

English 4391/5391: The World of Dubliners

Summer 2020

3:30-6:15 Evening Session II

Dr. White

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Office Hours: And most anytime by appointment

COURSE DESCRIPTION

The fifteen stories of Dubliners, meticulously crafted in “unprecedented documentary realism,” achieve a “grand cinematic sweep.” My intention,” Joyce wrote, “was to write a chapter of the moral history of my country and I chose Dublin for the scene because that city seemed to me the centre of paralysis. I have tried to present it to the indifferent public under four of its aspects: childhood, adolescence, maturity and public life. The stories are arranged in that order.” Joyce takes the raw material of his childhood and adolescence and invests it with universal magnitude. As Colum McCann writes in his forward to the centennial edition of Dubliners, “Almost all of Irish history seems to be embedded there.” In this course, we will read and discuss all fifteen stories, each emanating from Joyce’s immaculate apprehension of the detail of the city’s life that he had observed as he grew to adulthood. There will be reading quizzes throughout the semester, a take-home exam, and a 5-7 page essay for undergraduates.

COURSE OBJECTIVES AND LEARNING OUTCOMES

Students in this course will:

- Develop analytical and interpretive skills through reading, discussing, and writing about the fifteen stories of this seminal collection of short fiction
- Gain insight into the collection’s formal and thematic innovations
- Understand social, political, and cultural contexts of Irish history and culture from which these stories emerge and to which many of them respond
- Improve writing and oral communication skills
- Become familiar with a few major critical works exploring Joyce and the period under consideration in the course.

JUNE

18—introduction to the course, to each other; introduction to Joyce, historical context, and the collection

19—“The Sisters”

22—“An Encounter”

23—“Araby,” “Eveline”

24—"After the Race"

25—DUBLIN EXCURSION!!

29—"Two Gallants"

30—"The Boarding House"

JULY

1—"A Little Cloud"

2—MIDTERM EXAM

6—"Counterparts," "Clay"

7—"A Painful Case"

8—"Ivy Day in the Committee Room"

9—WESTERN IRELAND EXCURSION!!

13—"A Mother"

14—"Grace"

15, 16—"The Dead"

EXAMS

The format for both the midterm and the final exams will involve some combination of the following: applying important terms and concepts to the works we've discussed, responding to short answer questions, and analyzing representative quotations. I will provide a sample exam with model responses. **Each exam is worth 30% of your grade.**

THE ESSAY

Undergraduates will write a 4-6 page essay, and graduate students an 8-10 pager. At the beginning of our session, I will provide topics, prompts, and instructions but you also have the option of generating your own topic. Numerous ideas should emerge from the outset. You are to generate your own thesis and argument, of course, and I will ask you to consult relevant scholarly material as well and incorporate it into your essay. The essay is worth 25%.

PARTICIPATION AND CLASS FORMAT

I will lecture occasionally; we will emphasize discussion, so, obviously, participation and

preparedness are crucial. Come to class having read the assigned material and with questions and comments. Throughout the semester, I will assign you all, undergraduate and graduates alike, various responsibilities in the classroom. For example, I will ask that you teach part of a class/lead discussion, generate a few discussion questions for a future class, research a subject, a philosophical concept, a literary theme, an historical event relevant to the text we're studying at the time, ask you to be primary respondents to study questions I have posed, and so on. Graduate students will perform these tasks

Attendance: Attendance is mandatory. Punctuality is also very important. Circumstances sometimes make us arrive a couple of minutes late, but chronic lateness is unacceptable. Three tardies constitute one unexcused absence. I will strictly enforce this policy. Attendance and participation count for 15% of your grade.

GRADING SCALE

90-100=A

80-89=B

70-79=C

60-69=D

BELOW 60=F

CLASSROOM CONDUCT

The classroom is a professional environment. We will interact with each other regularly for fifteen weeks, and I ask that we do so with courtesy, respect, and open-mindedness. Our texts will allow us to discuss many fascinating, important ideas and topics, some of them perhaps delicate and controversial, and they will prompt lively debates. We will engage in them with civility and professionalism. Respect for the opinions of others and for the material we will read and discuss is very important; disruptive, discourteous behavior will not be tolerated.

ACADEMIC INTEGRITY

Academic integrity is fundamental to the process of learning. Academic dishonesty will not be tolerated. It includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer to the UNO Judicial Code for further information. The Code is available online at http://www.uno.edu/~stlf%Manual/judicial_code_pt2.htm

UNIVERSITY COMMITMENT

The University of New Orleans (UNO) is committed to providing for the needs of enrolled or admitted students who have disabilities under Section 504 of the Rehabilitation Act of 1973 and

the Americans with Disabilities Act of 1990 (ADA).

In general, University policy calls for reasonable accommodations to be made for students with documented disabilities on an individualized and flexible basis. It is the responsibility of students, however, to seek available assistance at the University and to make their needs known.

For more information, please contact the Office of Disability Services.