

Fall 9-1-2018

LIT 391.80: ST: Early Joyce & Celtic Literature

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LIT 391-80

CELTIC MYTHS, IRISH LITERARY RENAISSANCE, *DUBLINERS*,
PORTRAIT OF THE ARTIST AS A YOUNG MAN

MONDAY, WEDNESDAY. 3:30- 4:50 DHC

INSTRUCTOR: BRUCE HARDY

bruce.hardy@umontana.edu

cell phone: 531-1178

OFFICE HOURS: Don't hesitate to come in!!

Room 004, downstairs in the DHC, in the area labelled
"Academic Achievement"

Mon 2:00- 3:30

Tues 10:00- 11:00 12:30-1:30

Wed 2:30-3:30

Thur 10:00-11:00 12:30-1:30

Also: by appointment, or just come by and see if I'm there

REQUIRED TEXTS:

- **A PORTRAIT OF THE ARTIST AS A YOUNG MAN**
9780142437346/ 0142437344
BY JOYCE, JAMES
PUBLISHED BY PENGUIN PUBLISHING GROUP
PUBLICATION DATE: JAN. 1, 2003
- **DUBLINERS**
9780140186475/ 0140186476
BY JOYCE, JAMES
PUBLISHED BY PENGUIN PUBLISHING GROUP
PUBLICATION DATE: JAN. 1, 1993
- **JOYCE ANNOTATED : NOTES FOR DUBLINERS AND A PORTRAIT OF THE ARTIST AS A YOUNG MAN**
9780520046108/ 0520046102
BY GIFFORD, DON

PUBLISHED BY UNIVERSITY OF CALIFORNIA PRESS
PUBLICATION DATE: JAN. 1, 1981

- **CELTIC MYTHS AND LEGENDS**
9780486265070/ 0486265072
BY ROLLESTON, T. W.
PUBLISHED BY DOVER PUBLICATIONS, INCORPORATED
PUBLICATION DATE: NOV. 1, 1990

CLASS SCHEDULE:

M	Aug. 27	Introduction, History of Ireland
W	Aug 29	Celtic myths: <i>Tales of the Ossianic Cycle</i> (Finn mac Cumhal)
M	Sept. 3	Labor Day
W	Sept. 5	Celtic myths: <i>Tales of the Ossianic Cycle</i> (Finn mac Cumhal)
M	Sept. 10	Synge: <i>Playboy of the Western World</i> ,
W	Sept. 12	Synge: <i>Riders to the Sea</i>
M	Sept. 17	Lady Gregory: <i>Gaol Gate</i> , and <i>Rising of the Moon</i>
W	Sept. 19	Yeats: <i>Cathleen ni Houlihan</i> Yeats: <i>The Countess Cathleen</i>
M	Sept. 24	Yeats Poetry: Who Goes With Fergus, The Lake Isle of Innisfree The Second Coming, Easter 1916,
W	Sept. 26	Sisters, plus critical readings
M	Oct. 1	The Encounter, plus critical readings
W	Oct. 3	Araby, plus critical readings
M	Oct. 8	Eveline v
W	Oct. 10	After the Race, Two Gallants v
M	Oct. 15	The Boarding House, plus critical readings
W	Oct. 17	A Little Cloud, Counterparts, plus critical readings
M	Oct. 22	Clay, A Painful Case, plus critical readings
W	Oct. 24	Ivy Day in the Committee Room, plus critical readings
M	Oct. 29	A Mother, plus critical readings
W	Oct. 31	Grace, plus critical readings

M	Nov. 5	The Dead, plus critical readings
W	Nov. 7	The Dead
M	Nov. 12	The Dead
W	Nov. 14	<i>A Portrait of the Artist as a Young Man</i> , plus critical readings
M	Nov. 19	<i>A Portrait of the Artist as a Young Man</i>
W	Nov. 21	Thanksgiving
M	Nov. 26	<i>A Portrait of the Artist as a Young Man</i>
W	Nov. 28	<i>A Portrait of the Artist as a Young Man</i>
M	Dec. 3	<i>A Portrait of the Artist as a Young Man</i>
W	Dec. 5	<i>A Portrait of the Artist as a Young Man</i>
M-F	Dec. 10-14	Final Exams

Computers in class: NO! Computers are not allowed in this classroom. The readings must be done using the assigned texts and the assigned readings that you need to print. It just doesn't work for students to try to scroll through their computer during class discussions trying to find passages that are being discussed. You should be in the habit of writing in the margins of the printed page. A well-studied text should be covered with notations.

