



## COURSE UNIT DESCRIPTION

Course unit title	Code
James Joyce	

Annotation

Lecturer(s)	Department, Faculty
<b>Coordinating:</b> Assoc. prof. dr. Jūratė Levina <b>Other:</b>	A. J. Greimas Centre for Semiotics and Literary Theory Institute for Literary, Cultural and Translation Studies Faculty of Philology

Study cycle	Type of the course unit
2 <sup>nd</sup> (MA)	Optional

Mode of delivery	Semester or period when it is delivered	Language of instruction
Classroom and independent study	Autumn	English

Requisites	
<b>Prerequisites:</b> Students are advised to do the first reading of Joyce's major works (listed as set primary sources), if unfamiliar with them, before starting the module.	<b>Co-requisites (if relevant):</b>

Number of ECTS credits allocated	Student's workload (total)	Contact hours	Individual work
5	150	32	118

Purpose of the course unit: programme competences to be developed		
The module explores the work of James Joyce, including its contexts, reception, and major lines of interpretation in the current fields of Joyce studies. Central attention is given to Joyce's fiction read from contemporary post-deconstructionist perspectives with the primary focus on the workings of language and the text and the necessary exploration of both the political and cultural settings that inform Joyce's writing along with the fundamentals of literary discourse, such as narrative, the performativity of language, its metaphorical principle, or textual production. Practical seminars and assignments are designed to give students opportunities to test their grasp of the discussed notions and working mechanisms of literature by close-reading Joyce's fiction, independently and under the lecturer's guidance, building skills of active interpretative analysis of literature in relevant socio-cultural contexts. Students, especially non-native speakers of English, will also improve their knowledge and mastery of the language. To complete the module, students will be expected to demonstrate that they have acquired:		
Learning outcomes of the course unit	Teaching and learning methods	Assessment methods
a familiarity with the range and chronology of Joyce's work in its contexts and major trends of its critical reception;	Interactive lectures and seminars; reading of set material; preparation for seminar discussions and assignments.	Class performance, assigned presentations and research tasks, colloquium, examination essay.
an informed understanding of Joyce's fiction, developed on the basis of its interpretative close-reading and response to the linguistic form in relevant contexts;		Assigned presentations, colloquium, exam essay.
an ability to articulate their understanding in well-structured discourse, proposing an	Interactive lectures and seminars; preparation for	

informed original insight in appropriate critical terms and in relevant contexts, both orally and in writing;	seminar discussions and assignments.	Class performance, assigned presentations and research tasks, colloquium, examination essay.
skills of focusing and carrying out guided and independent research: methods of information retrieval in a variety of media, techniques of identifying different kinds of sources, their selection, and targeted use in constructing a focused and substantiated original interpretation	Preparation for seminar discussions and assignments.	
motivation and means to pursue a better grasp of issues of concern independently and in collaboration with others and share the acquired knowledge with peers;	Interactive lectures and seminars; reading of set material; preparation for seminar discussions and assignments	
an ability to contribute to and benefit from intellectual exchange with peers and tutor;	Interactive lectures and seminars; preparation for seminar discussions and assignments.	Class performance, colloquium, examination essays.
proficiency in delivering work of good standard to set deadlines.	Preparation for seminar discussions and assignments.	All assignments.

Course content: breakdown of the topics	Contact hours							Individual work: time and assignments	
	Lectures	Tutorials	Seminars	Workshops	Laboratory work	Internship/work	Contact hours, total	Individual work	Assignments
Introduction to the module and the subject. Joyce's chronology. Joyce studies today.	2						2	12	Attridge, <i>How to Read Joyce</i> , and other introductory reading
Joyce's workshop. Epiphany: the notion, its significance in Modernism; Joyce's dramatic and narrative epiphanies, their transformation.	2		2				4	12	Joyce, "Epiphanies" ( <i>The Workshop of Daedalus</i> & other sources, selection)
Joyce's Modernist realism: <i>Dubliners</i> . Narrative voice and focus, latent reference, and the symbolism of the everyday.	2		2				4	12	"The Sisters" "The Dead"
The formation of the "stream of consciousness" and experience: from <i>Stephen Hero</i> to <i>The Portrait of the Artist as a Young Man</i>	2		2				4	12	<i>Stephen Hero</i> (selection), <i>A Portrait</i>
Introduction to <i>Ulysses</i> : Production and reception. Spatiotemporal, biographical, intertextual, and intratextual frames of its architecture. Strategies of macro- and micro-reading and navigation of the text.	2		2				4	12	<i>Ulysses</i> , set and further introductions to the novel; "Wandering Rocks"
Subjectivities of <i>Ulysses</i> and their interactions. Linguistic figuration on the page of sociocultural and individual identities, a self-enclosed and poly-centric perspective, the intertwining of the sensuous acting body and the thinking mind.	2		2				4	12	"Proteus," "Calypso," and "Penelope;" "Lotus Eaters" and "Lestrygonians;" "Cyclops" and "Nausicaa"
The world of <i>Ulysses</i> . Political, cultural, and literary history on the page from the early 20 <sup>th</sup> -c. Dublin. Linguistic mimicry of cultural discourse and subordination to narrative.	2		2				4	12	"Hades" and "Scylla and Charybdis;" "Aeolus," "Sirens" and "Oxen of the Sun;" "Eumaeus" and "Ithaca"
The drama and the language of the unconscious. The limits of linguistic play on the page. Literary writing alongside and after Joyce.	2		2				4	12	"Circe" <i>Finnegans Wake</i> (selection)

