

## ENG 448/548 – WINTER 2016 - MAJOR FIGURES: JAMES JOYCE

Prof. Josh Epstein ([jepstein@pdx.edu](mailto:jepstein@pdx.edu))

Class Sessions: Monday and Wednesday, 18:40-20:30

Office Hours: Tues., 12-2 p.m., in **Neuberger M402 433**, or by appointment (please email).

This course will examine James Joyce's 1922 novel *Ulysses*, using his earlier novel *Portrait of the Artist as a Young Man* (1916) as a springboard into the later work. A fuller description can be found on our course Wiki page: <http://psulysses-w2016.wikispaces.com>. We will use this page for most of our work. *I will invite students to the page using their @pdx.edu emails.*

**NOTE: All students are required to keep their @pdx.edu email addresses active and under quota, and to CHECK IT DAILY. *This is a course requirement.* If you use a different email, you need to set up your @pdx.edu account to have emails forwarded.**

Required Texts: **Please get these editions, in hard copy.**

- James Joyce, ed. R.B. Kershner, *Portrait of the Artist as a Young Man*. ISBN 978-0312408114
- Joyce, ed. Gabler, *Ulysses*. ISBN 978-0394743127
- Don Gifford, *Ulysses Annotated*. ISBN 978-0520253971

Required for Grad Students (548), Recommended for Undergrads (448):

- Sean Latham (ed.), *The Cambridge Companion to Ulysses* (ISBN 978-1107423909)

Optional but Recommended:

- Stuart Gilbert, *Ulysses: A Study* (ISBN 978-0394700137)
- Declan Kiberd, *Ulysses and Us* (ISBN 978-0393339093)

Online Sources for Your Perusal (all links work as of Dec. 2015):

- J. Rickard, *Ulysses* Synopsis: <http://www.facstaff.bucknell.edu/rickard/synopsis.html>
- *Ulysses Seen* (comic strip version, still in progress): <http://ulyssesseen.com/>
- G. Carlin, Notes on *Ulysses*: <http://pers-www.wlv.ac.uk/~fa1871/joynote.html>
- Frank Delaney, *Re: Joyce* (podcast about *Ulysses*). <http://blog.frankdelaney.com/re-joyce/>
- Aida Yared, Joyce Images: <http://joyceimages.com>

There are many others, of varying quality—*caveat emptor*, as with all things on the web.

Coursework for undergraduates (ENG 448) is outlined on pp.1-3.

Coursework for graduate students (ENG 548) is outlined on pp.3-4.

Policies and grading info (all students) are on pp.4-5; the course schedule is on p.6.

A grading rubric for class participation is attached on p.7.

### COURSEWORK FOR UNDERGRADUATE STUDENTS (ENG 448).

**Participation (10% of course grade):** You must be present for, prepared for, and actively involved in every class session. Come to class on time, having read closely and marked up the text, ready with questions, arguments, and specific passages to analyze. (*Ulysses* does not reward passive reading.) In-class writing, quizzes, etc. will be counted toward participation. *In-class work cannot be made up if missed.*

**Attendance:** This is not a distance-learning course. *Five or more absences will result in a final course grade of F.* If you miss three or more classes, you will earn *at best* a C for participation. Except for *documented* medical or family emergencies, *I do not distinguish between excused/unexcused absences.* As in the workforce, you're here or you're not. **If you miss class, it is your responsibility to contact a classmate for notes, assignments, announcements, etc.**

**Wiki Project (50% total):** Our main project this term will be a collaborative Wiki page. A Wiki is a medium different from a "normal" essay—you should experiment with methods of writing and organization. That said, this is a 400-level English class; I expect you to write *well*. Analyze textual evidence, organize ideas clearly, integrate quoted material elegantly, and edit meticulously. *Your Wiki grade will be determined cumulatively based on your work throughout the course.* The stages are as follows.

**Individual Intro Page.**

Create a page introducing yourself and setting up a home base for your future work. Each page should include: (1) 200-300 words of introduction; (2) **one image**; (3) **one video or multimedia element**, (3) **one link to a web page**, which should open in a new window; and (4) one **anchor link**. (Anchor links will be very helpful for later stages.) This page is publicly visible; post only materials you want open to the world (e.g. you are permitted to use only your first name and last initial). For more, go to the Intro Pages link on the Wiki and find "Instructions for Intro Page."

