Course Description and Objectives:

Oh what a bore about Joyce! Just as I was devoting myself to Proust—Now I must put aside Proust—and what I suspect is that Joyce is one of those undelivered geniuses, whom one can’t neglect, or silence their groans, but must help them out, at considerable pains to oneself.

- Virginia Woolf, *Diary*

Ah, Joyce. A lightening rod. A genius? Probably. Throughout this semester, we will engage in a fascinating journey into the narrative mind of this of this wonderful writer, while constantly placing him in context with his contemporaries. As a result, you will have the opportunity to develop your own opinions about not just Joyce himself as a writer, but in many ways, about the entire modern movement of which he was indisputably a very large part.

In this course, you will also sharpen your critical thinking skills as you engage in imperative and fulfilling work with writing, explication, discussion, speech, and analysis. As you can see, we have much to do this semester, and this course promises to be rewarding so long as you are willing to invest energy and a great part of yourself in the wonderful task of using literature to connect to other time periods, to earlier ways of life, and to your understanding of your own individual viewpoints, personal development, and analytic thought processes.

Required Texts:

- Elizabeth Bowen, *The Last September*
- James Joyce, *Dubliners*
- T.S. Eliot, “The Wasteland”
- James Joyce, *Portrait of the Artist as a Young Man*
- James Joyce, *Ulysses*
- Nuala O’Faolain, *Are You Somebody?*
- Yeats, *Selected Poems*
- Carol Shloss, *Lucia Joyce* (selections)
- Virginia Woolf, “Modern Novels” (distributed in class)
- Selections from Katherine Mansfield (distributed in class)

Course Requirements:

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<tr>
<th>Requirement</th>
<th>Percentage</th>
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<tr>
<td>Midterm Exam</td>
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<td>Semester Seminar Paper</td>
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<td>Focus question freewrites</td>
<td>20%</td>
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<td>Class participation &amp; professionalism</td>
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<td>Final Exam</td>
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Grading:

Your final grade will be determined according to the following scale:

- **A** = 94-100%
- **B** = 84-86%
- **C** = 74-76%
- **D** = 60-64%
- **A-** = 90-93%
- **B-** = 80-83%
- **C-** = 70-73%
- **F** = 59% and under
- **B+** = 87-89%
- **C+** = 77-79%
- **D+** = 65-69%

Other Grading Issues:

- I will not correct *mechanical errors* you make in your papers.
  * Instead, I will place an “x” next to each place in the paper where you have made a mechanical error.
  * A paper with, on average, more than three mechanical errors per page will receive an X grade on the paper.
  * In this case, your paper’s earned letter grade will be covered with a penciled “X” until you correct each mechanical error I’ve indicated with an “x” and meet with me to discuss the ways in which you have corrected each error.
  * After our discussion, I will change your paper grade to whatever grade was previously covered by the “X.”
  * Failure to correct these grades or to meet with me to discuss these corrections will result in a final grade of an “F” for that specific paper.

- Papers are due at the beginning of class on the due date. After that, they’re late.
  * You are allowed one (only) “computer excuse” (i.e. printing problems, computer lockup, disk problems, etc.) for final drafts, so long as I get the paper by the time I go home that day. It is your job, in this case, to ensure that you place the paper in my hands before I leave campus that day. I never take responsibility for papers that are not placed directly in my hands.
  * The final paper grade will be lowered a grade (e.g. from B to B-) if you fail to fulfill the written critique component of the essay assignments.
  * Final paper grades are lowered a grade (e.g. from A- to B+) for each class day that either a first or final draft is handed in late.
  * It is important, if you expect your paper will be late due to a family emergency or illness to discuss the matter with me before the paper is late. Otherwise, the paper is most likely subject to all late penalties.
  * I do not accept any papers or ffs that are more than two weeks late.

Class Participation and Attendance Policy:

This course will be successful only if everyone participates enthusiastically and regularly. Being present in class is imperative because your comments in class are valuable and constructive; they are therefore necessary if this course is to reach its full potential. Please regularly participate and enjoy speaking in class, asking questions, and responding to your classmates’ presentations. The more you participate, the more we all will benefit from this course. Students absent more than three times this semester may find their final course grade lowered one grade (e.g. from C to C-) for each additional absence.
Focus Question Freewrites:

At the end of class each day, I will give you a question aimed at helping you focus your reading as you prepare for our following class. For each day’s reading assignment, after you finish your reading but before you come to class, you are to freewrite your answer to this question. Each freewrite should be approximately two-thirds a page long. A strong entry will make reference to textual evidence, much as would a formal paper that does literary analysis. I will collect your focus question freewrites each class day before class starts. I do not accept focus question freewrites after class has started. Late penalties are the same for FQFs as they are for essays. No credit will be given for fqfs handed in more than two weeks late. Printing up or otherwise copying even a small portion from any internet site results in immediate failure of the course and a record of academic dishonesty kept on file in the registrar’s office with regard to your transcript.

Academic Dishonesty:

I expect to find no instances of plagiarism throughout the semester; plagiarism is a serious offense and will not be tolerated under any circumstances. I abide by the statement about dishonesty as illustrated on pp. 77-79 of the 2014-2016 edition of the Undergraduate Catalog.

