argument is unclear and unpersuasive. The organization is difficult to follow. The prose is unclear, and there are major errors in formatting, grammar, syntax, or spelling that impede comprehension.
D	1.00	64-66	
D-	0.67	60-63	
E	0.00	0-59	Shows little understanding of the assignment, is turned in extremely late, and/ or shows extreme problems with argument and grammar. Or, you may have committed any one of the following failing errors: failure to meet the word count, plagiarism, or failure to address the prompt.

For information on UF Grading policies, see:

<https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>

Course Schedule

Schedule may change throughout the semester. Texts or excerpts that have been uploaded to Canvas will be noted on the syllabus. The course calendar notes readings and assignments that should be completed PRIOR to each class session.

Week:	Date:		Due:
1	M 1/08	Overview of Syllabus and Course Policies	

	W 1/10	Context Lecture: Intro to Irish history and Celtic myths	
	F 1/12	Creative Activity:	
2	M 1/15	No class:	
	W 1/17	Context lecture: Colonial Discourse and postcolonial response <ul style="list-style-type: none"> • Matthew Arnold • Douglas Hyde, "The Necessity for De-Anglicising Ireland" 	Reflection Letter 1: Due
	F 1/19	An entirely too brief discussion of the Celtic Revival Discuss: <ul style="list-style-type: none"> • Cathleen Ni Houlihan • Yeats, Selected Poems TBD 	
3	M 1/22	Writing Workshop	
	W 1/24	Irish Ballads and revolutions <ul style="list-style-type: none"> • The Easter Proclamation, 1916 • TBD Irish Ballads 	Annotation #1
	F 1/26	Celtic Revival alternative perspectives: Readings: <ul style="list-style-type: none"> • The Buried Life of Deirdre 	
4	M 1/29	Alternative perspectives Readings: <ul style="list-style-type: none"> • Discussion The Buried Life of Deirdre 	
	W 1/31	Alternative perspectives: Romance vs. realism: Joyce Readings: <ul style="list-style-type: none"> • Araby 	

		<ul style="list-style-type: none"> • The Dead 	
	F 2/02	Intro to intertextual interludes Mythic Music: Hozier and Irish Legacies <ul style="list-style-type: none"> • <i>Unreal Unearth</i> 	Annotation #2
5	M 2/05	Mythic Music: Hozier and Dante <ul style="list-style-type: none"> • <i>Unreal Unearth</i> 	
	W 2/07	Writing Workshop	
	F 2/09	Theory Intro: Sinéad O'Connor introduces us to trauma studies Reading: <ul style="list-style-type: none"> • TBD trauma studies reading 	
6	M 2/12	Discussion of "Eveline" Readings: <ul style="list-style-type: none"> • "Eveline," James Joyce • TBD psychology reading on fight, flight, or freeze responses 	Graphic Essay Due
	W 2/14	Creative/Writing Workshop	
	F 2/16	Context Lecture: The Stray Sod and Buried Trauma Readings: <ul style="list-style-type: none"> • Podcast on Mother and Baby homes TBD • "Bloodroot," Annemarie Ní Churreáin 	

7	M 2/19	The Stray Sod and Buried Trauma Readings: <ul style="list-style-type: none"> • Small things like these, pp. TBD 	
	W 2/21	The Stray Sod and Buried Trauma Readings: <ul style="list-style-type: none"> • Small things like these, pp. TBD 	Annotation #3
	F 2/23	Theory intro: Gender Studies Readings: <ul style="list-style-type: none"> • Gender studies key concept, TBD 	
8	M 2/26	Context Lecture: Masculinity, Femininity, and nation Readings: <ul style="list-style-type: none"> • Irish constitution excerpt • Cara Delay Reading 	
	W 2/28	Country Girl Bildungsroman Readings: <ul style="list-style-type: none"> • The Country Girls, pp. 	
	F 3/01	Writing Workshop	
9	M 3/04	Country Girl Bildungsroman Discussion of <ul style="list-style-type: none"> • Readings: • The Country Girls, pp. 	Close Reading Essay Due
	W 3/06	Country Girl Bildungsroman Discussion of <ul style="list-style-type: none"> • Readings: • The Country Girls, pp. 	
	F 3/08	TBD	Reflection Letter 2: Due

10	M 3/11	SPRING BREAK	
	W 3/13		
	F 3/15		
11	M 3/18	Pop Culture and '90s nostalgia Derry Girls and the Troubles Derry Girls Season 2 Episodes 1&2	
	W 3/20	Derry Girls Derry Girls Season 2 Episodes 3&4	Annotation #4
	F 3/22	Derry Girls/Creative Workshop Derry Girls Season 2 Episodes 5&6	
12	M 3/25	Context Lecture: Emigration and Immigration historical framework	
	W 3/27	Wild Geese Discussion Readings: <ul style="list-style-type: none"> • Wild Geese pp. 	
	F 3/29	Wild Geese Discussion Readings: <ul style="list-style-type: none"> • Wild Geese pp. 	Interpretive Problem Due
13	M 4/01	Writing Workshop	
	W 4/03	Wild Geese Discussion Readings: <ul style="list-style-type: none"> • Wild Geese pp. 	

	F 4/05	Wild Geese Discussion Readings: <ul style="list-style-type: none"> • Wild Geese pp. 	
14	M 4/08	Context Lecture: /immigration post celtic tiger	
	W 4/10	Context Lecture: Seanchaith Tradition and Dublin Spoken Word Readings: <ul style="list-style-type: none"> • Emma Dabiri, "I'm Irish but I'm not white. Why is that still a problem as we celebrate the Easter Rising?" • Felispeaks excerpts TBD • Sasha Terfous excerpts TBD 	Annotation #5
	F 4/12	intertextual interlude: Punking Soul: Discussion of <i>The Commitments</i> Watch: <ul style="list-style-type: none"> • <i>The Commitments</i> 	Extended Introduction Due
15	M 4/15	Adaptation and immigration Readings: <ul style="list-style-type: none"> • Paddies of Parnell Street, acts TBD 	
	W 4/17	Adaptation and immigration Readings: <ul style="list-style-type: none"> • Paddies of Parnell Street, acts TBD 	
	F 4/19	Writing Workshop	
16	M 4/22	TBD	Reflection Letter 3: Due
	W 4/24	TBD	