

Syllabus

English 3998.04/Irish Studies 3330.01: Irish Drama
Loyola Marymount University, Spring 2020, MWF 10:20-11:20am, UNH 1222

Professor: Molly Youngkin
Office: University Hall 3852
Office Hours: Mondays 11:30am-1:30pm, Wednesdays 1:30-2:30pm, Fridays 11:30am-1:30pm

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Course Description and Objectives:

In 1897, playwrights William Butler Yeats, Lady Augusta Gregory, and Edward Martyn proclaimed a new vision for Irish drama, proposing they would “build up a Celtic and Irish school of dramatic literature” that would “bring upon the stage the deeper thoughts and emotions of Ireland” and show that “Ireland is not the home of buffoonery and of easy sentiment” (Harrington ix). With this statement, these playwrights launched a national dramatic tradition that was not without controversy. Some members of the theatre-going audience embraced this tradition, while others wondered whether the plays produced as part of this vision truly represented the Irish people and voiced their opinion when they felt the plays did not.

This course traces the development of Irish national drama across the twentieth century, in order to better understand the establishment, rise, and current status of one of the most important national dramatic traditions. In order to understand the complexity of Irish drama, we will read plays by Yeats, Gregory, John Millington Synge, George Bernard Shaw, Sean O'Casey, Samuel Beckett, Brian Friel, Conor McPherson, and Marina Carr. We will examine the literary elements used by these playwrights as they negotiated how (and whether) to accurately represent the lives of Irish people, and we will examine how the various political and cultural pressures on Ireland shaped the literary representations produced by these playwrights.

In keeping with the goals of the undergraduate programs in English and Irish Studies, as well as the Core Curriculum's outcomes for the information literacy flag, we will take as our objectives:

- Studying the literary, historical, and cultural contexts for interpreting Irish dramatic texts
- Improving our ability to interpret these texts in written, verbal, and visual form
- Enhancing our ability to evaluate and use knowledge/research related to these texts

Required Course Materials:

Harrington, John P., ed. *Modern and Contemporary Irish Drama*. 2nd ed. New York: W. W. Norton & Co., 2009. ISBN 9780393932430

Purdue Online Writing Lab (OWL). Purdue University. Access online at:
https://owl.purdue.edu/owl/purdue_owl.html

Please purchase the editions I have specified, so that our class discussion will be most productive.

Recommended Course Materials:

The Modern Language Association of America. *MLA Handbook*. 8th ed., The Modern Language Association of America, 2016. ISBN 9781603292627

An English handbook, such as *The Little, Brown Handbook* or *The Everyday Writer*.

A good dictionary, such as *Merriam-Webster's Collegiate Dictionary*.

Grade Breakdown:

Participation	20%
Research Exercise	15%
Final Project	20%
Midterm Exam	20%
Final Exam	25%

Course Requirements:

Participation: In upper-level courses, participation is an absolute must. I expect you to come ready to discuss the readings for the day with enthusiasm, and I expect everyone to contribute to the discussion. If it seems like some are not doing the reading, I will ask you to do impromptu writing in class, which will count toward or against participation. Attendance is also a must. Because this course meets three times a week, you are allowed 6 absences. I do not distinguish between excused and unexcused absences, so you should save your absences for emergencies (death in family, illness, work commitments, etc.). Coming to class late and/or leaving class early counts as a partial absence. If you miss more than 6 classes, there will be a significant reduction in your participation grade.

Research Exercise: This exercise, which will help you gather material for your final project, will involve investigating how Irish writers have been received in both academic and popular circles and analyzing recent critical analysis of one Irish writer and his/her work. I will give you more details about this assignment soon. The assignment is due at the beginning of class on Monday, March 2, and we will share the results of our research with each other in class.

Final Project: For the final project, we will be using the material found for the research exercise as we design content-rich websites that use images and text to highlight the lives and works of Irish writers. In order to be considered content-rich, your website must include text that is the equivalent of a 5-7 page critical paper. You are required to use outside research for this project, which you will begin gathering when you do the research exercise. The project is due at the beginning of class on Monday, April 27; part of our class that day will be sharing our projects with each other.

Exams: There will be 2 exams: a mid-term and a final. See the class schedule for the exam dates. No make-up exams, and no early exams. The exam format is as follows:

Format for Mid-term and Final Exam

No notes and no texts for Part I. You will be allowed to use your texts for Part II. It is ok if you have some notes written in the margins of your texts, but it is not ok to have possible outlines for the essays or anything that looks like a possible essay written in your texts.

