

English 4520F: James Joyce's *Ulysses* – Michael Groden

course web page: <http://instruct.uwo.ca/english/4520f/>

Short essay (1,000 words) - due Monday, Oct. 21, 2013 – 20%

Please submit your essay as an attachment to an email message.

1) Joyce's works, it has been said, "reproduce an interior landscape of the mind, which launches itself ceaselessly by stumbling across the real world." Take one of the stories in *Dubliners*, one chapter of *A Portrait*, or one episode of *Ulysses* and discuss the relationship(s) between the character's mind and the real world as it depicted in the text.

2) Joyce often said that one of his purposes in writing was to present Dublin to the world in all its variety, and with a total lack of sentimentality. As part of this goal, his texts depict many social types or professional classes. Focusing on one social type or professional class (for example, mothers, fathers, servants, priests, artists, newspapermen, businessmen, loafers - or any other) in one of the stories or one part of *A Portrait* or *Ulysses*, discuss how Joyce's text uses these particular characters to portray the life of the city.

3) Joyce's depiction of women in his works has bothered or perplexed or intrigued many readers and critics, since the female characters are often victims, in positions of service, or absent rather than active agents in the text. Consider the role of female characters in one of the *Dubliners* stories or in one section of *A Portrait of the Artist as a Young Man*.

4) A collection of essays published in 2000 is called *Semicolonial Joyce* – "semicolonial" because, according to the editors, "in their dealings with questions of nationalism and imperialism," Joyce's works "evinced a complex and ambivalent set of attitudes, not reducible to a simple anticolonialism but very far from expressing approval of the colonial organizations and methods under which Ireland had suffered during a long history of oppression." Look at one of the stories in *Dubliners*, one chapter of *A Portrait*, or one episode of *Ulysses* in light of this statement.

5) "Are you Irish at all?" one of Stephen Dedalus's university classmates asks him in Chapter 5 of *A Portrait* (Oxford edition, p. 169). Look at one of the stories in *Dubliners*, a small section of *A Portrait*, or one episode of *Ulysses* and consider what the text seems to imply about being Irish.

6) From his earliest works, Joyce's method of writing seems to rule out direct statements in the author's voice. How, then, do Joyce's texts convey moral or other kinds of judgments on the characters or their actions? Choose one class of social relationships (husbands and wives, parents and children, lovers, friends, co-workers - or any other) in *Dubliners*, *A Portrait*, or an early episode of *Ulysses*, and show how the text seems to be judging the characters and their actions, or show what the text seems to be doing if it isn't making judgments.

7) Joyce's works are filled with quoted texts and with scenes of reading. Look at a quoted text - a poem, newspaper article, sermon, speech, etc. - in one of the stories in *Dubliners*, one chapter of *A*

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Portrait, or one episode of *Ulysses* and discuss how it functions in the work, or discuss how the depiction of a character reading or hearing the quoted text functions in the work.

8) Chose one of the stories in *Dubliners*, a small section of *A Portrait*, or one episode of *Ulysses* and discuss the work's use of another art form - painting, music, poetry, drama, etc.

9) Joyce tends to model his plots and characters on previously existing other plots and characters, as with Stephen Dedalus and the Daedalus/Icarus myth or *Ulysses* and Homer's *Odyssey*. Look at one of the stories in *Dubliners* or a small section of *A Portrait* or *Ulysses* in terms of a pre-existing model that sits behind the text.

10) Take one small passage from *Dubliners*, *A Portrait*, or *Ulysses* (about 10-15 lines), and discuss it in as much detail as you can in 1,000 words. Consider what is happening in the passage, how the passage moves from sentence to sentence, or even from phrase to phrase or word to word.

11) You can create your own topic - either a variation of one of these here or an entirely new one - if you clear it with me before Tuesday, Oct. 15.

RULES AND REGULATIONS:

Documentation should follow the format in the *Modern Language Association (MLA) Handbook*; format = author, short title (if these aren't obvious from the text), page number in parentheses within text + full bibliographic details in List of Works Cited at the end. See the English Department's "Citing Authorities in an English Essay."

All essays should have a title and a List of Works Cited (include one even if only the main text under consideration is quoted).

Any extensions must be approved *in advance* (at least the day before the essay is due) in person or via email. Late essays will be penalized 2 marks per day.

From the English Department's "Information for Students": "Plagiarism (the unacknowledged use of another person's work) is one of the most serious academic offences, since it involves fraud and misrepresentation. In plagiarizing, one is in effect claiming another person's words or ideas or data as one's own work, and thus misrepresenting material subject to academic evaluation. . . . Students must acknowledge each printed or electronic source (including study guides such as Coles' Notes and Internet materials) by author, title, date and place of publication, and page number if: (a) they quote from it directly; (b) they paraphrase its ideas; (c) they are conscious of any influence its ideas may have had on their own work. Every source (including websites) that students have consulted (whether they refer to it directly or not) must be included in a bibliography (Works Cited)."

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"Students must write their essays and assignments in their own words. Whenever students take an idea, or a passage of text from another author, they must acknowledge their debt both by using quotation marks where appropriate and by proper referencing such as footnotes or citations. Plagiarism is a major academic offense (see Scholastic Offense Policy in the Western Academic Calendar). Plagiarism checking: The University of Western Ontario uses software for plagiarism checking. Students may be required to submit their work in electronic form for plagiarism checking."