

LIT 522.01: James Joyce's *Ulysses*

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Tues. 6:30-9:20, LA 233

LA 127 (Tues. 12:30-3 and by appointment)

Course goals:

No novelist has changed the big-picture view of what novels can do more than James Joyce did in writing *Ulysses*. Plenty of large questions will inevitably arise in this seminar, but we will focus on the small stuff: the endless puzzles that Joyce wove into his fiction in an incredibly dense, interconnecting web. Through weekly Moodle posts and follow-up class discussions you will raise questions about the details that most intrigue you, seeing how far serious investigation of them can take you. In a formal presentation late in the semester, and a concluding paper, you will pull together some related passages and questions in an effort to sketch a larger pattern governing the novel's construction.

Required texts:

- James Joyce, *Ulysses* (pref. the 1961 Random House edition)
- Don Gifford, *Ulysses Annotated*

Reserve texts:

- Weldon Thornton, *Allusions in Ulysses*
- Nicholas Fagnoli and Michael Gillespie, *James Joyce A-Z*
- John Henry Raleigh, *The Chronicle of Leopold and Molly Bloom*
- Zack Bowen, *Musical Allusions in the Works of James Joyce*
- Ian Gunn and Clive Hart, *James Joyce's Dublin*
- Harry Blamires, *The Bloomsday Book*
- Richard Ellmann, *James Joyce*
- Brenda Maddox, *Nora: The Real Life of Molly Bloom*
- Gordon Bowker, *James Joyce: A New Biography*
- Stanislaus Joyce, *My Brother's Keeper: Joyce's Early Years*
- Kevin Birmingham, *The Most Dangerous Book*
- John McCourt, *James Joyce: A Passionate Exile*

Online resources:

- *The Joyce Project* (www.joyceproject.com)
- *James Joyce Online Notes* (www.ijon.org)
- *James Joyce and Music* (www.james-joyce-music.com)
- *Wikibooks* (www.en.wikibooks.org)

- *Internet Archive* (www.archive.org)
- And, be it said with no shame, Wikipedia in all its abundance

Schedule of readings:

- Week 1 (Sept. 5) *Telemachus*
- Week 2 (Sept. 12) *Nestor and Proteus*
- Week 3 (Sept. 19) *Calypso and Lotus Eaters*
- Week 4 (Sept. 26) *Hades*
- Week 5 (Oct. 3) *Aeolus and Lestrygonians*
- Week 6 (Oct. 10) *Scylla & Charybdis*
- Week 7 (Oct. 17) *Wandering Rocks and Sirens*
- Week 8 (Oct. 24) *Cyclops and Nausicaa*
- Week 9 (Oct. 31) *Oxen of the Sun*
- Week 10 (Nov. 7) *Circe*
- Week 11 (Nov. 14) *Eumaeus*
- Week 12 (Nov. 21) *Ithaca*
- Week 13 (Nov. 28) Presentations
- Week 14 (Dec. 5) Presentations
- Week 15 (Dec. 12) *Penelope*

Pace of readings: We will move through *Ulysses* very quickly in order to allow time for presentations near the end of the semester. I expect you to read every note on my website for the first four chapters, and every note in Gifford's book for the chapters after that. This means a lot of intense reading each week. I urge you to start the next week's reading soon after our Tuesday meetings, rather than waiting until the weekend.

Moodle posts: Each weekend I'll set up a forum on Moodle where you'll be asked to post responses to the week's readings by Monday evening. I'll put up a prompt with each forum, suggesting several things you might want to think about, but the purpose will be simply to prime the pump. You can write about anything you want, as long as you focus on specific textual passages and ask specific questions. We will use the questions you ask to drive discussion during our class meeting the next day.

Class participation: I want to hear from every person every day. If our discussions don't naturally find their way to questions you have asked in your Moodle post I will ask you to steer us there, by restating the questions and suggesting some possible answers.

Presentations: You'll be responsible for one formal presentation, on either November 28 or December 5, in which you'll identify a common thread or problem in questions you have posed earlier in the semester and lay out a plan for researching and writing about it. Either in hard copies at the presentation or in Moodle posts before, you should distribute a list of passages in the novel and questions you have about them, and another list of critical and scholarly resources that you plan to consult, with some brief annotation about how they may be helpful.

Attendance: Please, please, please, attend every meeting. If you absolutely have to miss one, let me know in advance or very quickly after, and I'll excuse the absence. Unexcused absences will affect your course grade.

Grading: Course grades will be based roughly 50% on the final paper and 50% on everything that comes before (Moodle posts, presentation, participation, attendance). I won't assign grades to any of these things until the semester is done. If you want my thoughts on how you're doing, set up an office meeting with me and we'll talk about it.

Academic honesty: Plagiarism is the representing of another's work as one's own. It is an intolerable offense in the academic community. You must acknowledge, by commonly accepted forms of citation, all work that has influenced your thinking, and put all borrowed wording in quotation marks. Students who plagiarize may fail the course and may be remanded to Academic Court for possible suspension or expulsion. See the UM Student Conduct Code for details.

Disability accommodation: To request reasonable accommodations for documented disabilities, please contact me early in the semester. I will work with you and Disability Services in the accommodation process. For more information, visit the Disability Services website or call 243-2243.