

Seminar: Joyce's *Ulysses*
College of the Holy Cross, Spring 2001
M 3:00-5:00 pm, Fen 208

Instructor: Paige Reynolds
Office Hours: Fenwick 230, M 2:00 –3:00 or by appointment
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Texts: James Joyce, *Ulysses* (1922)
Blamires, Harry. *The Bloomsday Book* (1996)
Gifford, Don. *Ulysses Annotated* (1988)
Attridge, Derek, ed. *James Joyce's Ulysses: A Casebook* (2004)
Ellman, Richard. *James Joyce* (1959, 1982)

Course Objectives: Of James Joyce's novel *Ulysses* (1922), the author Ford Madox Ford asserted, "Certain books change the world. This, success or failure, *Ulysses* does: for no novelist with serious aims can henceforth set out upon a task of writing before he has at least formed his own private estimate as to the rightness or wrongness of the methods of the author." In this seminar, we will first use close textual analysis to form our "own private estimates" of this epic novel recounting Leopold Bloom's wanderings through Dublin on June 16, 1904. We will race through a first reading of this challenging text, and these readings will be attended by lectures. Then we will "reread" the novel, chapter by chapter. As we "reread," we will think about the novel in tandem with critical essays representing some of the many theoretical approaches to the novel.

Coursework:

Class participation (15%): Come to class having read the material closely and be prepared to participate actively in discussion. Unexcused absences jeopardize your grade; more than two absences mean you likely will not pass the course.

Short Response Papers (25%: 1-3, 5%; 4, 10%): During the lecture portion of the seminar, I will provide a series of questions that will help you better to grasp the text and/or its critical contexts. While I expect these papers to be formally correct, I will also anticipate that you take risks in them. Regard these thoughtful responses as if they were journal entries or intellectual conversations grounded in the text.

Critical Introduction and Bibliography (20%): You will select a school of critical thought and introduce to the class this theoretical approach and its stakes for a reading of *Ulysses*. You will craft a bibliography (in consultation with me), select five representative essays from this bibliography, and write a summary of each of the five essays. Then, you will select one essay (your favorite, the most famous, the smartest – your choice) for the class to read and discuss the day of your presentation. Distribute the essay to your colleagues the Friday prior to your Wednesday presentation.

Final Paper (40%): This 20-page paper will be an original critical analysis of *Ulysses* that engages with an on-going scholarly discussion of the novel.

IMPORTANT NOTE: For these written assignments, I will expect your paper to be in proper MLA form. These papers will be typed, double-spaced, stylistically and grammatically correct.

Reading and Assignment Schedule:

M 1/24 Introduction

M 1/31 *Ulysses*, chs. 1-6
Due: Short Response Paper 1

M 2/7 *Ulysses*, chs. 7-12
Due: Short Response Paper 2

M 2/14 *Ulysses*, chs. 13-18
Due: Short Response Paper 3

Screening: *Bloom* (dir. Sean Walsh, 2003)

M 2/21 *Ulysses*, chs. 1-3
New Criticism/Formalism

M 2/28 *Ulysses*, chs. 4-6
Psychoanalytic Criticism [Steve]

M 3/7 Spring Break

M 3/14 *Ulysses*, chs. 7-9
Marxist Criticism [Lila]

M 3/21 *Ulysses*, chs. 10-11
Feminist and Gender Criticism/Queer Studies [Jen]

M 3/30 Easter Recess

M 4/4 *Ulysses*, ch. 12
Structuralism/Post-structuralism (Deconstruction) [Adam]

F 4/8 Due: Short Response Paper 4

M 4/11 *Ulysses*, chs. 13-14
Reader-response Criticism [Joe]

M 4/18 *Ulysses*, ch. 15
New Historicism/Cultural Studies [Erin]

M 4/25 *Ulysses*, chs. 16-17
Postcolonial Criticism [Michela]

F 4/29 Screening: *Nora* (dir. Pat Murphy, 1999) or *Ulysses* (dir. Joseph Strick, 1967)

M 5/2 *Ulysses*, ch. 18
Mass Culture as Context
Due: Abstract

M 4/24 Project Presentations

T 4/30 Study Period