ENG 5006-001: James Joyce and Postcolonialism

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This course will offer you a solid introduction to James Joyce’s *Ulysses*, our main task being a careful, close reading of the book. From among the many theoretical approaches available, we’ll mostly consider postcolonial arguments and debates to see whether—and to what degree—they might prove useful in our understanding of the text.

**Course requirements:**

First requirement:
This is a graduate-level *seminar*, from the Latin *seminarium*, a seed plot. You need to be present (absences are not tolerated unless you’re deathly ill or have to deal with an emergency) and actively contribute to the growth and well-being of our garden of intellectual delights. You will be expected to offer ideas that will eventually prove fruitful—to yourself and/or others in the class.

Second requirement:
Teaching of a segment of one chapter of *Ulysses*. You’ll have at least 40 minutes (longer if you wish) to complete this task. I’ll do some lecturing (usually during the first hour of the meeting), but I’ll expect you to “teach” a significant part of one chapter of the book during the second half of our weekly session. Please see me on the Tuesday prior to your session to discuss plans for your presentation.

Third requirement:
The preparation of your seminar paper (at least 10 pages long). You want to get started on this paper early on in the semester. The topic/subject matter is entirely up to you, but it’s a good idea to check with me before getting started. You will prepare a 1-2 page prospectus for your paper, which you’ll also share with the class (bring copies for everyone). Attached to the prospectus will be your “working bibliography,” a preliminary list of books you plan to use in writing your seminar paper (bring copies for everyone). At least two of these titles have to be annotated. On “prospectus day,” each of you will briefly talk about your project and the two books/articles you’ve annotated.

Fourth requirement:
A take-home final exam. (The date will be announced later.)

**Grading policy:**
Participation: 15% ; Teaching: 20%; Seminar Paper: 35%; Final Exam: 30%
Other policies: The English Department’s policy on plagiarism requires me to give a grade of F to a student who is discovered to have committed the odious act. I’m rather good at sniffing out plagiarism, so please don’t ruin my semester (and your life). (I’ll also have to report you to the Judicial Affairs Office.)

Disability policy: If you have a documented disability and wish to receive academic accommodations, please contact the Coordinator of the Office of Disability Services (581-6583) as soon as possible.

**Required texts:**
Gifford, Don. *Ulysses Annotated*
Williams, Patrick and Laura Chrisman, eds. *Colonial Discourse and Post-Colonial Theory*

Articles on reserve (at Booth library) are all from Derek Attridge and Marjorie Howes, eds. *Semicolonial Joyce.* Cambridge: Cambridge UP, 2000.

A number of books are placed on reserve for you at Booth library.

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**Class meetings:**

August 26: Introduction to the course

September 2: Joyce, Chaps. 1 and 2.
Williams, pp. 1-18
Attridge and Howes, Introduction to *Semicolonial Joyce* (on reserve)

September 9: Joyce, Chap. 3
Mishra and Hodge (in Williams, 276-290)
Emer Nolan “State of the Art: Joyce and Postcolonialism” (on reserve)

September 16: Joyce, Chaps. 4 and 5.
Elizabeth Cullingford, “Phoenician genealogies and oriental geographies: Joyce, language, and race” (on reserve)

September 23: Joyce, Chaps. 6 and 7.
Vincent Cheng, “Authenticity and identity: Catching the Irish spirit” (on reserve)

September 30: Joyce, Chap. 8
McClintock (in Williams, 291-304)

October 7: Joyce, Chap. 9

October 14: Joyce, Chaps. 10 and 11

October 21: Joyce, Chap 12
October 28: Joyce, Chap. 13

November 4: Joyce, Chap. 14

November 11: Joyce, Chap. 15

November 18: Chap. 16

THANKSGIVING BREAK

December 2: Chap. 17.  
Prospectus day

December 9: Chap. 18.  
Seminar Papers are due by Monday, December 13 in my mailbox. The date of the take-home final will be announced later.