

LITERARY MASTERS: JAMES JOYCE
L310.01 Fall 2009

Dr. Saul Myers
smyers@mica.edu

Meetings: Tuesday 1-3:45, Bunting 480
Office hrs: Bunting 429, Tuesday 3:45-4:45 or by appointment.

Goals

The goals of this survey course are to immerse ourselves in as many of James Joyce's masterpieces that can be reasonably studied in just one semester, to understand Joyce's importance in the history of Western literature and art, and to cultivate our aesthetic pleasure in his writing.

Reading

The first three meetings are devoted to the short story collection Dubliners, discussing many but not all the stories therein. Our next three sessions take up the *Bildungsroman* A Portrait of the Artist As a Young Man. Joyce's only play *Exiles* has one class session reserved for it in the middle of the course; and the rest of our time is devoted to the tremendous one-day-in-the-life novel, Ulysses. We cannot unfortunately tackle the whole of Ulysses—to do that the entire semester would be required for the one book (a thing which I have also done in the past)—but we'll have the advantage of having a number of Joyce's previous works under our belt by the time we approach Ulysses. On the last day of class, or if possible the last two classes, we'll organize dramatic readings from sections of the book we have not covered, our own Bloomsday.

I'm leaving out Joyce's poems which I don't think are very good (except for one), and Finnegans Wake has also been excluded from our survey for a simple reason: there's no time left to look at it. Too bad for a work Joyce labored over for 17 years and which would be fun to discuss, even if it is only a sliver of this whole river of a book. Maybe we can look at a section or two at the end of the course.

Requirements and Grading

Writing 60% of the final grade

You write three 4-5 page essays; each essay dedicated to a major work

Close Reading 15%

In addition, each student signs up for a close reading date. The close reading is a twenty-minute presentation in which the close reader selects a portion of the assigned text for that week—the close reading can center upon a few sentences, or at most a paragraph—which is then opened up to analysis and interpretation. You should focus on any aspect of the text portion that you hold to be especially powerful, subtle, or artful in light of the larger context of the story, chapter of a novel or play. The close reading is also your opportunity to wonder and question aloud, to open this part of the text up for class discussion and to point a way that we might go in interpreting that section's significance. Please do not consult secondary sources for the close reading.

Weekly Discussion of our Reading 20%

In-class Writes 5%

Attendance

Attendance is mandatory. All excused absences must be verified. The instructor reserves the right to fail any student who has accrued more than two unexcused absences.

If you miss a class, you are responsible for the assigned reading due on that day as well as for the assignment due for the next week.

Since there is a high probability of H1N1(Swine-Flu) pandemic this year, it is vital that students follow the health and reporting guidelines provided at the bottom of this syllabus. If you have influenza-like symptoms and therefore do not come to class, you should seek medical attention. You should also report your condition to the Office of Student Affairs, so that your illness is verified and I can then give you an excused absence. If you have to miss more than one class meeting owing to sickness, you should also contact me. I'll work with you to find ways of keeping on top of class work and reading.

Plagiarism Statement and Policy

Plagiarism is using someone else's words or ideas without acknowledgment. It is a serious breach of academic integrity and is grounds for failure of an assignment or failure of the course. Repeat offenses will be referred to Academic Affairs with a recommendation for suspension or dismissal from MICA.

To be responsible when summarizing, paraphrasing, or quoting, include a citation like:

Henri Michaux quipped "If Christ had not been crucified, he would not have had a hundred disciples in Europe." (Michaux, p. 33)

Be sure to cite the source in parentheses and then give the source in a Works Cited at the end of your paper. Follow standard guidelines such as those given in the *MLA* or the *Chicago Manual of Style*. Familiarize yourself with these guidelines in Diana Hacker's *A Pocket Style Manual*, and always check with your instructor before turning in questionable work.

Reading Schedule

September

1 Introduction

8 Dubliners: *The Sisters*; *An Encounter*, *Araby*

15 Dubliners: *Eveline*; *Two Gallants*; *The Boarding House*; *A Little Cloud*

22 Dubliners: *Counterparts*; *Clay*; *A Painful Case*; *Grace*

29 Dubliners: *The Dead* Local Writer and MICA professor John Barry, who is writing on *The Dead*, will talk with us about Joyce.

