

Spring 1-15-2014

ENG 4775-001: Studies in Literary and Cultural Criticism and Theory

Ruth Hoberman
Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/english_syllabi_spring2014



Part of the [English Language and Literature Commons](#)

Recommended Citation

Hoberman, Ruth, "ENG 4775-001: Studies in Literary and Cultural Criticism and Theory" (2014). *Spring 2014*. 96.
http://thekeep.eiu.edu/english_syllabi_spring2014/96

This Article is brought to you for free and open access by the 2014 at The Keep. It has been accepted for inclusion in Spring 2014 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.

4775-001

English 4775
Spring 2014
e-mail: rhoberman@eiu.edu
Office hours: CH3755, M 2-4; Tu 3-4; W 2-3

Ruth Hoberman
Coleman 3755
Phone: 581-6981

James Joyce's *Ulysses* and Ireland

Texts:

Joyce, *Ulysses*
Joyce, *Portrait of the Artist as a Young Man*
Blamires, *The Bloomsday Book*
Gifford, *Ulysses Annotated*
Coohill, *Ireland: A Short History*

Recommended:

Homer, *The Odyssey*
Shakespeare, *Hamlet*

Goals

One of two capstone courses for the English major, ENG 4775 is entitled "Studies in Literary and Cultural Criticism." The course doesn't typically focus on a single text, but *Ulysses* is such an encyclopedic presence that it will allow us to think about a wide range of philosophical and theoretical issues and, I hope, give each of you the opportunity to reflect on what you've learned as an English major and how the knowledge you've acquired can serve you in the future. Other things I hope will have happened by the end of the semester:

1. You'll be intimately acquainted with a daunting text that is generally regarded as one of the greatest novels ever written.
2. You'll have a better understanding of intertextuality: how writers echo and comment on earlier works as they write their own. Given Joyce's immense range of knowledge, you'll also learn through him about everything from the Bible to Plato to late nineteenth-century astronomy.'
3. From a theoretical standpoint, we'll be reading Joyce through the lens of postcolonialism: examining the problem posed for him by his identity as an Irish Catholic at a time when Ireland was a British (Protestant-dominated) colony. We'll read his novels in part as efforts to construct an Irish national identity that avoids the extremes of either essentialist nationalism or self-destructive assimilation.
4. We'll get to know Ireland itself, particular Dublin, whose topography Joyce was so intent on reproducing that he said if Dublin were ever destroyed, we'd be able to rebuild it on the basis of his work.

Requirements:

2 essays: one 3-5 pp. (15%), the second 8-10 pp. (essay #2 to be handed in in two separate drafts ; no paper will be accepted that has not gone through both drafts [20%])

Midterm (10%) and final (20%)

Reading responses on D2L (20%)

Participation/involvement/presentation (20%)

I base essay grades on Guidelines for Evaluating Writing Assignments in EIU's English Department

Grading scale: 91-100: A; 81-90: B; 71-80: C; 65-70: D; below 65 = F

Presentation: I'll ask you to present in pairs on a particular chapter of *Ulysses*. For your chosen chapter you should consult Gifford and Blamires on the basics, but then locate at least one additional source that will help you decide what's important to talk about in the chapter. Each one of you might select a different theme or concern relevant to your chapter. Plan on a 10-15 minute presentation followed by discussion (bring in a

hand-out that includes your bibliography and 3-5 discussion questions)

Preparation: My main advice is don't get upset when you don't understand what you're reading. Reading Joyce is, in part, a lesson in patience. If you're confused, use a post-it note to mark the spot and keep going. Take notes on what you do understand. Use Blamires to understand the surface plot. Consult Gifford only when you feel an allusion is particularly important. Looking up everything will drive you nuts.

Participation: Please come to class with comments and questions. In all probability, whatever you want to ask, someone else will want to know too. It's particularly helpful if you have come particular passages marked that you'd like to talk about. Participation grade will be based on the quality of your comments as well as their quantity: bring up points you think will advance the conversation; save random associations for after-class conversations.

D2L Responses: at least an hour before class, post a paragraph-long response to the assigned reading. There are three requirements for these postings; 1. If you're not the first to post, read earlier postings and respond to one. 2. Then make a single point about your reading and develop it. 3. Quote directly from the reading at some point in your response. Possible starting points: what do you learn about a character or theme in this section of the reading? What surprises or puzzles you? Is there a key moment? Is there a phrase that is particularly rich in meanings? An allusion you've looked up and find significant?

