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IRSH 382.50: Rockin' Rebels - Irish Music from Traditional to Punk

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IRSH 382, Rockin' Rebels: Irish Music from Traditional to Punk, Fall, 2021

Course Information
- Online

Contact Information
- Instructor: Dr. Erin Costello Wecker
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- Email: erin.wecker@umontana.edu
- Office Hours: Thursday: 12:00 p.m.-3:00 p.m. via Zoom

Course Description:
This course explores the concept of "Irishness" through generative works of music by artists such as Seán Ó Riada, The Wolf Tones, The Pogues, Sinéad O'Connor, U2, The Cranberries, Méav Ní Mhaolchatha, and Soulé (not an exhaustive list). To do this the class will begin with an examination of traditional Irish music as a cultural form. Next, we will move through genres and decades charting political and cultural shifts as represented in folk, rebel, rock, punk, and pop music. We will explore concerns of authenticity and hybridity in Irish popular music and apply theoretical ways of understanding the reproduction and marketing of "Irishness" in a global context.

This class is designed to provide students with the rhetorical knowledge and cultural perspectives necessary to be successful writers at the college-level and more specifically within the field of Irish Studies. This course emphasizes the importance of critical thinking, reading, and composing in an academic context. To do this, students will explore research practices within the field of Irish Studies and related disciplines (such as political science, diaspora studies, history, music theory, women's and gender studies, and postcolonial studies) and successful composing methods to bring these insights to the page. Students will expand their purview by examining the literary, historical, national, and gender contexts for interpreting Irish music. The writing assignments in this course are aimed at increasingly students' fluidity at composing critical analyses of music, literary criticism, and rhetorical analysis through a series of scaffolded, reflective writing inquiries. Students will learn to identify and enact key features of discipline specific writing such as summary, analysis, and argumentation by studying primary and secondary sources. Students will also focus on organization, clarity, and mechanics through a systematic series of revisions.

One of the more exciting elements of teaching this course is the diversity of knowledge we all bring to the classroom. With that said, no prior study of Irish history, music, or literature is necessary for this course. Please feel welcome to ask questions as we build knowledge together.

Course Outcomes
- Sketch the basic principles that underpin concepts of "Irishness" through generative works of music.
- Classify key issues and historical events that shaped Irish music at home and abroad.
- Synthesize political and cultural shifts as represented in multiple genres of Irish music.
- Analyze concerns of authenticity and hybridity of Irish music in a global context.
- Demonstrate habits of a successful reader (vocabulary, marginalia, annotations, questions).
- Integrate personal insight into academic writing.
- Formulate and express opinions and ideas in writing.

Required Texts (all available on Moodle)
Noel McLaughlin and Martin McLoone, *Rock and Popular Music in Ireland: Before and After U2*
David Cooper, *The Musical Traditions of Northern Ireland and its Diaspora*
Louise Bruton, "Irish Female Musicians Strike a Note for Equality."
Ruth Medjber, *Women of Notes/Mná na Notaí*
Colin Carberry and Glenn Patterson, *Good Vibrations* (film)
Sean Campbell, *Irish Blood, English Heart: Second Generation Irish Musicians in England*
Moynagh Sullivan, "Boyz to Menz (Own): Irish Boys Bands and the Alternative Nation."
Claire Bracken, *Irish Feminist Futures* (selected excerpts)
Stuart Bailie, *Trouble Songs: Music and Conflict in Northern Ireland* (selected excerpts)
Additional readings will be posted on Moodle as PDFs

Course Requirements and General Expectations

- All reading assignments will be completed by the assigned date.
- All writing assignments must be turned in on time.
- All major assignments must be typed. Please use 12-point Times New Roman font, double-space, 1- inch margins on all sides, and stapled.
- Please use MLA 8th edition citation format.
- Attend class.
- Actively, vocally, and appropriately participate in class discussion.

Attendance Policy
Success in IRSH 382 is dependent on your active participation and engagement. As such, students are required to complete all assignments by the due date, demonstrate a close reading of assigned texts, actively participate in discussion forums, and thoughtfully complete writing assignments. Failure to participate in the aforementioned ways may result in a penalty to your overall grade or failure of the course.

Students will not be marked present for the course in a particular week if they have not posted on the discussion forum and/or submitted assignments/essays if administered in that week. Being marked absent for (3) weeks will result in automatic failure of the course. With that said, I understand that sometimes life happens and unexpected circumstances can impact your ability to stay current with class. If this happens please email me so we may discuss your options.

Additionally, students are expected to:
- Log on at least three times a week – on different days in order to complete weekly assignments, assessments, discussions and/or other weekly deliverables;
- Participate in the weekly threaded discussions, this means that, in addition to posting a response to the thread topic presented, students are expected to respond to each other and comment and questions from the instructor and/or other students;

To comply with federal mandates for universities' handling of student aid, certain kinds of student activity may or may not count as participation sufficient to qualify as "attendance" in online courses. Specifically, as stated in the Federal Student Aid Handbook (see link below), documenting that a student has logged into an online class or website is not sufficient, by itself, to demonstrate academic attendance by the student. For example, if a student simply logs into an online course and then logs out, without any further activity, the student did not attend the online class on that day.

For online classes, the activities in the following categories are considered "academically related":
- Participating in any assigned activity (e.g., attending a synchronous teleconference or video conference class session, submitting prepared material, taking examinations, engaging in an assigned study group, providing a self-introduction to the class in a discussion forum designated for this purpose);
- Completing interactive tutorials or interactive, computer-assisted instruction; or
- Discussing the course's subject matter (e.g., online with other students, by email with the instructor)

Source: https://ifap.ed.gov/ifap/byAwardYear.jsp?type=fsahandbook&awardyear=2018-2019

Students are expected to attend all class meetings and complete all assignments for courses in which they are enrolled. I may excuse brief and occasional absences for reasons of illness, injury, family emergency, religious observance, cultural or ceremonial events, or participation in a University sponsored activity. (University sponsored activities include for example, field trips, ASUM service, music or drama performances, and intercollegiate athletics.) I will excuse absences for reasons of military service or mandatory public service; please provide appropriate documentation.

