In this class we will read James Joyce's 1922 novel *Ulysses* in its entirety, an opportunity that can otherwise be rare given the novel's scope and size. A book that spans a single day in Dublin while encompassing the history of Western literature, *Ulysses* revels in the extraordinariness of the ordinary, playing with the clichés of modern life (advertising, propaganda, politics, religion and atheism, good music and bad music, pee and poop), celebrating and travestying the conventions of literary form and genre; exploring history as (in Stephen Dedalus's words) "a nightmare from which [we are] trying to awake"; and turning the English language itself into something alienating and fresh. In this course we will work through the novel by tracing its artistic and narrative traits in relation to the complex social, historical, and cultural contexts of 1900s Dublin, of 1920s modernist writing, and of the history of the universe. Be not afraid.

**Textbooks:** Please be sure to get the editions listed here. **Hard copies, please.**


**Student Learning Objectives:**

- To read, think critically about, and pose original scholarly arguments about James Joyce's *Ulysses*, on its own terms and in its historical context.
- To pursue graduate-level literary scholarship.

**Graduate Expectations** (adapted from MA handbook): Bona fide graduate-school behavior is distinguished in at least four ways:

- Students read assignments on time, completely, to the last page, and come to class with serious responses and a willingness to discuss them.
- Students do not assume that an assignment is legitimate only if it is graded. The work is done for its own sake.
- Students make home arrangements to ensure that they are able to attend every class.
- Students assume that open and equitable discussion is the soul of a graduate seminar. Rather than expecting the professor or other students to originate or maintain discussion, each student takes on the responsibility to contribute his or her share.

**Reading and Participation (20%):** You are expected to contribute in an informed, thoughtful, and respectful manner, and to ground your ideas in textual examples. *We work with arguments in this class, not mere opinions, feelings, or reactions.* It is your responsibility to demonstrate that you have done the reading, and to be prepared with critical questions, insights, and relevant passages. If you cannot do these things, you are unprepared for class, and may be asked to leave.

**Attendance:** There are no free skips. Students are expected to attend every class. If you miss more than one class, you will lose all participation credit for the course.
Discussion Threads/Reading Responses (25%):  
(1) Each week, a few students (depending on numbers) will write a 250-word posting that introduces a thought-provoking, textually grounded issue, theme, formal dynamic, etc., related to the week's reading. End your post with a question, set up by your posting, for the rest of the class to explore. Go beyond the obvious: "Why is chapter 15 written like a play?" is a good question, but set it up in a more complex and specific way.  
(2) The rest of the class will then choose one of these postings, and respond to it (750+ words), drawing on specific textual evidence in analyzing and developing the thread further. (Each of the question-writers should also write a response to someone else's question.) Postings that do not draw on specific textual evidence will earn no better than a D.  
(3) Feel free to respond to the responders—a good way of extending the discussion.

Clean-up Duty (5%): *Ulysses* is such a varied and complex novel that there are bound to be factual, historical, or contextual matters that escape us (myself included) during discussion. For each week of class, a few students will be given "clean-up duty." Each of them individually will be accountable for tracking down a factual question from our discussion and clarifying it in a Blackboard posting of 300-500 words. You may use the Gifford *Ulysses Annotated* book, but please push yourself to find other, more current sources. See the note below on Wikipedia usage.

Scholarly Exploration (15%): In the fourth week of class, each student will pick one or two of the questions or claims posed in the Blackboard threads or responses, and address it in an essay of 1200-1500 words that cites at least five scholarly secondary sources. In other words, pick up on a claim, idea, or argument about *Ulysses* that has been generated from the discussion, and use scholarly criticism or theory to investigate how this topic has been explored. The point of this assignment is to begin working in a topic you'd like to pursue further in the final paper.

Final Paper (35%): A paper of 3000-3500 words that develops a sophisticated, critically informed argument about *Ulysses* in relation to a historical, critical, theoretical, or other context. The paper must pose a complex and specific topic; must engage with previous scholarship on that topic in the field, and must do significant and advanced analysis and argumentation to advance on that scholarship persuasively. **You are welcome to use writing from any of your own Blackboard postings, or from the final scholarly exploration, in this paper.**

Course Policies:  
Office Hours/Email: You are encouraged to contact me to discuss course material, paper ideas, etc. Email is the best way to get in touch with me quickly. Appointments aren't necessary to meet during office hours; however, **if you'd like to meet outside of office hours, please schedule a time.** Finally: I appreciate emails written with basic decorum and professionalism—things like including a salutation, saying "please" and "thank you," etc., go a long way.  

Late Work: Late work will be penalized a full letter grade per calendar day late.  

I do not grant Incompletes without written notice of a severe medical or family emergency from the Division of Student Engagement and Success ([studentaffairs.tamu.edu](http://studentaffairs.tamu.edu)).  