Part I: Short Answer (40 points)

Write 1-2 paragraphs (aim for about 200 words) to 4 of the following statements or questions. Be as detailed as possible in your answer by drawing on the assigned readings for this class, the lecture material given in class, and class discussion.

Part II: Essay (60 points)

Use the texts we've discussed in class to answer an essay question about the broad themes of these texts, in their historical and cultural contexts.

Late Assignments:

Expect deductions for late assignments. Typically, I deduct 10 points per 24 hours; for example, a paper that earns 90 points and is a day late will drop to an 80. No double submissions (same paper/project submitted for another class) allowed.

Grading Scale:

The grading scale is based on the grading system approved by LMU. I will assign numerical grades for all assignments, and I will use the final grade sheet attached to this syllabus to figure final grades. The numerical/letter grade correlation is as follows: 94-100=A, 90-93=A-, 87-89=B+, 84-86=B, 80-83=B-, 77-79=C+, 74-76=C, 70-73=C-, 60-69=D, and 0-59=F.

Electronic Equipment and Visitors in the Classroom:

You may bring a laptop or tablet to class to access Brightspace readings/assignments and take notes about class discussion. If you use these items for other purposes, this will affect your participation grade negatively. No other electronic equipment (e.g. cell phones) allowed in the classroom. If you want to record lectures or bring a guest to class, you must get my approval first.

Plagiarism:

Plagiarism is the act of presenting someone else's ideas or words as your own. It is a serious academic offence and may result in a failing grade for the assignment, a failing grade for the course, and/or university disciplinary action. For more details about the university's policy on this issue and other forms of academic dishonesty, see the Provost's website: <https://academics.lmu.edu/honesty/>. If you are unsure about how to integrate others' ideas or words into your work without plagiarizing, come talk to me. I'll be glad to help you avoid plagiarism!

The Provost has endorsed the use of Turnitin via this statement on the ITS website: "Loyola Marymount University has partnered with the third-party application Turnitin to help maintain our standards of excellence in academic integrity. Turnitin is a suite of tools that provide instructors with information about the authenticity of submitted work and facilitates the process of grading for instructors. Submitted files are compared against an extensive database of content comprising of over 165 million journal articles, 1 billion student papers, and 62 billion current and archived websites. Turnitin produces a similarity report and a similarity score. A similarity score is the percentage of a document that is similar to content held within the database. A similarity report gives the instructor more information about any potential matches and their sources. Turnitin does not determine if an instance of plagiarism has occurred. Instead, it gives instructors the information they need to determine the authenticity of work as a part of a larger process. All submissions to this course may be checked using Turnitin." For more about the Provost's endorsement of Turnitin, see <https://its.lmu.edu/turnitin/>.

Drop policy:

If you do not want a "W" on your record and want a full tuition refund, you must drop the course before the end of the first week of classes. From week 2-10, you may drop, but you will receive a "W" and will not receive a full tuition refund.

Resources for Students:

Academic Resource Center: Academic Resource Center is located in Daum Hall. Experienced tutors are available to help students who wish to improve their writing. For an appointment, call 310-338-2847.

Advising: For questions about the undergraduate curriculum in your major, see your faculty adviser. For questions about the Core, see the academic advisors in your College.

Disability Support Services: Persons with disabilities are welcome in this classroom. If you have a disability and need specific accommodations, please register with DSS as soon as possible and then come talk to me. DSS is located in Daum Hall. The phone number is 310-338-4216.

Class Schedule

The workload expectations for this course follow LMU's credit-hour policy. In a four-credit course, students are expected to spend at least 180 hours on the course, which is comprised of class instruction, preparation for class, time spent on major assignments, and other class-related activities.

The dates and activities listed below are subject to change, but I will do all I can to keep us on schedule. You are responsible for noting any changes in the syllabus. Except when noted, all pages in the class schedule refer to Harrington's *Modern and Contemporary Irish Drama*.

Week 1:

M, 1/13: Introduction to the Course.

W, 1/15: Introduction to Irish Drama. Read pp. ix-xx, 401-17.

F, 1/17: Yeats and Gregory, *Cathleen Ni Houlihan* and *The Pot of Broth*. Read pp. 3-19, 417-23, 426-32.

Week 2:

M, 1/20: No Class—Martin Luther King Jr.'s Birthday.

W, 1/22: Yeats, *At the Hawk's Well* and *Purgatory*. Read pp. 20-35, 424-26, 433-42.

F, 1/24: Continue discussion of *At the Hawk's Well* and *Purgatory* and related reading.

