

**Carleton University
Winter 2020
College of Humanities
Department of English**

**HUMS 4903A/ENGL 4003B:
Advanced Research Seminar in Vladimir Nabokov and Marcel Proust**

**Prerequisite:
fourth-year standing or permission from the department**

**Time of Class:
Tuesdays and Thursdays
10:05 am-11:25 am
Location: 302 Patterson
*Please confirm location on Carleton Central***

**Instructor: Professor D. Dragunoiu
Email: dana.dragunoiu@carleton.ca
Office: 1925 Dunton Tower
Phone: 613-520-2600, ext. 1556
Office Hours:
Tuesdays and Thursdays, TBA**

In this seminar we will engage in the close reading of two giants of twentieth-century literature: Marcel Proust and Vladimir Nabokov. Though Nabokov was a harsh critic when it came to his fellow writers, he did admit to admiring Proust. Indeed, it is possible to say that Nabokov considered Proust to be his most significant rival given Proust's stylistic gifts and pre-eminence as the twentieth-century's greatest artist of memory. Nabokov's works are replete with direct references, coded allusions, and parodies of Proust, and these engagements with Proust intensify as his career develops.

We will read the supreme achievements of Nabokov's English-language period: his autobiography *Invitation of a Memory*, *Invitation of a Memory* and the two novels *Lolita* and *Pale Fire*. These will be read in conjunction with the first two volumes of Proust's *In Search of Lost Time*: *Swann's Way* and *Within a Budding Grove*. We will learn how to conduct advanced research, experiment with crafting of scholarly arguments, and—as a culminating project—annotate Nabokov's published lectures on Proust with the objective to have them published in TheNabokovian.org, the official site of the International Vladimir Nabokov Society.

Students proficient in French are encouraged to read and quote Proust in the French original. Everyone else will be reading and citing from the Moncrieff-Kilmartin-Enright translation of Proust's *Search*.

All students are strongly encouraged to read all the texts in advance during the summer. This will provide them with a base knowledge of these complicated works before the beginning of the school year. During the seminar itself, these texts ought to be read a second time for maximum absorption and enjoyment.

Because one of the course components is the annotation of Nabokov's lectures on Proust, it is best for students to use the editions cited below. French-speaking students ought to use the Gallimard editions of Proust's work.

NB: Students who miss four or more classes will not be eligible to submit work or write exams.

Required Texts

Marcel Proust, *In Search of Lost Time: Swann's Way* (Volume 1). Translated by C.K. Scott Moncrieff and Terence Kilmartin. Revised by D.J. Enright. New York: Modern Library, 2003.

Marcel Proust, *In Search of Lost Time: Within a Budding Grove* (Volume 2). Translated by C.K. Scott Moncrieff and Terence Kilmartin. Revised by D.J. Enright. New York: Modern Library, 2003.

Vladimir Nabokov, *Lolita*. New York: Vintage, 2010.

Vladimir Nabokov, *Pale Fire*. New York: Vintage, 2011.

Course texts will be available from Octopus Books (116 Third Avenue, the Glebe; phone #: 613-233-2589). These texts can be purchased in person or ordered on the bookstore's website (www.octopusbooks.ca). Web orders are sent directly to the student's home (at extra cost). **If purchasing in person, please bring your course number and the course instructor's name with you.**

READING SCHEDULE

Tuesday, Jan 7	Introduction. Signing up for presentations and annotations. Nabokov's Lecture on Proust, in <i>Lectures on Literature</i> , available at Reserve Desk, Carleton Library.
Thursday, Jan 9	Proust, <i>Swann's Way</i> : Part I: Combray, pp. 1-64 (<i>drame du coucher</i> ; Swann's life in society; the tea-soaked <i>madeleine</i>)
Tuesday, Jan 14	Combray, pp. 65-173 (aunt Léonie; Uncle Octave and "the