**Individual Wiki: Textual Annotation from *Portrait of the Artist*. Due Jan. 15**

Use the Wiki for some good ol'-fashioned close reading. Select an excerpt (~200 words) from *Portrait*. Type the passage up on the page, and **annotate** it by integrating multimedia (images, A/V clips, etc.), and linking specific words from the passage to web references (e.g. explaining historical details or incidents referred to in the text). You can also link to sub-pages, created by you, that clarify specific details from the passage. For example, if your passage includes the word "tundish," you could link that word to a separate "tundish" page where you elaborate its importance. I'll offer technical tips soon. Aim for 800-1000 words of writing (not including the passage itself).

**Group Wiki: *Ulysses* in Context, in three stages. Due Jan. 29, Feb. 12, and Feb. 26**

Each student will be assigned to a group (groups will remain the same for the whole quarter). Groups will develop pages on *Ulysses* in relation to five topics (rotating topics at each stage):

- Gender and Sexuality
- Narrative Form
- Ireland/Dublin/Urban Culture
- Media and Textuality
- Modernism and Modernist Culture

**THE SUGGESTED READINGS FOR EACH TOPIC ARE DETAILED ON THE WIKI PAGE MARKED "WIKI TOPICS AND READINGS"** (<https://psulysses-w2016.wikispaces.com/Wiki+Topics+and+Readings>).

You are not required to read everything listed there: browse the list to develop a sense of the topic, then focus on the readings that will help to develop *your* analysis of Joyce.

**FOR THE FIRST STAGE**, you will create the initial page for the topic (e.g. Gender and Sexuality in *Ulysses*), of 1000 words. **FOR THE TWO FOLLOWING STAGES**, we'll rotate topics: each group will develop what the previous group has done, using additional research and analysis of the novel (**each round should add ~1000 words**). You can continue working on the same homepage, or add sub-pages for sub-topics—just make sure it's easy to navigate. Also feel free to edit or polish previous groups' writing as we go. **At each stage, have someone from the group email me a 150-word synopsis of the changes made.**

If you need my help with your group work, let me know. In general I will try to stay out of the way and trust groups to communicate reliably and professionally. Do not disappoint.

**Grad Student Involvement:** As numbers permit, there will be a grad student in each Wiki group. They have no more authority than undergrads, but listen to their experience.

**WRITE ALL WIKI MATERIALS OFFLINE (e.g. on MS Word), SAVED TO A FLASH DRIVE, AND THEN UPLOAD/COPY-PASTE THEM.** This way your work is safe if Wikispaces crashes, you lose your Internet connection, etc.

**Podcast (20%):** You will create a **podcast**, either individually or in your normal Wiki group. Your podcast must work through a specific, focused topic—just as you'd do in an argumentative essay—engaging with specific passages and details from the text. You can (but are not required to) use the Wiki topics as starting points, but narrow your topic considerably. For example, "Music in *Ulysses*" is too broad; "Irish folk music in the 'Nausicaa' episode" would be better.) Think creatively, but keep us grounded in the text. You may also draw on secondary criticism, e.g., if something from your Wiki reading jumps out at you. One of your group Wiki stages will be devoted to working on this project. Experiment and take chances, but note: *I expect no less rigorous intellectual substance and sophisticated argument than I would expect of an excellent written essay*, even if the medium is different.

**You can find more details on the Wiki, on the page marked "Podcasts."**

**Final Exam (20%):** An exam with an in-class component and a (short) take-home component. For the in-class portion, no notes/books will be allowed, *except* for a "quote sheet" consisting of quotations from the novels. (None of your own notes; just language from the text.) You will submit this sheet along with your exam. No other notes or texts will be permitted. Further details TBA.

---

---

### **COURSEWORK FOR GRADUATE STUDENTS (ENG 548):**

**Grad Student Participation:** *Be prepared for, and actively involved in, every class.* Expectations are higher for you than for undergraduates: you must demonstrate a higher level of preparation before class and attentive engagement during class. Inconsistent or underprepared participation will result in a final grade penalty of half a mark (e.g. A- to B+). Missing two or more classes will result in a final grade penalty of a full mark (e.g. A- to B-). If you miss three or more classes, you will fail the course.

**"Cleanup Duty" (10%):** There will be factual matters or historical/literary references in *Ulysses* that escape us during class. Each week, a grad student will track down a loose end from the previous week's discussion, and clarify it in a brief (5-10-minute) presentation. For example, if we brought up the word "metempsychosis" in class a little but didn't really spell it out, look into it on your own: start with *Ulysses Annotated* then moving to more current sources (*not* Wikipedia). Then use your presentation to "clean up" that discussion by explaining the meaning or history of the term and offering an interpretation of how it figures in the text. You may be assigned to cleanup duty more than once. *Plan your presentation carefully: cover the high points crisply and don't talk for more than 10 minutes.*

**Wiki (40%):** Like the undergrads, you will focus much of your time this quarter on our course Wiki. *Your Wiki grade will be determined cumulatively based on your work throughout the course.* The podcast and final essay (see below) will also be integrated into the Wiki, but assessed as separate assignments.

