

Sophister Module Description Template 2024-25

Full Name: *Ulysses* in Contexts (I and II)

Short Name: *Ulysses*

Lecturer Name and Email Address: Sam Slote; slotes@tcd.ie

ECTS Weighting: 10 and 10

Semester Taught: MT + HT

Year: JS

Module content:

Michaelmas

Week 1: Introduction

Week 2: *A Portrait of the Artist as a Young Man*

Week 3: *Ulysses*, episodes 1–2, “Telemachus” and “Nestor”

Week 4: *Ulysses*, episodes 3–4, “Proteus” and “Calypso”

Week 5: *Ulysses*, episode 5, “Lotus Eaters”

Week 6: *Ulysses*, episode 6, “Hades”

Week 7: Study week

Week 8: *Ulysses*, episode 7, “Eolus”

Week 9: *Ulysses*, episode 8, “Lestrygonians”

Week 10: *Ulysses*, episode 9, “Scylla and Charybdis”

Week 11: *Ulysses*, episode 10, “Wandering Rocks”

Week 12: *Ulysses*, episode 11, “Sirens”

Hilary

Week 1: *Ulysses*, episode 12, “Cyclops”

Week 2: *Ulysses*, episode 13, “Nausicaa”

Week 3: *Ulysses*, episode 14, “Oxen of the Sun”

Week 4: *Ulysses*, episode 15, “Circe”

Week 5: *Ulysses*, episode 15, “Circe,” continued

Week 6: *Ulysses*, episode 16, “Eumeus”

Week 7: Study week

Week 8: *Ulysses*, episode 17, “Ithaca”

Week 9: *Ulysses*, episode 17, “Ithaca,” continued

Week 10: *Ulysses*, episode 18, “Penelope”

Week 11: *Finnegans Wake*, chapters I.2, I.5, and I.7

Week 12: *Finnegans Wake*, chapters I.8, III.1, and IV

Learning Outcomes:

- Be familiar with the overall structure and styles of *Ulysses*.
- Be able to articulate the major themes of *Ulysses* and their interrelationships.
- Be familiar with the major debates concerning the interpretation of *Ulysses*.
- Be able to articulate the evolution of Joyce’s linguistic and stylistic sensibilities.
- Be able to articulate how Joyce texts mediate issues of history and representation.
- Have a clear sense of how *Ulysses* and *Finnegans Wake* participate within contexts of Modernism and Post-Modernism

- Be prepared to engage in the practice of interpreting complex (and perhaps “unreadable”) texts at an advanced level.

Learning Aims:

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. We will begin with *A Portrait of the Artist as a Young Man* before moving into *Ulysses*. The year will end with a few classes that present an introduction to *Finnegans Wake*. 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.

Both modules are designed to form a single year-long class: students who sign up are strongly encouraged to take both modules. *Ulysses* I will only cover less than half the text of *Ulysses* and is not a self-contained module.

Content:

Assessment Details:

1 5000 word essay MT (100 pc.), *Ulysses* I

1 5000 word essay HT (100 pc.), *Ulysses* II

Preliminary Reading List if Available:

Ulysses I

James Joyce, *A Portrait of the Artist as a Young Man*.

—. *Ulysses*, ed. Hans Walter Gabler (London: the Bodley Head, 1993).

Ulysses II

James Joyce, *Finnegans Wake* (excerpts)

—. *Ulysses*, ed. Hans Walter Gabler (London: the Bodley Head, 1993).

Please note:

- **Curricular information is subject to change.**
- **Information is displayed only for guidance purposes, relates to the current academic year only and is subject to change.**