UNIVERSITATEA BABEŞ-BOLYAI
BABEŞ-BOLYAI TUDOMÁNYEGYETEM
BABEŞ-BOLYAI UNIVERSITÄT
BABEŞ-BOLYAI UNIVERSITY
TRADITIO ET EXCELLENTIA

Facultatea de Litere
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COURSE SYLLABUS

1. Information about the study program

1.1 University	Babeș-Bolyai University
1.2 Faculty	The Faculty of Letters
1.3 Department	English Language and Literature
1.4 Field of study	English / Philology
1.5 Study cycle (BA/MA)	MA
1.6 Study program/Qualification	Irish Studies

2. Information about the subject

2.1 Course title/Code		LME2124 James Joyce (taught in English)						
2.2 Course tutor		Dr. Erika Mihálycsa						
2.3 Seminar tutor		Dr. Erika Mihálycsa						
2.4 Year of study	II	2.5 Semester	3	2.6 Type of assessment	E	2.7 Course status	Contents	DS
							Mandatory	DO

3. Total estimated time (teaching hours per semester)

3.1 Number of hours per week	3	of which: 3.2 course	2	3.3 seminar/laboratory	1
3.4 Total number of hours in the curriculum	36	of which: 3.5 course	24	3.6 seminar/laboratory	12
Time distribution					Hours
Study based on textbook/course manual/recommended reading/personal notes					40
Additional research in the library, by accessing scientific databases, or during field work					40
Preparation for seminars/laboratory classes, essays, portfolios and reports					30
Tutoring					2
Assessment (examinations)					2
Other activities					40
3.7 Total hours for individual study	114				
3.8 Total hours per semester	150				
3.9 Number of credits	6				

4. Prerequisites (if necessary)

4.1 Curriculum	BA
4.2 Skills	Proficiency in English

5. Conditions (if necessary)

5.1. For delivering lectures	• PC, OH projector, Internet access
5.2. For teaching seminars/laboratory classes	• PC, OH projector, Internet access

6. Acquired specific competences

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Professional competences	C1 Appropriate use of fundamental concepts in the study of general linguistics, theory of literature and comparative literature. C2 Efficient written and oral communication in English. C3 Analysis and presentation of literary phenomena in the context of the reference culture. C4 Understanding relationships and influences between literary and critical categories, as well as the relationships among various current methodologies. C5 Understanding the interdependencies between the text and the fictional world.

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	C6 The ability to analyse and distinguish the specific characteristics the novel as a literary genre, to exemplify in detail the topics tackled and associate them with the text. C7 The ability to analyse a literary text using the concepts and methods of modern criticism; the ability to use critical language and concepts, to understand the applicability of interdisciplinary methods for literary criticism.
Transversal competences	CT1 Using the instruments of linguistics and literary studies in accordance to professional ethics. CT2 Teamwork; interpersonal communication, taking on specific roles. CT3 Setting up an individual project for lifelong training; achieving training by accumulating information, participating in team projects and in institutional and personal development programs.

7. Course objectives (derived from the specific competences acquired)

7.1 General objective of course	• The course aims at familiarizing students with a wide range of Joycean texts, from the short fiction through the novel to writing in a synchretic language illustrated by *Finnegans Wake*. Besides general, chronological and thematic presentations the course will offer students the possibility of discussing Joyce's works in applied analysis, close reading, targeted presentations etc.
7.2 Specific objectives	• The capacity of placing Joycean texts in the historical and cultural context of their emergence. • The capacity of analysing narrative conventions specific to the modernist novel and individual modernist texts. • The capacity of assessing Irish cultural references in Joyce's work • The capacity of carrying out research and writing an academic essay according to the standards and requirements of scholarly work and ethics.

8. Contents

8.1 Lectures	Teaching methods	Remarks
James Joyce and exilic space: Ireland, Trieste, Zürich, Paris. Biography, reception, legacy.	Lectures, discussion, debates, exemplification, close reading, problematization.	
Joyce and Ireland: the aesthetic and ethical program of ″forging the uncreated consciousness of the race" – radical deromanticization, embracing linguistic hybridity (Hiberno-English).	Lectures, discussion, debates, exemplification, close reading, problematization.	
Joyce's early modernism and the ″initial style " (*Dubliners*; *A Portrait of the Artist as a Young Man; Ulysses – Telemachus/Nestor/Proteus*): from naturalism and Ibsenism to modernism.	Lectures, discussion, debates, exemplification, close reading, problematization.	
The aesthetics of experimental high modernism and the program of disarticulating language and English literary tradition: the revolution of the word, self-generating textuality, radical intertextuality (*Ulysses*).	Lectures, discussion, debates, exemplification, close reading, problematization.	
The archaeology of (public) discourse, the Odyssey of style: parody, pastiche (*Ulysses*: "Cyclops", "Oxen of the Sun", "Ithaca", "Eumaeus")	Lectures, discussion, debates, exemplification, close reading, problematization.	
Modernism and texts of excess: from narrating subjectivity/the mobile mind to rewriting, defamiliarizing and foreignizing language.	Lectures, discussion, debates, exemplification, close reading, problematization.	