- **Individual Intro page:** see p.2.
- **Individual Wiki: Textual Annotation from *Portrait of the Artist as a Young Man*.** See p.2. The same guidelines apply, only with higher (graduate-level) expectations for the quality of work.
- **Group Wiki, in four stages:** See p. 2 for a summary of the group stages of the Wiki project, including the note on "Grad Student Involvement." For these stages, you will be working in groups with undergraduate classmates. Grad students are expected to help bring along their undergraduate group-mates with critical materials, and to approach the work with greater scholarly intensity.
- **Individually (grad students only): topic proposal + annotated bibliography: Due March 4.** You will propose a topic for your final paper, and begin pursuing research on that topic. **Construct an MLA bibliography of at least six sources** related to that topic. Annotate each source with a brief entry (100 words each) in which you summarize the source's arguments. Then write a proposal of 800-1000 words,

explaining why your topic is of scholarly interest, and briefly surveying the scholarship you've read. E.g., if you want to explore the topic of sound technology in *Ulysses*, you would find 6+ scholarly articles and books that address this topic from different angles, annotate them sources, and write 1000 words explaining the topic, the materials you've found, and what your own essay will add to the conversation.

**Podcast (15%):** See p.3. Same guidelines apply, with higher expectations for quality.

**Critical Responses (10%):** Three short pieces (600-800 words) on critical readings (these readings are optional for undergrads). For each of the readings, write a clear, cohesive summary of the article's main arguments, in your own words (you may *selectively* bring in *short* quotations to illustrate your points). What does the article argue? What other criticism does it address/build on/revise? What historical or theoretical context does it bring to bear on the text? Etc. *Aim to paraphrase the article's most important claims in the densest, meatiest, most focused way possible.* These responses should be treated as *formal writing assignments*: write clearly and concisely; don't waste space with filler.

**Responses are due at the beginning of the class on the days indicated. They must be printed and brought to class.** I will not accept responses late, via email, or from absent students.

**Final Essay (25%):** A critical essay of 2100-2400 words, integrated into our Wiki. (Once you've posted your essay, link to it from your Individual Intro page.) Develop a well-supported, focused, sophisticated argument about *Ulysses*, built on close textual analysis and contextualized in relation to six or more research sources. In a sense, this is an essay like any other, but use the Wiki medium to present your argument in a striking way. Annotate passages (as you did in the *Portrait* annotation) and explain how they develop your argument. Link to source materials and to materials from the group Wikis; do some thick textual annotation; integrate images and A/V; etc. You can write the whole project on one page, or break it into several pages (just make sure your pages are linked so that I can work through it intuitively). Include a Works Cited (MLA), either on a separate page or integrated in with the essay. Though the Wiki will alter the presentation, your writing should still be clear, organized, and carefully proofread.

---

### **POLICIES, PROCEDURES, AND RESOURCES (ALL STUDENTS):**

**Office Hours:** You are cordially invited to visit office hours, no appointment needed. If you can't meet during those times, please *send me an email to set up an appointment*. During office hours (and *only* during office hours), I can be reached via Skype at **jepsteinpdx**.

**Email** is the best way to get in touch with me quickly with short questions, or to set up appointments. Please treat emails as professional communications (<http://tinyurl.com/emailprof>).

**Attendance:** Please see p.1 (undergrads) or p.3 (grad students).

**No laptops or cell phones in class.** Exceptions may be made for in-class work involving the Wiki.

**No-Flake Zone:** I insist on your consistent reliability and professionalism in communicating with your group. If you fall off the map and your group can't get in touch with you for an extended period of time, you will earn a zero for the entire Wiki project.