There are many things you can do to help yourself succeed in this course:

♦ Reading literature at the level of an upper division college course is much different than reading simply for pleasure. It is, in my opinion, so much more fun to read literature in the manner that this course will emphasize. I encourage you to read actively. That is, don’t simply absorb what the text says. Engage in a constant discussion with the text, always questioning as you read while also focusing on evidence, synthesizing, constructing arguments, taking notes, and being aware of your rational and emotional responses to the text.

♦ I want you to get the most out of this course that you possibly can. It is amazing how necessary it is in life to possess strong reading, writing, speaking, listening, and analytical skills. I, in order to ensure that you are benefiting from the course, will periodically hold conferences where we can discuss assigned papers and the process of reading, writing, interpreting, analyzing, and arguing. If you would like to meet in addition to these designated conferences, or if you’re having any problems or difficulties with the course, I emphatically invite you to stop by during office hours.
James Joyce & his Contemporaries  
Schedule of Assigned Readings

“The literary sensibility is geared to the timeless,  
that is, to the now only as an avenue by which all time can be reached”  

Monday 12 January: Welcome to Modern Irish Literature

Wednesday 14 January: James Joyce and Dublin  
  • Have read for class: selections from Dubliners

Focus question: __________________________________________________________________________


Wednesday 21 January: Joyce and Dublin (cont’d)  
  • Have read for class: “The Dead” (from Dubliners)

Focus question: _________________________________________________________________________

Monday 26 January: Joyce and T.S. Eliot  
  • Have read for class: the first half of “The Wasteland”

Focus question: _________________________________________________________________________

Wednesday 28 January: Eliot (cont’d)  
  • Have read for class: the second half of “The Wasteland”

Focus question: _________________________________________________________________________

Monday 2 February: Joyce’s “autobiography”  
  • Have read for class: selections from Portrait of the Artist as a Young Man

Focus question: _________________________________________________________________________

Wednesday 4 February: Portrait (cont’d)  
  • Have read for class: further selections from Portrait of the Artist as a Young Man

Focus question: _________________________________________________________________________

Monday 9 February: Woolf, Mansfield, Joyce…and Paris  
  • Have read for class: Virginia Woolf’s essay “Modern Novels” & selections from KM (TBD)

Focus question: _________________________________________________________________________
Wednesday 11 February – Wednesday 4 March: Quintessential Joyce: the masterpiece: *Ulysses*

FQF #1: ________________________________________________________________________________

FQF #2: ________________________________________________________________________________

FQF #3: ________________________________________________________________________________

FQF #4: ________________________________________________________________________________

FQF #5: ________________________________________________________________________________

FQF #6: ________________________________________________________________________________

*Due Wednesday 4 March: TAKE HOME MIDTERM EXAM*

*Monday 9 March through Friday 13 March – Spring Break*

*Best wishes for a safe and happy vacation*

Monday 16 March: class cancelled.

Wednesday 18 March: Joyce and Bowen

- Have read for class: pp 1-60 of *The Last September*

Focus question: __________________________________________________________________________

Monday 23 March: Bowen (cont’d)

- Have read for class: through pp 123 of *The Last September*

Focus question: __________________________________________________________________________

Wednesday 25 March: Bowen (cont’d)

- Have read for class: through page 174 of *TLS*

Focus question: __________________________________________________________________________

Monday 30 March: Bowen (cont’d)

- Have read for class: through page 232 of *TLS*

Focus question: __________________________________________________________________________

Wednesday 1 April: Bowen (concl)

- Have read for class: through the conclusion of *TLS*

Focus question: __________________________________________________________________________

*Thurs through Sun, April 2-5 – Easter Vacation – best wishes for a reflective, peaceful holiday*

Monday 6 April: DUE: First Draft of Semester Seminar Paper

Wednesday 8 April: Joyce and Yeats
• Have read for class: from Selected Poems
  -- “Cuchulain’s Fight with the Sea”
  -- “The Lake Isle of Innisfree”
  -- “Red Hanrahan’s Song about Ireland”
  -- “September 1913”
  -- “Easter 1916”

Focus question: ________________________________________________________________

Monday 13 April: Yeats (cont’d)  DUE: FINAL DRAFT of Semester Seminar Paper
• Have read for class: from Selected Poems
  -- “A Meditation in Time of War”
  -- “Leda the Swan”
  -- “A Dialogue of Self and Soul”
  -- “Parnell’s Funeral”
  -- “Lapis Lazuli”

Focus question: ________________________________________________________________

Wednesday 15 April: A Biography???
• Have read for class: selections from Lucia Joyce by Carol Shloss

Focus question: ________________________________________________________________

Monday 20 April: Lucia Joyce, cont’d
• Have read for class: selections from Lucia Joyce

Focus question: ________________________________________________________________

Wednesday 22 April: The Contemporary Joyce?
• Have read for class: through page 69 of Are You Somebody?

Focus question: ________________________________________________________________

Monday 27 April: O’Faolain (cont’d)
• Have read for class: through page 138 of AYS?

Focus question: ________________________________________________________________

Wednesday 29 April: O’Faolain (conclusion)
• Have read for class: through the conclusion of AYS?

Focus question: ________________________________________________________________

FINAL EXAM DATE: ___________________________