Bibliography

Dubliners. New York - Toronto: Dover Publishers, 1991.

A Portrait of the Artist as a Young Man. Edited with an introduction and notes by Seamus Deane. London: Penguin Classics, 2000.

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Stephen Hero. Edited from the Manuscript in the Harvard College Library by Theodore Spencer. Incorporating the Additional Manuscript Pages in the Yale University Library and the Cornel University Library, ed. John J. Slocum, Herbert Cahoon. New York: New Directions, 1963.

Ulysses. Edited by Hans Walter Gabler, with Wolfhard Steppe and Claus Melchior; Afterword by Michael Groden. 2nd edition. New York: Vintage, 1993.

Finnegans Wake. With an introduction by Seamus Deane. Penguin Classics, 2000.

Occasional, Critical, and Political Writing. With an introduction and notes by Kevin Bary; translationsfrom the Italian by Conor Deane. Oxford University Press, 2000.

Letters of James Joyce vol. I-III (ed. By Stuart Gilbert, vol. I, and Richard Ellmann, vol. II-III). New York: The Viking Press, 1966.

Selective critical bibliography:

Attridge, Derek et al. (eds.) *Post-structuralist Joyce: essays from the French.* Cambridge University Press, 1984.

Attridge, Derek (ed.). *The Cambridge Companion to James Joyce.* Cambridge University Press, 1997.

Attridge, Derek (ed.). *James Joyce's Ulysses:* A Casebook. Oxford University Press, 2004.

Dettmar, Kevin J.H. *The Illicit Joyce of Postmodernism. Reading against the Grain*. The University of Wisconsin Press, 1996.

Eco, Umberto. *The aesthetics of Chaosmos: the Middle Ages of James Joyce.* Trans. Ellen Esrock. Cambridge, MA: Harvard University Press, 1989.

Ellman, Richard, *James Joyce.* New and Revised edition. Oxford University Press, 1982.

Hayman, David. *The 'Wake' in Transit*. Ithaca: Cornell University Press, 1990.

Lawrence, Karen. *Ulysses*: *Who's Afraid of James Joyce?* Gainesville: University Press of Florida, 2010.

Mahaffey, Vicki. *Reauthorizing Joyce*. Cambridge University Press, 1988.

McCourt, John. *The Years of Bloom: James Joyce in Trieste 1904-1920*. Dublin: Lilliput Press, 2000.

Milesi, Laurent (ed.). *James Joyce and the Difference of Language*. Cambridge University Press, 2003.

Nolan, Emer. *James Joyce and Nationalism*. London: Routledge: 1996.

Rabaté, Jean-Michel (ed.). *Palgrave Advances in James Joyce Studies*. Palgrave Macmillan, 2004.

Senn, Fritz. *Inductive Scrutinies: Focus on Joyce*. Ed. Christine O'Neill. Dublin: Lilliput Press, 1995.

8.2 Seminars	Teaching methods	Remarks
Dubiners (The Sisters; An Encounter; Two Gallants; Ivy Day in the Committee Room; A Painful Case; Grace)	Students' presentations, discussions, debates, analysis, close reading	
A Portrait of the Artist as a Young Man	Students' presentations, discussions, debates, analysis, close reading	
Ulysses –"the initial style"; "core" modernist experimentation (Telemachus; Nestor; Proteus; Calypso; Hades; Lestrygonians; Wandering Rocks; Penelope)	Students' presentations, discussions, debates, analysis, close reading	3 seminars
Ulysses –kaleidoscopic style, excessive textuality (Aeolus; Sirens; Cyclops; Nausicaa; Circe; Oxen of the Sun; Eumaeus; Ithaca)	Students' presentations, discussions, debates, analysis, close reading	5 seminars
Finnegans Wake (fragm.)	Students' presentations, discussions, debates, analysis, close reading	2 seminars

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Bibliography

See above.

9. Validating course contents based on the expectations of epistemic communities, professional associations and of potential employers related to the field of study.

- The curriculum was conceived in conformity with similar courses taught at prestigious national and foreign universities.

10. Assessment (examination)

Type of activity	10.1 Assessment criteria	10.2 Assessment methods	10.3 Weight in the final grade
10.4 Lecture	The correctness and adequacy of knowledge, the capacity of analyzing and critically reading the texts studied, applying critical reference; originality, discursive elegance, coherence of argumentation.	End-term essay	70%
10.5 Seminar	• The accuracy of acquired knowledge, creativity in applying it in a presentation.	Seminar presentations	30 %
10.6 Basic performance standard			
Organizational details, exceptional situation management:			

Date 20.03.2022	Course tutor's signature	Seminar tutor's signature
Date of department endorsement 14.04.2022	Head of department's signature	
Date of Dean's endorsement	Signature of the vice-Dean in charge	Faculty stamp