October

6 A Portrait of the Artist as a Young Man: Chapter One

First Paper (On Dubliners) Due

13 A Portrait of the Artist as a Young Man: Chapters Two and Three

20 **No Class Fall Break**

27 A Portrait: Chapters Four and Five (finish the novel).

November

3 **Second Paper Due (On A Portrait of the Artist)**
Exiles

10 Ulysses: I, Telemachus, Nestor, Proteus, pp. 3-51 For convenience I am referring to the parallel chapters from Homer's *Odyssey*, and page numbers in our Vintage Random House edition.

17 Ulysses: II, Calypso, Lotus Eaters, Hades, pp. 54-115

24 Ulysses: II, Aeolus (beginning IN THE HEART OF THE HIBERNIAN METROPOLOS)

pp .116-150
Scylla and Charybdis, pp.184-218

December

1 Ulysses II, Sirens, pp. 256-291; Cyclops, pp.292-345

8 Ulysses II: Nausicaa, pp. 346-382; Oxen of the Sun pp. 383-428
Final Paper Due (On a section of Ulysses)

15 Bloomsday celebration: in-class dramatic readings from remaining chapters.

I would like to schedule a showing of John Huston's film *The Dead*, and clips from other movies of interest to Joyceans. Stay Tuned.

ADA Compliance Statement:

Any student who feels s/he may need an accommodation based on the impact of a disability should contact Saul Myers privately to discuss specific needs. Please contact the Learning Resource Center at 410-225-2416, in Bunting 458, to establish eligibility and coordinate reasonable accommodations. For additional information please refer to: <http://www.mica.edu/learningresourcecenter/>.

Health and Safety Compliance

From the Office of Environmental Health and Safety (EHS)

The Office works to provide EHS support for all members of the MICA community. The primary goal of the Office is to be proactive in establishing a culture of safety in which each member of the community shares ownership responsibility that allows each person to be involved in maintaining a healthy work and studying environment. EHS uses several methods

to achieve this objective. First, the EHS office looks at the totality of the EHS requirements by combining campus needs with state and federal requirements and clearly communicating the shared policies and procedures. Second, EHS identifies training needs and develops guidelines for the use of equipment, material and procedures. Third, we ensure compliance with policies through evaluations, inspections, and committees.

It is the responsibility of faculty and students to understand health and safety policies relevant to their individual activities and to review MICA's Emergency Action Plan, as well as to participate in training, drills, etc. It is also each faculty member's responsibility to coordinate with the EHS Office to ensure that all risks associated with their class activities are identified and to assure that their respective classroom procedures mirror the EHS and Academic Department guidelines. Each of the Academic Department's also publish EHS procedures and policies such as a dress code, the use of personal protective equipment, fire safety, training, and how to properly dispose of chemical waste. Each of these policies and procedures must be followed by all students and faculty. Most importantly, it is the responsibility of the faculty to review, test, and assess each student's awareness of basic safety procedures, such as evacuation routes, use of chemicals, fire prevention, and all other guidelines posted by the Environmental Health and Safety Office, (e.g., smoking policy, independent studio policies, pet policy, disposing of hazardous and chemical waste, etc). To become a member of the Faculty EHS Committee or for any questions relating to EHS, please contact Denelle Bowser, EHS Manager, at dbowser@mica.edu or by calling 410.462.7593. You can also visit the department online at www.mica.edu/ehs

H1N1 Pandemic Information

From the Office of Environmental Health and Safety (EHS)

What to do if I get sick?

If you are sick consider the following:

- Limit contact with other people as much as possible. DO NOT GO TO CLASS! Seek medical attention at Mount Royal Medial Assoc. (410) 225-8855 but please call ahead*
- Students who are sick should self-isolate for at least 24 hours after any fever is gone.*
- Make sure to get plenty of rest and drink clear fluids to keep from being dehydrated*
- Avoid normal activities including work, school, travel, shopping, social events, and public gatherings*

Reporting Procedures

- Contact the Office of Student Affairs at 410-225-2422 who will assist with plans for self-isolation, arranging for meals, and any other necessary support*
- Contact any faculty whose class you anticipate missing and inform them of your illness.*

Work with them to make arrangements for catching up on any missed work. If you have difficulty reaching your faculty or if your illness lingers to the point where you will miss two or more meetings of any one class, contact the Office of Student Affairs.

Thank you for your assistance with this process. Let us know if you have any questions.