

Wendy Moffat
EC 408
Hours: M, W 3-5
and by appointment
phone: x 1499; moffat@dickinson.edu

T-Th 10:30
EC 301
Spring 2009

English 364: James Joyce's Ulysses

Texts:

Derek Attridge, Semicolonial Joyce (Cambridge)
Harry Blamires, The New Bloomsday Book (Routledge)
Richard Ellmann, James Joyce (Oxford)
Don Gifford, Ulysses Annotated (U Cal P)*
Homer, The Odyssey (Trans. Robert Fagles) (Penguin)
James Joyce, A Portrait of the Artist as a Young Man (Penguin)
James Joyce, Dubliners (Norton)
James Joyce, Ulysses (ed. Gabler) (Random House)
Declan Kiberd, Inventing Ireland (Harvard)
Edna O'Brien, James Joyce (Penguin)
Mark Wollaeger, James Joyce's Portrait of the Artist as a Young Man: A Casebook (Oxford)

Course goals:

Ulysses comprehends. Virtually everything seems relevant to it. Joyce's great work invites grandiose claims: to view a single day as the microcosm of human psychology, history, politics, and literary history. It also rewards attention to the small detail, and to quotidian experience. Readers have found the novel to be both demanding and remarkably open to interpretation. As such it is an ideal occasion for demonstrating the pleasures of literary research. In this course we will explore the single extraordinary novel from multiple critical perspectives. Writing assignments will emphasize research skills to prepare you for English 403-404. In addition to class time, students will be expected to complete two research labs in the library, under the tutelage of Ms. Chris Bombaro, our library liaison. These labs will familiarize you with the current best practices of electronic and book research in the discipline, and allow you to explore the full range of resources in Waidner-Spahr

Written work:

Students will write an annotated bibliography and an 8-10 page research paper, on different texts, each accommodating a different set of methods and questions. The Annotated Bibliography using Refworks Bibliographic tools, will approach either Portrait or Dubliners from a discernable cultural context. The research for the Ulysses research paper, building on with Kiberd and Attridge's recent scholarship, will apply a *different* critical method. There will be opportunities to discuss your papers as you plan them.

The final exam, on Thurs May 7 at 2 pm, will emphasize connections between the texts, close reading of selected passages, and the breadth of your reading and critical understanding. Virtue

will be rewarded, to paraphrase Samuel Richardson.

Grading:

I will assess your work in the following proportions:

Class participation, including discussion leader, and Blackboard: 20%

Annotated bibliography: 20%

Research Paper: 20%

Final Exam: 40%

Papers are due in class, along with your alert mind, on the date specified; late papers will receive a grade of F. You must complete all written assignments, including those on Blackboard, to pass the class. The College has clear-cut rules regarding plagiarism. I will enforce these rules, and also require that you read the chapter on plagiarism in the MLA Handbook, which will be available on Blackboard.

Because these texts are enriched by cultural, historical, and biographical context, each student will present a ten-minute “class” with appropriate materials once during the semester, as part of class time. These will be paired up. Students who will lead this class discussion must meet me during office hours with a prototype plan *at least one week* before their presentation. As our department coordinator Kelly Winters-Fazio says, ***PLAN ACCORDINGLY.***

Participation:

Students are expected to come to class with questions about the reading and notes from Gifford’s Ulysses Annotated and other secondary sources. Thoughtful class discussion is a necessary condition of a successful class. I will use Blackboard to shape and ground discussion throughout the term.

In compliance with the Dickinson College policy and equal access laws, I am available to discuss appropriate academic accommodations that may be recommended for students with disabilities. Such requests are to be made during the first three weeks of the semester. Students are required to register with Academic Resource Services, located on the first floor of Biddle House (contact x 1080 or waybranj@dickinson.edu) to verify their eligibility for appropriate accommodations.

Reading Schedule:

20 Jan. Introduction and Logistics

22 Jan. Ulysses, chs.1 and 2

(Using Blamires and Fagels, read along in the Odyssey as we progress through Joyce’s novel. Finish the Odyssey at the latest, by the end of Spring Break)

27 Jan. Portrait of the Artist as a Young Man, sections 1 and 2

Leaders: _____

29 Jan. Problems in Joyce Biography

Leaders: _____

3 Feb. Portrait of the Artist as a Young Man, sections 3 and 4
5 Feb. Preliminary work for Problems in Culture/History

10 Feb. Ulysses, ch. 3

Leaders: _____ *Leo & Bryan* _____

12 Feb. NO CLASS—Moffat Lecture at Tulane

17 Feb. Portrait of the Artist as a Young Man, section 5

Leaders: _____

19 Feb. Ulysses, ch. 4

Leaders: _____ *James R & Taylor* _____

20 Feb. **COGAN DINNER and Literary Dessert Contest**
Cogan Talk, 4:30 pm. Stern Center

24 Feb. Dubliners to “Counterparts”

Leaders: _____ *Devin & Rachel* _____

26 Feb. Ulysses, chs. 5 and 6

ANNOTATED BIBLIOGRAPHY DUE

3 Mar. Dubliners to “The Dead”

Leaders: _____ *Anna Jane & Audrey* _____

5 Mar. Ulysses ch. 8

Leaders: _____ *James E & Chris* _____

Spring Break

17 Mar. Ulysses, ch. 7
Leaders: _____ *Ashley & Dan* _____

19 Mar. "The Dead"
Leaders: _____ *Liz & Ben* _____

24 Mar. Ulysses, ch. 8
26 Mar. Ulysses, ch. 9
Leaders: _____ *Oliver & Rory* _____

31 Mar. Ulysses, ch. 10
Leaders: _____
2 Apr. Ulysses, ch. 11

7 Apr. Ulysses, ch. 12 **RESEARCH PAPER DUE**
9 Apr. Ulysses, ch. 13
Leader: _____

14 Apr. Ulysses, ch. 14
16 Apr. Ulysses, ch. 15

21 Apr. Ulysses, ch. 15
23 Apr. Ulysses, ch. 16

28 Apr. Ulysses, ch. 17
30 Apr. Ulysses, ch. 18; Evaluations

Final exam, Thurs May 7, 2 pm.