Attendance: Regular attendance is vital to academic success. This is especially true in courses where class discussions are central to the learning process. Students who miss class are still expected to turn in assignments on time and complete any exams. Absences that are unavoidable or due to illness may be excused by the instructor if documentation is provided. More than 2 unexcused absences will lower your grade. Each additional unexcused absence will lower your overall grade by 1/3 grade level: B > B - > C+ > C, etc.

Participation: Students are expected to come prepared and to participate in class discussions. Be ready to discuss the readings and raise questions about specific passages. **Participation in class discussions and activities will account for approximately 50 % of your overall grade.**

Essays:

The purpose of writing essays is to develop your expertise in critical analysis, thoughtful reflection, fluid writing style, creativity, and analytical skills. It is expected that all students will have improvement over the course of the semester.

There will be frequent essays assigned during the semester, either an original essay or a revision. Most will be about two pages in length. Each essay will address distinct course elements and essay guidelines will be provided prior to each due date.

Essay Revision: Revision of essays is a valuable tool to improve both thinking and writing skills. Revision also allows for a higher grade on the essay. Revisions are due within one week after graded essays have been returned.

Late Papers: Essays are due at the beginning of class on the date indicated on the syllabus and essay prompt. Unless you have made specific arrangements for a due date extension, late work will result in a lower grade.

Exams: Most of the class periods will begin with a short exam. The exams will be easy and quick if you have read the material.

Essays and exams are a primary mode of assessing student learning in this course and will account for approximately 50% of the overall grade.

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Grades: The grading of essays will reflect the following criteria of judgment:

- A: Excellent depth of critical analysis, thoughtful reflection and fluid writing style; demonstration of creativity and analytical skills beyond the primary requirements of the assignment
- B: Good to Very Good: well-supported analysis, thoughtful reflection, clear writing style
- C: Satisfactory: meets minimum requirements of assignment but not much more
- D: Unsatisfactory; some effort to meet minimum requirements
- F: Failure to meet minimum requirements

ADDITIONAL INFORMATION & RESOURCES

Getting Help: You are welcome to contact me if you would like to discuss your performance in the course or get additional feedback on essays and ideas. I have regular Office Hours each week and am happy to make appointments for alternate times, as needed.

Writing Center: The Writing Center offers free tutoring at several locations across campus to help students become more effective writers. For more information, see <http://www.umt.edu/writingcenter/>.

Writing Program Assessment: Courses fulfilling the General Education writing requirement (W) are required to participate in the University - wide Writing Program Assessment. Students will be asked to submit a “blinded” copy (i.e., name & course identifiers removed) of one revised paper to the writing committee via Moodle. Detailed instructions will be provided later in the semester.

Students with Disabilities: Students with disabilities will receive reasonable accommodations in this course. To request course modifications, please contact me as soon as possible. The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and

Disability Services for Students [DSS]: If you think you may have a disability that is adversely affecting your academic performance, please contact DSS in Lommasson 154, or call (406) 243 - 2243 VOICE/TDD.

Student Conduct: Students will be expected to uphold high standards of mutual respect and academic integrity. All students should be familiar with the University of Montana Student Conduct Code.

Plagiarism: Plagiarism is representing another person’s work, words or ideas as one’s own. This is a serious violation of academic integrity. The University Catalog states, “Students who plagiarize may fail the course and may be remanded to Academic Court for possible suspension or expulsion.” If you have any questions about what constitutes plagiarism, please consult your Instructor.

Health and Wellness: I encourage you to contact Curry Health Center if you are experiencing health issues or feeling overwhelmed by stress or anxiety. They have a variety of programs to support student health and wellness -- and can provide documentation for absences due to illness.

SARC: (The Student Advocacy Resource Center) celebrates diversity and supports the right of all students to pursue success in our academic community. If you experience sexual assault, relationship violence, bullying, intimidation, or discrimination, you can contact SARC for help and resources.