Policies

Attendance: Attendance at every class is expected. Note that a portion of the grade is based on class participation and reading responses--both of which require keeping up with the reading and being in class. **Excessive absences will result in a grade of 0 for the in-class portion of your grade.** If illness or personal emergency keeps you from class, let me know; when you return, ask about hand-outs and reading assignments you may have missed.

Late work: I will accept brief writing assignments only at the appropriate class and only if you're present at that class. In the case of serious illness or personal emergency, talk to me, and I'll see that you're not penalized. If you're having difficulty with either of the two formal essays, talk to me ahead of time. **NO** assignment will be accepted more than **a week after the due date**. Take advantage of my office hours, but feel free to stop by my office any time, or to email. If I can, I'll help.

English Department Statement Concerning Plagiarism:

Any teacher who discovers an act of plagiarism--"The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one's original work" (Random House Dictionary of the English Language) has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including the immediate assignment of a grade of F for the assigned essay and the course, and to report the incident to the Judicial Affairs Office. Respect for the work of others should encompass all formats, including print, electronic, and oral sources.

In other words, if you're using a source—whether you're borrowing an idea or quoting directly—make that clear. Don't present someone else's work as your own. Be especially careful with the internet. If you read it on-line and you want to use it, you need to cite your source. If you're using someone else's words, put quotation marks around them.

If you have a documented **disability** and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

Syllabus (tentative)

Tues Jan 14: introduction to course.

Thurs. Jan 16: *Ulysses*, chapter 1. Post response #1 to D2L.

Tues. Jan. 21: *Portrait of the Artist as a Young Man* ch 1. Post response #2 to D2L Tu or Th.

Thurs. Jan 23: P of A ch 2-3; Coohill ch. 5

Tues Jan 28: P of A: ch 3-4. Post response #3 to D2L Tu or Th.

Thurs Jan 30: P of A ch 5; recommended: Coohill ch 1, and Joyce, "Ireland: Isle of Saints and Sages."

Tues February 4: *Ulysses*, ch 1-2. Post response #4 to D2L Tu or Th.

Thurs Feb 6: ch 2-3; Plato's "Parable of the Cave" (hand-out)

Tues, Feb 11: ch 4-5. Presentation #1 on ch 4. Post response #5 to D2L Tu or Th.

Thurs Feb 13: ch 5-6

Tues Feb 18: ch 6-7. Presentation #2 on ch 6 or 7. Post response #6 to D2L Tu or Th.

Thurs Feb 20: ch 7-8.

Tues Feb 25: ch 8-9. Presentation #3 on ch 8 or 9. Post response #7 to D2L Tu or Th.

Thurs Feb 27 ch 9-10

Tues March 4 ch 10. Presentation #4 on ch 10

Thurs March 6 midterm. Hand in essay #1.

Tues March 18: ch 11. Presentation #5 on ch 11. Post response #8 to D2L Tu or Th.

Th March 20: ch 12. Coohill, chapter 6.

Tues March 25: ch 13-14. Presentation # 6 on ch 13 or 14. Post response #9 to D2L Tu or Th.

Th March 27 ch 14-15

Tues Ap 1: ch 15-16. Presentation # 7 on ch 15 or 16. Post response #10 to D2L Tu or Th.

Thurs Ap 3 ch 16-17

Tues Ap 8: ch 17-18. Presentation #8 on ch 17 or 18. Optional extra D2L posting Tu or Th.

Thurs Ap 10: ch 18

Tues Ap 15: Bring completed draft of paper to conference in place of class.

Thurs Ap 17: paper presentations

Tues Ap 22: paper presentations

Thurs Ap 24: review

There will be a cumulative final exam during exam week.

Bibliography

Attridge, Derek. *James Joyce's Ulysses: A Casebook***

Beja, Morris. *James Joyce: A Literary Life*

Bowker, Gordon. *James Joyce: A New Biography*. *

Brown, Richard. *A Companion to James Joyce*.*

Budgeon, Frank. *James Joyce and the Making of Ulysses**

Devlin, Kimberly and Marilyn Reizbaum, *Ulysses: En-Gendered Perspectives*

Ellmann, Richard. *James Joyce**

Ellmann, Richard. *Selected Letters of James Joyce*.

Ellman, Richard. *Ulysses on the Liffey**

Gilbert, Stuart. *James Joyce's Ulysses: A Study**

Hart, Clive and David Hayman. *James Joyce's Ulysses: Critical Essays***

Joyce, Stanislaus, *My Brother's Keeper: James Joyce's Early Years*.*

Kiberd, Declan. *Inventing Ireland*

James Joyce Quarterly

*= in EIU library

**= on reserve