

ENP11008 *Joyce: Ulysses*

Module type	Optional (approved module: MPhil in Irish Writing)
Term / hours	Michaelmas / 22
ECTS	10
Coordinator(s)	Dr Sam Slote (slotes@tcd.ie)
Lecturer(s)	Dr Sam Slote
Cap	Depending on demand

Module description

Because *Ulysses* rewards careful attention to detail, the main focus of this class will be a slow, patient, and close reading of Joyce's novel. The general theme for the class will be the evolution of Joyce's artistic sensibility contrasted with Joyce's *representation* of that evolution. But that will not be an exclusive focus; we will also approach the texts from a variety of perspectives: Joyce as an "Irish writer"; Joyce as an "English writer"; Joyce as a "European writer"; the poetics of style and form; the politics of style and form; style as humour/humour as style; modes of ideology (race, religion, gender, and nation); framing a literary tradition; the production and reception of Modernism, etc. We will also discuss the composition of *Ulysses* as is indicated on the NLI *Ulysses* drafts.

Assessment

The module is assessed through a 4,000-word essay.

Indicative bibliography

Week 1: Introduction

Week 2: *Ulysses*, episodes 1 and 2, 'Telemachus' and 'Nestor'

Week 3: *Ulysses*, episodes 3 and 4, 'Proteus' and 'Calypso'

Week 4: *Ulysses*, episodes 5 and 6, 'Lotus Eaters' and 'Hades'

Week 5: *Ulysses*, episodes 7 and 8, 'Æolus' and 'Lestrygonians'

Week 6: *Ulysses*, episodes 9 and 10, 'Scylla and Charybdis' and 'Wandering Rocks'

Week 8: *Ulysses*, episodes 11 and 12, 'Sirens' and 'Cyclops'

Week 9: *Ulysses*, episode 13 and 14, 'Nausicaa' and 'Oxen of the Sun'

Week 10: *Ulysses*, episode 15, 'Circe'

Week 11: *Ulysses*, episodes 16 and 17, 'Eumæus' and 'Ithaca'

Week 12: *Ulysses*, episodes 17 and 18, 'Ithaca' and 'Penelope'

The core text is James Joyce, *Ulysses*, ed. Hans Walter Gabler (London: the Bodley Head, 1993). (The Gabler edition is strongly recommended, but other editions are viable).

Secondary reading:

- Derek Attridge, ed., *James Joyce's "Ulysses": A Casebook* (Oxford: Oxford University Press, 2004).
- Richard Ellmann, *James Joyce* (rev. ed., Oxford: Oxford University Press, 1982).
- Ian Gunn and Clive Hart, *James Joyce's Dublin* (London: Thames and Hudson, 2004).
- James Joyce, *Occasional, Critical and Political Writings* (Oxford: Oxford University Press, 2000).
- Hugh Kenner, *Joyce's Voices* (Berkeley: University of California Press, 1978).
- Terence Killeen, *"Ulysses" Unbound* (Wicklow: Wordwell, 2004).
- Sam Slote, Marc Mamigonian, and John Turner, *Annotations to James Joyce's 'Ulysses'* (Oxford: Oxford University Press, 2021).

Learning outcomes

Upon successful completion of this module, students should be able to:

- LO1 Demonstrate familiarity with the overall structure and styles of *Ulysses*.
- LO2 Articulate the major themes of *Ulysses* and their interrelationships.
- LO3 Show familiarity with the major debates concerning the interpretation of *Ulysses*.
- LO4 Articulate the evolution of Joyce's linguistic and stylistic sensibilities.
- LO5 Articulate how Joyce's texts mediate issues of history and representation.
- LO6 Display a clear sense of how *Ulysses* and *Finnegans Wake* participate within contexts of Modernism and Post-Modernism.
- LO7 Engage in the practice of interpreting complex (and perhaps "unreadable") texts at an advanced level.