Citation: Follow MLA format and citation conventions for all written coursework.
**Academic Misconduct:** Graduate students are expected to "conduct themselves in accordance with the highest standards of academic honesty" (Graduate Catalog). Any incident of academic misconduct will result in an **automatic F for the course**, and will be referred to the Judicial Affairs Office with a recommendation for formal disciplinary action. Academic misconduct includes cheating, plagiarism, repeat submission of coursework, complicity, misrepresentation, and falsification of sources or data, in addition to "any behavior specifically prohibited . . . in the course syllabus or class discussion" (Student Code of Conduct, III.1). Remember: "accidental" plagiarism is still plagiarism—ignorance of the rules is not an excuse. If in doubt about what you're doing, it is your responsibility to speak with me before submitting the assignment.

**Statement of Civility:** TAMUCC has a diverse student population that represents the diversity of the region. We expect that you will behave respectfully and courteously toward others, regardless of sex, ethnic/racial origin, religious background, sexual orientation, age, or disability. Behaviors that infringe on the rights or learning opportunities of others will result in dismissal.

**Students with Disabilities:** The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability requiring an accommodation, please call or visit Disability Services at (361) 825-5816 in Corpus Christi Hall 116. If you are a returning veteran and are experiencing cognitive and/or physical access issues in the classroom, or on campus, please contact the Disability Services office for assistance.

**Academic Advising:** Upon entering the MA Program in English, each student is assigned a faculty mentor by the Graduate Coordinator. You should meet with your faculty mentor every semester to develop a degree plan and monitor your progress toward graduation. Your faculty mentor can also answer questions and provide information about the comprehensive exam, other degree requirements, Ph.D. programs, and career opportunities. To finalize your degree plan and register for graduation, you must also meet with the Graduate Student Academic Advisor in the Academic Advising Center for the College of Liberal Arts (Driftwood 203E; 361.825.3466).

**Grade Appeals:** As stated in University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures, a student who believes that he or she has not been held to appropriate academic standards as outlined in the class syllabus, equitable evaluation procedures, or appropriate grading, may appeal the final grade given in the course. The burden of proof is upon the student to demonstrate the appropriateness of the appeal. A student with a complaint about a grade is encouraged to first discuss the matter with the instructor. For complete details, including the responsibilities of the parties involved in the process and the number of days allowed for completing the steps in the process, see University Procedure 13.02.99.C2.01, Student Grade Appeal Procedures. These documents are accessible through the University Rules Web site at http://www.tamucc.edu/provost/university_rules/index.html. For assistance and/or guidance in the grade appeal process, students may contact the Dean’s office in the college in which the course is taught or the Office of the Provost.
Schedule:
Readings are to be completed before class on the days indicated.

M July 7  Introductions. Identify "clean-up duty" for this week.
T July 8  *Ulysses*, ch. 1 ("Telemachus").
W July 9  *Ulysses*, ch. 2 ("Nestor"). First group of students post discussion threads under forum marked "Discussion Thread 1."
R July 10 *Ulysses*, ch. 3 ("Proteus").
F July 11  Responses to Discussion Thread 1 due by 11:59 p.m.
S July 12  Clean-up Duty Postings due by 11:59 p.m.

M July 14  *Ulysses*, ch. 4 ("Calypso"). Identify "clean-up duty" for this week.
T July 15  *Ulysses*, ch. 5 ("Lotus Eaters").
W July 16  *Ulysses*, ch. 6 ("Hades"). Second group of students post discussion threads under forum marked "Discussion Thread 2."
R July 17  *Ulysses*, ch. 7 ("Circe")
F July 18  Responses to Discussion Thread 2 due by 11:59 p.m.
S July 19  Clean-up Duty Postings due by 11:59 p.m.

M July 21  *Ulysses*, ch. 8 ("Lestrygonians"). Identify "clean-up duty" for this week.
T July 22  *Ulysses*, ch. 9 ("Scylla and Charybdis")
W July 23  *Ulysses*, ch. 10 ("Wandering Rocks"). Third group of students post discussion threads under forum marked "Discussion Thread 3."
R July 24  *Ulysses*, ch. 11 ("Sirens")
F July 25  Responses to Discussion Thread 3 due by 11:59 p.m.
S July 26  Clean-up Duty Postings due by 11:59 p.m.

M July 28  *Ulysses*, ch. 12 ("Cyclops"). Identify "clean-up duty" for this week.
T July 29  *Ulysses*, ch. 13 ("Nausicaa")
W July 30  *Ulysses*, ch. 14 ("Oxen of the Sun")
R July 31  *Ulysses*, ch. 15 ("Circe"), first half.
F August 1 Scholarly Exploration due for all students by 11:59 p.m.
S August 2  Clean-up Duty Postings due by 11:59 p.m.

M August 4  *Ulysses*, ch. 15 ("Circe"), second half.
T August 5  *Ulysses*, ch. 16 ("Eumaeus")
W August 6  *Ulysses*, ch. 17 ("Ithaca")
R August 7  *Ulysses*, ch. 18 ("Penelope")

R August 14  Formal Paper Due