**Academic Misconduct:** The PSU Student Code of Conduct (<http://www.pdx.edu/dos/psu-student-code-conduct>) applies to all work submitted in this class, regardless of the format, formality, or medium (online or offline). I am doggedly serious about academic misconduct, including but not

limited to plagiarism, cheating, forgery/falsification, and submitting the same assignment for credit in multiple classes (not allowed). Plagiarism ranges from the obvious to the subtle (e.g. citing a source but neglecting to indicate that you've borrowed its exact language). Any instance of academic misconduct, no matter how "minor" or "accidental," will result in a zero for the assignment and will be reported to the Dean of Students. It is important that you contact me *before completing the assignment* if you are unsure about what you're doing. *Uncertainty about the rules is not an excuse for violating them.*

**Late Work:** Late work will be docked half a grade (e.g. A- to B+) per day, including weekends. *Work schedules, computer crashes, missed busses, etc. do not exempt late work from its normal penalties.*

**Disability Accommodations:** If you have a disability that requires accommodation, please contact PSU's Disability Resource Center ([www.drc.pdx.edu](http://www.drc.pdx.edu)), and let me know as soon as possible.

**Assessment:** *Grades are assigned to the work, not to the student.* All work is held to the same standards regardless of the student's life circumstances, extracurricular obligations, etc.

PSU's grading standards are as follows:

Undergraduate:

- A = Excellent
- B = Good
- C = Satisfactory
- D = Inferior
- F = Failure

Graduate:

- A = Excellent
- B = Satisfactory
- C = Below Standard
- D = Failure
- F = Failure

A *satisfactory* grade (C for undergrads, B for grad students) signifies adequate work; it is not an indictment of your abilities or effort. An A signifies work of *outstanding* insight and sophistication. If you have questions about grades, I will gladly discuss your progress with you during office hours (not over email).

**Three "Covering My Behind" details:**

- If you are taking the class P/NP, you must earn a C- or better to pass (PSU policy).
- I do not give grades of X ("No Basis"). Failure to submit coursework *is* a basis for a grade...of F.
- I grant Incompletes *very rarely* (and unfortunately, very rarely are Incompletes successfully completed). Please speak to me ASAP if you think you may be unable to finish the coursework.

---

**Please use this space to take down the contact info of a few classmates whom you can contact if you miss class.**

	Name	Phone	Email/Facebook/Whatever
1.			
2.			
3.			

**COURSE SCHEDULE—SUBJECT TO CHANGE, WITH ADVANCE NOTICE.****READINGS AND ASSIGNMENTS ARE DUE *BEFORE CLASS* ON THE DAY INDICATED**

- Mon., Jan. 4     **Introductions**  
 Wed., Jan. 6     Before class today, read *Portrait*, Introduction (pp.3-19) and ch. I. Set up Wikispaces account (invitations sent to @pdx.edu email address on file).
- Fri., Jan. 8     **By 11:59 p.m.: create individual intro page on Wiki.**
- Mon., Jan. 11    *Portrait*, chs. II, III, IV.  
 Wed., Jan. 13    Finish *Portrait*. **Grad students: read essays by Cheng and Henke in our edition of *Portrait*. Critical response due (grad students only), on either the Cheng essay or the Henke essay.** In class, you'll meet in Wiki groups to discuss the first group Wiki stage (laptops permitted).
- Fri., Jan. 15    Due by 11:59 p.m.: individual *Portrait* annotation on Wiki.
- Mon., Jan. 18    **No Class (Martin Luther King, Jr. Day)**  
 Wed., Jan. 20    From *Ulysses*: read ch. 1 (Telemachus), ch. 2 (Nestor). A brief follow-up Wiki meeting might be in order. **Grad student cleanup duty** (*clean up something from last week's discussion*).
- Mon., Jan. 25    Read chs. 3-4 (Proteus, Calypso). **Grad student cleanup from last week.**  
 Wed., Jan. 27    Read ch. 5 (Lotus-Eaters).  
 Fri., Jan. 29    **Wiki group stage 1 due by 11:59 p.m.**
- Mon., Feb. 1     Chs. 6-7 (Hades, Aeolus). Discuss Wikis; each group will speak briefly. **Grad student cleanup from last week.**  
 Wed., Feb. 3     Ch. 8 (Lestrygonians). In class: Meet in Wiki groups (laptops permitted). **Grad students: read Aida Yared, "Eating and Digesting 'Lestrygonians'"** (find online via library database); **critical response due (grad students only).**
- Mon., Feb. 8     Chs. 9-10 (Scylla, Wandering Rocks). Vote on selections to *reread* for Wednesday. **Grad student cleanup from last week.**  
 Wed., Feb. 10    Ch. 11 (Sirens); reread selections. Brief (15-minute) follow-up Wiki meeting.  
 Fri., Feb. 12    **Wiki group stage 2 due by 11:59 p.m.**
- Mon., Feb. 15    Chs. 12-13 (Cyclops, Nausicaa). Present Wikis. **Grad student cleanup.**  
 Wed., Feb. 17    Ch. 14 (Oxen of the Sun). **Grad students: read Paul Saint-Amour, "The Shield of *Ulysses*" (D2L); critical response due (grad students only).** Meet in Wiki groups (laptops allowed).  
 \*\*\* Please note: next Monday's chapter is very lengthy; plan ahead!
- Fri., Feb. 19    **All students: By 5 p.m., email me a proposed (albeit non-binding) topic for your podcast.**
- Mon., Feb. 22    Ch. 15 (Circe). Vote on passages to reread for 2/24. **Grad student cleanup.**  
 Wed., Feb. 24    Circe, cont. Reread selections. Brief (15-minute) follow-up Wiki meeting.  
 Fri., Feb. 26    **Wiki group stage 3 due by 11:59 p.m.**
- Mon., Feb. 29    Chs 16-17 (Eumaeus, Ithaca). **Grad student cleanup.** **Read "Final Exam Info Sheet" (D2L)** prior to class and bring in any questions that you have. I won't read this sheet aloud to you—If there are no questions about it during class, I will assume that you fully understand it.
- Wed., Mar. 2     Ch. 18 (Penelope). Vote on selections to *reread* for Monday.  
 Fri., Mar. 4     **Grad students only: Annotated bibliography/proposal due**
- Mon., Mar. 7     Reread selections. **Grad student cleanup.** Work on podcasts in class.  
 Wed., Mar. 9     Final Exam Review. **Podcasts due by the beginning of class.**