	lady in pink”; Giotto’s Vices and Virtues Fresco in the Arena (Scrovegni) Chapel; Bloch and the Semitic theme; Bergotte and Swann’s daughter; the Curé and the Guermantes; Vinteuil and his daughter; Françoise and the kitchen-maid)
Thursday, Jan 16	Combray, pp. 174-233 (Legrandin and Balbec; “the Méséglise (Swann’s) way”; the hawthorns at Tansonville; Gilberte; Françoise’s mourning; Mlle Vinteuil’s “ritual profanations”) What is the significance of the Merovingian Age to Proust’s novel? Summarize also the legend of Golo and Geneviève de Brabant.
Friday, Jan 17	Last day for registration for winter courses Last day to change courses or sections for winter-term courses
Tuesday, Jan 21	Combray, pp. 233-64 (“the Guermantes way”; Mme de Guermantes; the twin steeples of Martinville) What is the theory of art that emerges from the Narrator’s meditation on the twin steeples of Martinville? ; Part II: Swann in Love, pp. 265-321 (the “little clan”; Odette de Crécy; Swann’s <i>amours</i> ; Swann at the Verdurins; the “little phrase” of Vinteuil’s sonata)
Thursday, Jan 23	Swann in Love, pp. 322-410 (“Do a cattleya”; Swann’s “locked door”; Comte de Forcheville; Cottard, Saniette, Brichot, Biche; Swann’s fall from grace at the Verdurins; Princesse des Laumes; Swann’s jealousy) What is the significance for Swann of the “petite phrase” from Vinteuil’s sonata? What theory of love emerges from the latter phase of Swann’s love for Odette?
Tuesday, Jan 28	Swann in Love, pp. 411-543 (Baron de Charlus; the <i>soirée</i> at the Marquise de Saint-Euverte’s : Marquise de Cambremer and her daughter-in-law, Marquise de Gallardon, the wit of the Guermantes, Swann hears the <i>petite phrase</i> again; Odette’s secret life; Swann’s love fades)
Thursday, Jan 30	<i>Within a Budding Grove</i> , Part I: Madame Swann at Home, pp. 1-71 (the new Swann and the new Cottard; the Marquis de Norpois; Berma in <i>Phèdre</i> ; the Swanns’ marriage) Why is the Narrator so obsessed with Berma’s acting? What does Berma’s art mean for him and why is he initially disappointed when he sees her on stage?
Friday, Jan 31	Last day for withdrawal from winter term and winter portion of fall/winter courses with full fee adjustment. Withdrawals after this date will result in a permanent notation of WDN on the official transcript.
Tuesday, Feb 4	Madame Swann at Home, pp. 71-205 (Gilberte’s tea-parties; “the famous Albertine”; Mme Swann plays

Thursday, Feb 6	Vinteuil's sonata; the Princesse Mathilde; Bergotte) Madame Swann at Home, pp. 205-298 ("Rachel when from the Lord"; break with Gilberte; death of love; Mme Swann on Avenue du Bois de Boulogne)
Tuesday, Feb 11	Part 2: Place-Names—The Place, pp. 299-419 (the general laws of Habit; the church of Balbec; sleeping in a strange room; M. and Mme de Stermaria; the Marquise de Villeparisis; the Marquis de Cambremer; driving around Balbec with Mme de Villeparisis) Is it possible to see Proust's extended meditations on hawthorns in bloom, the steeples of Martinville, or the church of Balbec as partaking in what Stanley Cavell calls "hyperbolic, unprecedented attention" on page 8 in his <i>Disowning Knowledge in Six Plays of Shakespeare</i> (Cambridge: Cambridge University Press, 1987)? How are the hawthorns, steeples, or the church comparable to Cavell's examples of melting beeswax (Descartes), a 'tomato with nothing but its visual front aspect remaining' (H.H. Price), 'raised moving hands' (G.E. Moore), a tree in bloom (Heidegger)?
Thursday, Feb 13	Place-Names—The Place, pp. 419-474 (the Marquis de Saint-Loup-en-Bray; Palamède de Guermantes, the Baron de Charlus)
FEBRUARY 17-21	WINTER BREAK; NO CLASSES.
Tuesday, Feb 25	Place-Names—The Place, pp. 474-675 (the Blochs; Nissim Bernard; Robert's mistress; the little band; the "Simonet girl"; dining at Rivebelle; Elstir; "Miss Sacripant"; Albertine, Andrée, Gisèle, Rosemonde) First Presentation: Is there a theory of the self that arises from the different characters we have encountered so far in the novel? What makes up a self? Is there a stable self that is continuous across time and space? Second Presentation: What kind of theory of art emerges from the scenes associated with the Narrator's visit to Elstir's studio?
Thursday, Feb 27	Place-Names—The Place, pp. 675-730 What theory of knowing others emerges from the Narrator's difficulty of remembering correctly the location of Albertine's mole?
Tuesday, March 3	Nabokov, Lecture on Marcel Proust
Thursday, March 5	Nabokov, <i>Lolita</i> , Foreword + Part I, chapters 1-11 What kinds of arguments does Humbert Humbert use to justify his plans to have sexual intercourse with a twelve-year-old girl?
Tuesday, March 10	Nabokov, <i>Lolita</i> , Part I, chapters 12-33; Does Nabokov appear to endorse Humbert Humbert's crime? In answering this question, produce evidence for both "yes" and "no" answers. Annotated bibliography due.