Week 3:

M, 1/27: Gregory, *Spreading the News* and *The Rising of the Moon*. Read pp. 36-57, 443-52.

W, 1/29: Continue discussion of *Spreading the News* and *The Rising of the Moon* and related reading.

F, 1/31: Synge, *Riders to the Sea*. Read pp. 58-67.

Week 4:

M, 2/3: No reading. Do activity that will be helpful for research exercise and discuss research exercise in class.

W, 2/5: No reading. Continuation of activity that will be helpful for research exercise and discuss research exercise in class.

F, 2/7: Synge, *The Playboy of the Western World*. Read pp. 68-112, 453-72.

Week 5:

M, 2/10: Continue discussion of *Playboy of the Western World* and related reading.

W, 2/12: Continue discussion of *Playboy of the Western World* and related reading.

F, 2/14: Shaw, *John Bull's Other Island*. Read pp. 113-96, 473-95.

Week 6:

M, 2/17: Continue discussion of *John Bull's Other Island* and related reading.

W, 2/19: Continue discussion of *John Bull's Other Island* and related reading.

F, 2/21: Review for Midterm.

Week 7:

M, 2/24: Part I of Midterm in class.

W, 2/26: Part II of Midterm in class.

F, 2/28: No class—extra office hours. Feel free to come in and see me if you have last-minute questions about the research exercise.

Week 8:

M, 3/2: Research exercise due. We will share the results with each other in class, so it is important to be on time. There will be a grade deduction if you are not present on time to share your results.

W, 3/4: Discuss the final project assignment in class. We will have a demonstration about constructing websites, which will not be repeated, so it is important to attend class today.

F, 3/6: No class—Time to work on final project ideas.

M, 3/9 – F, 3/13 NO CLASSES—SPRING BREAK

Week 9:

M, 3/16: O'Casey, *Juno and the Paycock*. Read pp. 197-246, 496-516.

W, 3/18: Continue discussion of *Juno and the Paycock* and related reading.

F, 3/20: Continue discussion of *Juno and the Paycock* and related reading.

Week 10:

M, 3/23: Beckett, *Krapp's Last Tape*. Read pp. 247-54, 517-34.

W, 3/25: Continue discussion of *Krapp's Last Tape* and related reading.

F, 3/27: Beckett, *All That Fall* (access through Brightspace).

Week 11:

- M, 3/30: Draft of website due. In order to get credit for the final website project, you must be present to share your draft with others in the class. In class work on website development.
- W, 4/1: Friel, *Translations*. Read pp. 255-308, 541-58.
- F, 4/3: Continue discussion of *Translations* and related reading.

Week 12:

- M, 4/6: Continue discussion of *Translations* and related reading.
- W, 4/8: No class—Easter
- F, 4/10: No class—Easter

Week 13:

- M, 4/13: McPherson, *The Weir*. Read pp. 309-51, 535-39, 559-76.
- W, 4/15: Continue discussion of *The Weir* and related reading.
- F, 4/17: Continue discussion of *The Weir* and related reading.

Week 14:

- M, 4/20: Carr, *By the Bog of Cats*. Read pp. 352- 97, 577-93.
- W, 4/22: Continue discussion of *By the Bog of Cats* and related reading.
- F, 4/24: No class—extra office hours to discuss any last-minute questions about the final project.

Week 15:

- M, 4/27: Final Projects Due. Be prepared to share your results in class. There will be a grade deduction if you are not present to share your results.
- W, 4/29: Review for final exam.
- F, 5/1: No Class—Time to study for final.

The final exam will be held on Friday, May 8, 8-10am. If you currently work or have other commitments at this time, please make arrangements now to be available for the full two hours on this day.

Molly Youngkin
Grade Calculation Sheet
ENGL 3998/IRST 3330

Student _____

	Numerical Value		Percentage Weight		Total Weight
Research Exercise	_____	x	____.15_____	=	_____
Midterm Exam	_____	x	____.20_____	=	_____
Final Exam	_____	x	____.25_____	=	_____
Final Project	_____	x	____.20_____	=	_____
Participation	_____	x	____.20_____	=	_____
					Numerical Total _____
					Final Grade _____

Final Grade Scale

94-100	A
90-93	A-
87-89	B+
84-86	B
80-83	B-
77-79	C+
74-76	C
70-73	C-
60-69	D
0-59	F

Directions

1) Fill in the appropriate numerical value for each assignment; 2) Multiply that value by the percentage weight in the second column; 3) Add the amounts in the "total" column; 4) Use the "final grade scale" to calculate your final letter grade.