Revision. Colloquium. Essay writing.			2				2	22	Revision. Preparation for and writing of the exam essay.
<b>Total</b>	<b>16</b>		<b>16</b>				<b>32</b>	<b>118</b>	

Assessment strategy	Weight %	Deadline	Assessment criteria
Seminar work	20	Semester	Active and efficient participation in lectures and seminar discussions to build a grasp of basic facts and contexts, adequate understanding of primary texts, relevant and productive engagement in group discussions, including oral presentations of assigned interpretive analysis of set texts. Passive attendance merits up to 10 %.
Oral class presentation and elaboration, in further discussion, of an interpretation of a chosen piece of Joyce's fiction, in an explicitly outlined context of an individually conducted survey of a set and independently expanded corpus of contextual and secondary sources on the chosen topic and text	10	Semester: week 5-14	Demonstrated knowledge of basic facts and contexts; capacity to summarise, juxtapose, critically assess, and interpret them; familiarity with the set reading, ability to find, retrieve, and select relevant material and effectively use it to construct a focused, coherent and adequately complex interpretation of the primary text; a good grasp and mastery of key operative terms in their application to reading of Joyce's prose. Appropriate use of the spoken academic register of English, including the structure of the interpretative argument and vocabulary. Excessive reliance on an overly limited number of secondary sources merits up to 10 %.
Colloquium: a discussion of a given area of Joyce studies and interpretive close-reading of a given piece of fictional prose in a group of 3–5 students in class.	10	Semester: week 12-15	Demonstrated grasp of the major lines of reading Joyce's work; ability to identify and draw on relevant contexts to advance interpretation; mastery of operative key terms and techniques for active interpretive close-reading, covered in the module, to propose, test, and develop original insights into the given prose. Demonstrated ability and motivation to collaborate with peers: capacity to identify, differentiate between, and critically assess one's own and another's view, offer justified and constructive correctives and (or) further development of interpretation. Excessive reliance on lecture, seminar, or reading material merits up to 5 %.
Examination essay: home essay of 2200–2500 words inclusive of bibliography and footnotes on an approved topic.	60	Examination session	Demonstrated knowledge of primary and contextual material covered in the module and operative knowledge of key notions. Precision in raising an essay question and (or) thesis; techniques of finding, retrieving, selecting, and properly using appropriate sources; skills of building a clear and focused original interpretation of Joyce's fiction and relevant criticism by independently performed close reading as practiced in the module; ability to situate it in relevant historical and cultural contexts. Appropriate use of the academic register of written English, including essay and paragraph structure, vocabulary, grammar, spelling, and bibliographical conventions of academic writing. Excessive reliance on lecture, seminar, or set reading material merits up to 35 %.

Author	Publication date	Title	Volume / issue, pages	Publisher or link
<b>Set primary sources (recommended editions)</b>				
Joyce, James. Ed. Margot Norris. Text ed. Hans Walter Gabler	2006	<i>Dubliners</i> . Authoritative Text, Contexts, Criticism		New York, London: W. W. Norton & Co.