Thursday, March 12	<i>Lolita</i> , Part II, chapters 1-20
Friday, March 13	Last day to request Formal Examination Accommodation Forms for April examinations to the Paul Menton Centre for Students with Disabilities. Note that it may not be possible to fulfil accommodation requests received after the specified deadlines.
Tuesday, March 17	<i>Lolita</i> , Part II, chapters 21-36
Thursday, March 19	<i>Lolita</i> , Afterword: “On a Book Entitled <i>Lolita</i> ”; 1. How might we interpret Nabokov’s claim that <i>Lolita</i> was inspired by the newspaper account about an ape in the Jardin des Plantes? 2. What do we make of Nabokov’s claim that “ <i>Lolita</i> has no moral in tow”?
Tuesday, March 24	Nabokov, <i>Pale Fire</i> , Foreword
Thursday, March 26	<i>Pale Fire</i> , Canto I + its commentary
Tuesday, March 31	<i>Pale Fire</i> , Canto II + its commentary
Thursday, April 2	<i>Pale Fire</i> , Canto III + its commentary
Tuesday, April 7	<i>Pale Fire</i> , Canto IV + its commentary; essays due; annotations due.

Terms of Evaluation

Grade Distribution: 20% beginning-of-class unannounced quizzes; 10% oral presentation on an assigned topic; 10% annotated bibliography for research essay; 10% oral presentation on work-in-progress on research essay; 30% research essay; 15% annotations to Nabokov’s lectures on Proust; 5% presentation of work-in-progress on annotations to Nabokov’s lectures on Proust.

Ten unannounced multiple-choice QUIZZES at the beginning of class: In order to ensure that students come prepared for seminar sessions, they will write **twelve** unannounced multiple-choice quizzes designed to test their detailed knowledge of the works scheduled for analysis during that particular class. Of these twelve quizzes, only the **ten** highest-earning quizzes will count towards the final grade. Each quiz will contain ten questions and will be worth 2% of the final grade. All multiple-choice quizzes will be written at the beginning of class; those arriving late will not be able to write the quizzes and will therefore forfeit the quiz grade.

ORAL PRESENTATION on an assigned topic: each member of the class will deliver a class presentation. The presentation ought to be between 15-20 minutes in length. The topics will be circulated in advance and students will select their topic and date of presentation on the first day of class. The presentation will be graded on its substance and quality of oral delivery.

ANNOTATED BIBLIOGRAPHY: The annotated bibliography must contain approximately 8-10 bibliographic items relevant to a student-selected research topic. These may include books, essays, reviews or any other material that is justifiably relevant to the chosen research topic. Each annotation must provide a short summary of the work

in question and a brief explanation of its relevance to the chosen research topic.

ORAL PRESENTATION ON WORK-IN-PROGRESS on research essay: These oral presentations are intended to provide the class with a summary of a student's work in progress on the research essay. Presenters will provide a synopsis of their research projects, explain why their research topics are of interest, what scholarship already exists on these particular topics, and what difficulties they are encountering in pursuing these topics. Members of the class will be invited to provide constructive criticism that will help presenters to bring their projects to a satisfying conclusion.

RESEARCH ESSAY: The essay should be approximately 16-20 pages long (double spaced, 12-point font). Longer papers will not be accepted. Research papers should be extensively researched, thoughtfully argued, and elegantly written. They should also strive to make an original contribution to the field of Nabokov and Proust studies. All members of the seminar are strongly encouraged to discuss their research projects with the instructor during office hours. Late papers will be penalized 2% per day, including weekends and holidays. Each essay will be graded on form—organization, grammar, syntax—(50%), and content—knowledge of texts, complexity of argument and analysis, appropriateness of scholarly research—(50%). **NB: The final-essay grades are contingent upon an informal oral examination by the instructor.**

ANNOTATIONS TO NABOKOV'S LECTURES ON PROUST: Each student will choose to annotate a segment of Nabokov's lectures on Proust. An example of such annotations can be found

for *Speak, Memory* <https://thenabokovian.org/annotations/speak-memory>

for *Pale Fire* <https://thenabokovian.org/node/35440>

for Nabokov's lectures on Russian literature
https://thenabokovian.org/annotations/Lectures_on_Russian_Literature

PRESENTATION OF WORK-IN-PROGRESS to Nabokov's lectures on Proust. Students will make a short, informal presentation to the class outlining their progress on the annotations. Though successes ought to be noted, emphasis ought to be placed on impediments encountered. Focusing on the impediments will elicit the help of classmates and instructor in overcoming these impediments through shared knowledge and the sharing of bibliographic materials.

Attendance and participation: Faithful attendance and informed participation are mandatory. Members of the class are expected to attend all sessions and to prepare readings and assignments carefully. **NB: Students who miss four or more classes will not be eligible to submit work or pass the course.**

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be

subject to revision. No grades are final until they have been approved by the Dean.

