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TH 9:30-10:45
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GSC 30628: (En)Gendering Revolution: Literature of the Irish Fight for Independence



British colonization of Ireland (the only European nation to be colonized by a European imperial power) spanned centuries – and Irish resistance was equally sustained – by both men and women. The final opening volley launched with the 1916 Easter Rising and independence was achieved with the 1919-21 War of Independence (though challenged with the 1921-22 Civil War). As a newspaper headline proclaims, “Secret exploits of women who were crucial to freedom fight”: contrary to misperceptions that they were passive beneficiaries of the Irish fight for independence, women were active in paramilitary organizations like Cumann na mBan, undertook intelligence work, fought alongside Irish men (176 women applied for military pensions for active service performed between 1916 and 1923), and recorded their experiences in journalistic and fictional accounts.

This course will survey literary responses (both contemporaneous and retrospective) to the Easter Rising, the War of Independence, and the Civil War as we celebrate the centenary of the events leading to the founding of the Irish Republic. As we engage with close textual readings, our prime focus will be on parsing out gendered differences in ways that men and women fought for Ireland as well as in how they describe the fight. No prior knowledge of Irish history is presumed.

Texts to be purchased:

- Mary Morrissy's *The Rising of Bella Casey* [9781847175762]
- Iris Murdoch's *The Red and the Green* [9780099429135]
- Sean O'Casey's *The Plough and the Stars* and *Juno and the Paycock* [9780571195527 – has both plays in it]
- Sinead McCoolle, *Easter Widows* [9781781620236]
- J. G. Farrell's *Troubles* [9781590170182]
- Elizabeth Bowen's *The Last September* [9780385720144]
- Roddy Doyle's *A Star Called Henry* [9780676973174]

Assignment Details:

30% → Short Response papers, 3-4 pages each. These are informal in nature in that I am looking for your reaction to readings/class discussions, but they do require a well-developed and supported thesis. This is a chance for you to further explore issues raised in class or elements of readings we do not cover.

10% → Reflection papers (on the Rare Books exhibit and the ACIS panel)

50% → Research paper: – topic to be chosen in consultation with me; you may either research a topic related to Irish revolutionary history/culture (using one or two of the literary texts as an example) or do a critical textual analysis of one or two course texts. [10%, critical essay analysis; 40%, research paper] This will be submitted in two parts:

- A **critical essay analysis** – you need to find 3 critical essays analyzing your text/topic; this short essay should summarize the main argument(s) of each article, compare/contrast the three approaches to your text/topic, and assess the merit(s) and weakness(es) of the essays (4-5 pages). This is due Thursday April 21st and you will receive feedback by Thursday April 28th.
- The **research paper** is due at the final exam period (12-15 pages).

10% → class participation

Grade Scale:

A – 95-100

A- – 90-94

B+ – 87-89

B – 83-86

B- – 80-82

C+ – 77-79

C – 73-76

C- – 70-72

D – 60-69

F – 59 or lower

Consistent with the mission of the University of Notre Dame, the Gender Studies Program is dedicated to fostering a learning community that represents and builds on a rich diversity of human experiences, backgrounds, cultures, histories, ideas, and ways of living. We also commit to the task of negotiating the dual priorities of authentic free speech and active regard for all others in a safe, supportive, and anti-oppressive classroom environment. An anti-oppressive environment means that we work against language, actions, interactions and ideologies that hurt people. Hate speech of any kind will not be permitted. This includes use of racial, sexual, gender, or abled slurs and personal attacks on others' ideas.

Class etiquette:

In developing the following policies, I was primarily guided by an understanding of our purposes in gathering twice a week, which I see as 1) developing your communication skills, particularly in the realm of verbal discourse, and 2) preparing you as future professionals; they are intended to facilitate both objectives.

- I expect that class will not be interrupted by cell phones or text messages.
- Attendance –any absence after your SECOND will be reflected in your final grade. If you will be absent, please send me a courtesy email informing me of the day(s) you are missing. YOU ARE RESPONSIBLE FOR FINDING OUT FROM A CLASSMATE WHAT YOU HAVE MISSED. Additionally, ABSENCE IS NOT AN EXCUSE TO NOT TURN IN WORK ON TIME – EMAIL IT TO ME.
- Plagiarism cannot be tolerated. Please be mindful of the Honor Code pledge – “As a member of the Notre Dame community, I will not participate in or tolerate academic dishonesty.” The most fundamental sentence in *DuLac* is the beginning of section IV-B:
The pledge to uphold the *Academic Code of Honor* includes an understanding that a student’s submitted work, graded or ungraded – examinations, draft copies, papers, homework assignments, extra credit work, etc. - must be his or her own.

Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, etc. If you or someone you know has been harassed or assaulted, you can find the appropriate resources here:

Confidential

University Counseling Center: 574.631.7336

University Health Services: 574.631.7497

SOS of the Family Justice Center Rape Crisis Help Line: 574.289.HELP (4357)

Non-Confidential

Deputy Title IX Coordinator: 574.631.7728

NDSP: 574.631.5555

Mandatory Reporting of Harassment and Mandatory Reporting of Harassment and Discrimination

Please note that all professors are considered mandatory reporters of harassment and discrimination by Title IX law. Mandatory reporters are responsible for reporting all Title IX violations of sex-based discrimination and sexual harassment, including sexual violence, stalking/dating violence, and child sexual abuse. This means that if students disclose cases that meet this definition in written or verbal communication, I am obligated to report that to our Title IX office so they can help provide support and track such incidents. I welcome your deepest sharing but also want you to understand that all professors are bound to this law.

Schedule of readings:

T, 1/12 – Introduction: historical background

R, 1/14 – Mary Morrissy, *The Rising of Bella Casey* (pages 7-170; last section is “Battersea, London, 1935”)

T, 1/19 – Morrissy, *The Rising of Bella Casey* (pages 171-351)

The Easter Rising

R, 1/21 – the Proclamation

- explore: <http://www.easter1916.ie/>

T, 1/26 – Sean O’Casey, *The Plough and the Stars*

R, 1/28 – poetry

T, 2/2 – Iris Murdoch, *The Red and the Green* (chapters 1-7)

R, 2/4 – Murdoch, *The Red and the Green* (chapters 8-14)

T, 2/9 – Murdoch, *The Red and the Green* (chapters 15-25 and Epilogue)

R, 2/11 – Rare Books Room – visit 1

- Response #1 due (3-4 pages)

T, 2/16 – Sinead McCoolle, *Easter Widows* (Parts One and Two)

R, 2/18 – McCoolle, *Easter Widows* (Part Three)





The War of Independence

T, 2/23 – Dorothy Macardle, *Earthbound* – selections available on e-reserves or Sakai

R, 2/25 – J. G. Farrell, *Troubles* (Part One)

T, 3/1 – Farrell, *Troubles* (Part Two)

R, 3/3 – Farrell, *Troubles* (finish, if not yet done)

[Spring Break]

T, 3/15 – 2nd visit to the Rare Books Room

R, 3/17 – Elizabeth Bowen, *The Last September* (Parts One and Two)

T, 3/22 – Bowen, *The Last September* (Part Three)

R, 3/24 – screening the 1916 Documentary

Charlotte Fallon, “Civil War Hungerstrikes: Women and Men.” – e-reserves

- Write-up of Rare Books Exhibit due (1-2 pages)

[Easter weekend]

T, 3/29 – screening of *Michael Collins*

- Response #2 due (3-4 pages)

[ACIS, 3/30-4/3]

R, 3/31 – No class: attend an ACIS panel instead [details to be provided on 3/29]

T, 4/5 – Roddy Doyle, *A Star Called Henry* (Part 1)

- Write-up of ACIS panel due (1-2 pages)

R, 4/7 – Doyle, *A Star Called Henry* (Part 2)

T, 4/12 – Doyle, *A Star Called Henry* (Part 3)

The Civil War

R, 4/14 – O’Casey, *Juno and the Paycock*

T, 4/19 – Liam O’Flaherty, “The Sniper” – e-reserves

Thomas Mohr, “The Rights of Women under the Constitution of the Irish Free State.” – e-reserves

R, 4/21 – Yeats, “A Prayer for My Daughter”

- screening of *The Wind that Shakes the Barley*
- Critical essay due

T, 4/26 – Justin D. Stover, “Irish Political Prisoner Culture, 1916-1923” – e-reserves

Timothy J. White, Mack Mariani, Fiona Buckley, and Claire McGing, “Women’s Political Role in Old and New Ireland: From Marginalization to Gender Quotas” – e-reserves

- Response #3 due (3-4 pages)

R, 4/28 – Reading day

Friday May 6: Final Paper (12-15 pages), due 12:30 pm (you may submit it earlier if you like)