Joyce, James. Ed. John Paul Riquelme. Text ed. Hans Walter Gabler	2007	<i>A Portrait of the Artist as a Young Man.</i> Authoritative Text, Backgrounds and Contexts, Criticism		New York, London: W. W. Norton & Co.
Joyce, James. Ed. Hans Walter Gabler et al.	1986	<i>Ulysses</i>		London: The Bodley Head
<b>Further primary sources</b>				
Joyce, James. Ed. Robert Scholes & Richard Morgan Kain	1965	<i>The Workshop of Daedalus: James Joyce and the Materials for "A Portrait of the Artist as a Young Man"</i>		Evanston: Northwestern University Press VLE Moodle
Joyce, James. Ed. Hans Walter Gabler et. Al.	1984	<i>Ulysses: A Critical Synoptic Edition</i>	3 vols.	New York & London: Garland Publishing
Joyce, James	1939	<i>Finnegans Wake</i>		London: Faber and Faber
Joyce, James. Ed. Kevin Barry.		<i>Occasional, Critical, and Political Writing</i>		Oxford: OUP
Rainey, Lawrence (ed.)	2005	<i>Modernism: An Anthology</i>		Oxford, etc.: Blackwell Publishing. VUL Phil
<b>Reference</b>				
Fargnoli, Nicholas A. & Michael Patric Gillespie	1995	<i>James Joyce A to Z: The Essential Reference to the Life and Work</i>		New York, Oxford: OUP
Gifford, Don, with Robert J. Seidman	1988	<i>Ulysses Annotated: Notes for James Joyce's Ulysses.</i> 2 <sup>nd</sup> ed.		Berkeley: U of California Press. VUL Phil
Norburn, Roger	2004	<i>A James Joyce Chronology</i>		Hampshire, New York: Palgrave Macmillan
<b>Biographies</b>				
Bowker, Gordon	2011	<i>James Joyce: A Biography</i>		London: Phoenix
Ellmann, Richard	1983	<i>James Joyce</i>		Oxford: OUP
Joyce, Stanislaus	1969	<i>My Brother's Keeper: James Joyce's Early Years</i>		New York: The Viking Press
<b>Set study guides</b>				
Attridge, Derek	2007	<i>How to Read Joyce</i>		London: Granta Books
Attridge, Derek (ed.)	2004	<i>The Cambridge Companion to James Joyce.</i> 2 <sup>nd</sup> ed.		Cambridge: CUP
Bulson, Eric	2006	<i>The Cambridge Introduction to James Joyce</i>		Cambridge: CUP
Lewis, Pericles (ed.)	2011	<i>The Cambridge Companion to European Modernism</i>		Cambridge: CUP
Lewis, Pericles	2007	<i>The Cambridge Introduction to Modernism</i>		Cambridge: CUP
McCourt, John (ed.)	2009	<i>James Joyce in Context</i>		Cambridge: CUP
<b>Further secondary reading</b>				
Attridge, Derek	2000	<i>Joyce Effects: On Language, Theory, and History</i>		Cambridge: CUP
Attridge, Derek, & Daniel Ferrer (eds.)	1984	<i>Post-structuralist Joyce: Essays from the French</i>		Cambridge: CUP
Bornstein, George	2001	<i>Material Modernism: The Politics of the Page</i>		Cambridge: CUP
Eco, Umberto. Transl. Ellen Esrock	1982	<i>The Aesthetics of Chaosmos: The Middle Ages of James Joyce</i>		Cambridge, Mass.: Harvard UP
Gabler, Hans Walter	2018	<i>Text Genetics in Literary Modernism and Other Essays</i>		Cambridge: Open Book Publishers
Kiberd, Declan	1996	<i>Inventing Ireland: The Literature of the Modern Nation</i>		London: Vintage Books
Lawrence, Karen R.	2010	<i>Who's Afraid of James Joyce</i>		Gainesville et al: UP of Florida
Lawrence, Karen R.	1981	<i>The Odyssey of Style in Ulysses</i>		Princeton: Princeton UP

Levina, Jūratė	2017	“The Aesthetics of Phenomena: Joyce’s Epiphanies”	<i>Joyce Studies Annual</i>	Fordham UP
Mahaffey, Vicki (ed.)	2012	<i>Collaborative Dubliners: Joyce in Dialogue</i>		Syracuse: Syracuse UP
Milesi, Laurent (ed.)	2009	<i>James Joyce and the Difference in Language</i>		Cambridge: CUP
Mitchell, Andrew, & Sam Slote (eds.)	2013	<i>Derrida and Joyce: Texts and Contexts</i>		Albany: SUNY Press
Pierce, David	2008	<i>Reading Joyce</i>		Harlow: Pearson Education Ltd.

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