REQUEST FOR ACADEMIC ACCOMMODATION:

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website:
<https://carleton.ca/equity/contact/form-pregnancy-accommodation/>

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, visit the Equity Services website:
<https://carleton.ca/equity/focus/discrimination-harassment/religious-spiritual-observances/>

Academic Accommodations for Students with Disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. For more details, visit the Paul Menton Centre Website:
carleton.ca/pmc

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and its survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit:
<https://carleton.ca/equity/focus/sexual-violence-prevention-survivor-support/>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as

soon as possible after the need for accommodation is known to exist.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

All Students

Students are strongly encouraged to make optimal use of the instructor's office hours.

Office hours are set aside for students to discuss with the instructor all aspects of the course and to seek assistance with any problems they might encounter in fulfilling the assigned tasks. Two weeks after the beginning of the course, each student will be asked to attend a short, informal introductory meeting with the instructor in order to discuss the student's aims and expectations in the course. All students are also strongly encouraged to take advantage of the services offered at Carleton University, such as the following:

Centre for Student Academic Support (CSAS) offers students a variety of free services, including academic-skills workshops and information sessions, bookable study rooms, a tutor referral service, and a supportive staff of peer helpers. To learn more about these services, visit CSAS on the Fourth Floor of the MacOdrum Library, contact them by phone at 613-520-3822, or visit them online at <https://carleton.ca/csas/>

Writing Services offers students free one-on-one assistance with academic writing. To learn more about this free service, visit www.carleton.ca/csas/writing-services/. To make an appointment for a 40-minute session, call 613-520-3822, or visit in person at the Centre for Student Academic Support on the Fourth Floor of the MacOdrum Library.

Academic Advising Centre (AAC) provides students with support in the form of free one-on-one academic advising and study-skills appointments. To learn more about these services, visit www.carleton.ca/academicadvising. To make appointments for an advising or study-skills session, call 613-520-7850, or visit the centre in person at 302 Tory.

Career Services and Co-operative Education is an on-campus centre for career development, employment preparation, and experiential learning opportunities for Carleton students. Students are encouraged to use the various services provided throughout their time at Carleton by visiting its two service locations. Career Services is located at 401 Tory (613-520-6611); the Co-operative Education Program is located at 1400 CTTC (613-520-4331).

International Student Services Office (ISSO) is at the heart of Carleton's international student community. It supports international students, including incoming and outgoing exchange students, and promotes cross-cultural understanding within the Carleton community. **ISSO is also responsible for the administration of Carleton's 80+ exchange programs.** For more information, visit ISSO at 128 University Centre or contact by phone 613-520-6600. For general email inquiries, write to isso@carleton.ca; for exchange-program inquiries, write to exchange@carleton.ca. Website: www.carleton.ca/isso.

The Student Experience Office oversees the Co-Curricular Record. The Co-Curricular Record is an official record designed as a means of recognizing all students' "out of class" involvement in student leadership development, extra-curricular activities, and Carleton community service opportunities. To learn more about the Record, visit 430 Tory (613-520-2600 ext.7595), or www.carleton.ca/seo.

Plagiarism and Other Instructional Offences

Lifting phrases from web sites, print materials, and/or the written work of class members constitutes an academic offence. Written work suspected of plagiarism will be forwarded directly to the Office of the Dean of the Faculty of Arts and Social Sciences (FASS). Assisting anyone in an act of plagiarism also constitutes an academic offence.

The University's policy concerning plagiarism and other instructional offences is outlined in the Undergraduate Calendar (see particularly regulation 14 – Instructional Offences). The University Senate defines plagiarism as "*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.*" This can include:

- ☐ reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
- ☐ submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- ☐ using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- ☐ using another's data or research findings;
- ☐ failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;
- ☐ handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

The policy can be found at: <https://carleton.ca/secretariat/wp-content/uploads/Academic-Integrity-Policy.pdf>

General Guidelines

1. Turn off cell phones and other technological devices upon arrival to class. This classroom has a “no-screen” policy. Official note takers will be assigned to take notes on a regular basis for everyone in class. These notes will be posted on CU Learn for everyone to use. Only official note takers will have access to a screen. Everyone else ought to take notes by hand. Studies show that taking notes by hand is far more conducive to learning. Should the “no-screen” policy cause trouble or anxiety, students are encouraged to seek a special dispensation from the instructor.
2. Do not arrive late to class. Arriving late is disrespectful and it disturbs both the instructor and the students. If arriving late due to unforeseen circumstances, please minimize the disturbance by sitting in a seat close to the doors.
3. Chatting with classmates during a lecture, seminar or class discussions is unacceptable in a university setting. It disturbs both students and instructor.