**Undergrads: In-class Final Exam on MONDAY, MARCH 14<sup>th</sup>, 7:30-9:20 P.M.** (Usual room unless specified otherwise.) **Take-home portion must be completed before this time.**

**Graduate students: Final projects due by 9:20 p.m. on Monday, March 14.**

### GRADING RUBRIC FOR CLASS PARTICIPATION

In grading your participation, I consider both the quantity and the quality of your contributions. By "quality," I do not mean that everything you say must be an inspired, perfectly formulated gem of wisdom (although those are certainly welcome). Rather, I mean that your contributions must be thoughtful, relevant, and closely engaged with the material and with others in the room. Informal written or oral assignments, including reading quizzes, will also contribute to your participation grade.

*It is your job to demonstrate that you are prepared for class—not my job to assume that you're prepared. Simply looking attentive and alert does not constitute satisfactory (or better) participation; you must get involved.*

Attending every class, give or take a couple, is prerequisite for a participation grade of B- or better.

**No student can pass ENG 448 having missed more than four ( $\geq 5$ ) classes**

**No student can pass ENG 548 having missed more than two ( $\geq 3$ ) classes.**

**A:** Frequent contributions to class discussion, which are apposite, informed by careful reading, and aimed at a genuine exchange of ideas will earn an A for participation. **Before class**, the student will have done the required assignments, thought and written about the discussion questions, come up with her own questions, and identified specific passages as interesting, important, or problematic. **In class**, the student will listen attentively; dialogue with other students as well as with me; stand by some arguments and revise others; and—most important—make substantiated, relevant claims supported by the text. (Respect for others in the room is, I hope, a given.)

**B:** Entering the discussion every class or two in a thoughtful, pertinent, and respectful manner will constitute a B participation. In general B students participate less frequently than A students, or their contributions may show less rigorous or sophisticated engagement with the text. Nevertheless they *demonstrate* that they have done the reading and are working to develop thoughtful ideas about it. **To earn a B you must be present, you must have the text with you, and you must provide evidence for your claims.**

Note that B-level participation is "good" for undergraduates (on the higher end of what is expected), but merely "satisfactory" for graduate students.

**C:** To earn a C for participation, you must be present and you must *demonstrate* that you have done the reading. A C student may speak up only sporadically, or may demonstrate a limited or basic reading of the text (though the reading has at least been done); the student may not consistently provide textual evidence to support his or her claims.

Note that C-level participation is "satisfactory" for undergraduates (meeting expectations), but "unsatisfactory" for graduate students.

If you miss more than a few classes, or if you are regularly unprepared, you cannot earn a satisfactory grade.

**D:** Attending most classes but speaking up rarely, or without being well prepared (having done the reading, with your materials, etc.) will merit an inferior grade for participation. Note that a D is considered passing, albeit inferior, for undergraduates—meeting the minimal requirements of the course—but is a failing grade for grad students.

**F:** If you are regularly absent, inattentive, or unprepared, you will have earned a failing grade for participation. Frequently showing up late, leaving early, forgetting your materials, playing on your cell phone, or otherwise disrespecting the class may also pull a higher grade into this range.