Students in the National Guard or Reserves are permitted excused absences due to military training. Students must submit their military training schedule to their instructor at the beginning of the semester. Students must also make arrangements with the instructor to make up course work for missed days due to military service.

Cultural or ceremonial leave allows excused absences for cultural, religious, and ceremonial purposes to meet the student's customs and traditions or to participate in related activities. To receive an authorized absence for a cultural, religious or ceremonial event the student or their advisor (proxy) must submit a formal written request to the instructor. This must include a brief description (with inclusive dates) of the cultural event or ceremony and the importance of the student's attendance or participation. Authorization for the absence is subject to approval by the instructor. Appeals may be made to the Chair, Dean or Provost. The excused absence or leave may not exceed five academic calendar days (not including weekends or holidays). Students remain responsible for completion or make-up of assignments as defined in the syllabus, at the discretion of the instructor.

Late Policy

 ✶ Discussion thread posts that are submitted late will not receive credit.
 ✶ If you have a valid reason for missing a deadline, please talk to me at least 24 hours *before* the assignment is due. In many cases, we will be able to work something out. If you hand in a late assignment without making prior arrangements with me, the assignment will be penalized one-third of a letter grade (a B will be changed to a B-, and so on) per day late.
 ✶ You are always welcome to complete assignments early if you know in advance that you will be missing class.

Reasonable Program Modifications

Students with disabilities may request reasonable modifications by contacting me. The University of Montana assures equal access to instruction for students with disabilities in collaboration with instructors and the Office for Disability Equity (ODE), which is located in Lommasson Center 154. The University does not permit fundamental alterations of academic standards or retroactive modifications.

Grading Policy

Discussion Posts	25%
Annotated Bibliography	25%
Annotated Bibliography Revision	15%
Critique Assignment	35%

Students enrolled in IRSH 382 are graded by traditional letter grade A, B, C, D, F.

Major Assignments

Discussion Posts: Over the course of the semester you will participate in (10) discussion posts. The discussion posts for each week will be graded out of 100 points. In an online class, discussion posts are the main way students and professors interact with the course's ideas and lessons. The best discussion posts demonstrate an understanding of the course material and present a cohesive argument with evidence to back it up from assigned readings, PowerPoint lectures, peer's comments/questions, course videos, etc.

Please see the discussion posting and responding schedule below in the daily calendar.

Critique Assignment (6-8 pages): To accompany the texts we will be reading this semester, we will also be watching music videos, viewing album artwork, and listening to select recordings that offer insight into the thematic strands at the crux of our inquiry. This assignment will offer you the chance to review and critique a specific band, artist, album, or song in connection to our class discussions and readings. A more detailed assignment is posted on Moodle. During the last two weeks of the semester all students must meet with me to conference their critique essay. During our individual conferences, I will offer each writer strategies for revision, additional sources of research, and content analysis.

Annotated Bibliography (3-4 pages): The annotated bibliography must include a minimum of five, scholarly sources discovered in the process of your own research. Your annotated bibliography will include a brief summary of the source, analysis of the source (credibility, etc.), and a rationale for how you intend to use this source in your paper. You are welcome to choose any topic related to the course and we will have ample time to discuss and conference your ideas as they develop. <u>The annotated bibliography will receive formal, written feedback from me, and you are required to revise this assignment.</u>

Plagiarism Policy
If I suspect that something a student has written has been plagiarized, in full or in part, intentionally or unintentionally, I take the following actions:
- I alert the student of areas of the text that are suspicious.
- The student receives no credit on the paper, pending failure, and it is up to him/her to prove that he/she turned in original work.
- Each student is asked to provide me with hard copies of the research she/he used in writing the paper.
- If the student cannot provide documentation of her/his research, the student will fail the paper.

These measures are also put into action when a paper is poorly cited. When a student brings their research to me I use the time to talk with them about citation and make sure that they understand how and when to cite in the future.*

In the case that the student is unable to provide evidence of his/her original work, or in the case that I have evidence that the student has intentionally plagiarized their work:
- The student will automatically fail the given assignment.
- The student may fail the course unless, at my discretion, I offer alternative assignments and/or conditions.
- I may pursue a plagiarism citation unless, at my discretion, I offer alternative assignments and/or conditions.
- The student may receive alternate assignments, etc. to avoid failure. In this instance, all conditions must be met. I need to see evidence of excellent work and effort, and work must be completed on time.
- All other previously established conditions in the class (i.e. attendance, participation, homework grades, etc.) still stand and can still cause a student to fail the course.
- In the case of blatant or egregious offenses, I will not negotiate against course failure and will pursue a University Citation of Plagiarism.

Learning Outcomes for Intermediate Writing Course
• Use writing to learn and synthesize new concepts
• Formulate and express opinions and ideas in writing
• Compose written documents that are appropriate for a given audience or purpose
• Revise written work based on constructive feedback
• Find, evaluate, and use information effectively
• Begin to use discipline-specific writing conventions
• Demonstrate appropriate English language usage

Participation in University Assessment

• All courses, including this one, that are approved writing courses participate in the University-wide Program-level
Assessment (UPWA). Therefore, this course requires an electronic submission of an assignment stripped of your
personal information to be used for educational research and assessment of the writing program. Your papers will be
stored in a database. This assessment in no way affects either your grade or your progression at the university.