Syllabus

James Joyce: The Semiological Model - 44924

Last update 16-08-2014

HU Credits: 4

Degree/Cycle: 2nd degree (Master)

Responsible Department: English

Academic year: 1

Semester: Yearly

Teaching Languages: English

Campus: Mt. Scopus

Course/Module Coordinator: Leona Toker

Coordinator Email: tokera@mail.huji.ac.il

Coordinator Office Hours: Mondays 9:15 - 10:00

Teaching Staff: Prof Leona Toker
Course/Module description: Close analysis of James Joyce’s Dubliners and Ulysses, with emphasis on the texts' aesthetic processing of historical, literary-historical, psychological, and philosophical data and recombination of such data in innovative intellectual constructs.

Course/Module aims: Analysis of the relationship between the different parts of the semiotic triad in the two books by Joyce: semantics (references to extra-textual data), syntactics (recombination of these references in meaningful and aesthetically effective new ways), and pragmatics (the interface between the text, the implied author behind it, and its target audiences, as well as its general reader).

Learning outcomes - On successful completion of this module, students should be able to: understand the cultural codes and the historical references in Joyce’s text; analyse the relationships in which these references are placed in Joyce’s text; appreciate the innovativeness of Joyce’s self-positioning in literary and cultural history; understand the main lines of Irish history and Joyce’s representation of it; care for Dublin understand the details of the text sufficiently for a fuller aesthetic appreciation.

Attendance requirements(%): at least 75

Teaching arrangement and method of instruction: Two-hour weekly meetings, each devoted to the analysis of specific portions of the texts. The students must read the assigned stories of Dubliners or episodes of Ulysses in advance of each class. (On writing assignments, see below.)

Course/Module Content: James Joyce, Dubliners
James Joyce, Ulysses

Required Reading:
James Joyce, Dubliners
James Joyce, Ulysses

Ulysses Annotated, by Gifford and Seidman

Additional Reading Material:
James Joyce, Portrait of the Artist as a Young Man, Chamber Music, Finnegans Wake.


Course/Module evaluation:
End of year written/oral examination 0 %
Presentation 0 %
Participation in Tutorials 5 %
Project work 0 %
Assignments 95 %
Reports 0 %
Research project 0 %
Quizzes 0 %
Other 0 %

Additional information:
Each student must present (a) four short assignments (200-300 words each) that should record a hands-on engagement with the text and (b) a 1200-1500 term-paper (referat) on Ulysses. The papers must be submitted on the day of the class that deals with the portion of the material discussed in the assignment. By way of exception, if a student wishes to follow up on issues raised in the class, the paper can be submitted the following week. At least 3 of the portfolio papers must deal with Ulysses; one assignment can deal with a story from Dubliners. One short assignment can be replaced by a collage of Joyce sightings in other literary works, Internet, or popular culture (with some comment by the student). A paper should never consist of a plain retelling of points made by a critic, but it can be based on a comparison of the opinions of two or more critics on the same textual detail.

-- Oral assignments: two to three very brief (5-minute) oral presentations on the week’s material. The presentations can constitute introductions to specific issues, annotation, interpretation, arbitration between critical positions, or comparison of a point in the text with the published Hebrew translation. A 20-minute oral presentation can replace one of the short written assignments.
The grade is based on the term-paper with up to 5 points to be added on the basis of short assignments and oral class participation.