Choosing a Teaching Text: James Joyce's Ulysses: Instructor Guide

Title

Choosing a Teaching Text: James Joyce's Ulysses

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Discipline

English

Target Audience

Advanced, majors

Keywords

English, James Joyce, literature, scholarly editions, three weeks

Length of Time/Staging

Three weeks

Abstract

A major challenge for an instructor involves choosing the best available critical edition of a text for a class. Instructors must consider issues of authorial review, authorial intent, the corruption of

editions published in the author's lifetime, the introduction of editorial errors into the text, the review of manuscript material, and availability and readability of available editions. James Joyce's Ulysses serves as the ideal text to teach potential instructors the fundamentals of choosing the best critical edition because there is no critical consensus regarding the best available text: students must then consider and weigh the evidence for themselves. This problem unit asks students to select the best text for a potential class and to offer evidence not only in favor of their choice but also a survey of the four most widely used editions of Ulysses. In this, it asks students to develop a criteria for choosing a scholarly text, to use that criteria to evaluate each of the four available editions, to consider reviews and assessments of available editions, to evaluate the editor's stated methods for producing the text, and to choose a text for a class. Students must also present evidence of the strengths and weaknesses of their choice and the comparative strengths and weaknesses of the other three texts under consideration. Students must justify their choice in light of this evidence and also offer specific suggestions for compensating for the weaknesses of their chosen text. Therefore, in addition to developing criteria for choosing a text of Ulysses, this problem unit also asks students to develop a means to develop and apply standards that can be used in the choice of the best available editions for other courses.

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Format of Delivery

A small to mid-size class, of about 12-16 students, works best for this problem. The students should be advanced undergraduates, in a teacher-education program, or graduate students. The problem works well early in the semester and should be introduced after the students have been introduced to the course's goals and demands. They should have also worked in groups at least once for a less-involved problem. The following is a procedure for implementing the problem in a class that meets for two and a half to three hours once a week:

Introduction

The instructor should introduce the subject by asking the students to consider the following "real-life" situation: "You've been assigned to teach a class on the novel. You've a lot of decisions to make about the course, including what texts to order for the class. More importantly, how do you decide which editions of the novels to use? Do you order the least expensive edition? Do you order the text your professors used when you took the course? How do you decide which version of the texts to order?" The scenario is one of the most challenging tasks any professor might face. Indeed, it is so important that you made be asked to answer such a question as part of a job interview. Moreover, you'll likely be asked to justify your choice of edition. The following group project should help you clarify how to choose a text and to develop criteria for that choice.

1. The instructor should take 30 minutes to distribute to and read over with the students the "Problem Statement," "Guide to the Problem," "Student Learning Objectives," and the

"Student Resources." The instructor should explain to students that the problem is long and complex and that the students would benefit from regular team meetings outside of class and would also benefit from assigning individual assignments and an assignment calendar as soon as possible. Instructors should stress that the assignment has, essentially, three parts: 1) Issues; 2) Criteria for Choosing a Scholarly Text; & 3) Choice of an Edition. The instructor should also distribute the grading criteria for the assignment.

2. The instructor should then assign students into three to four teams, with a minimum of four members for each team, allowing students at least 45 minutes to establish an organizational structure, contact information, a meeting schedule, and a list of responsibilities for each team member for the first meeting. Students should also establish an "Assignment Calendar" that details a planned schedule for completing the assignments. Instructor should require that each team prepare a "preliminary report" that will be presented to the class in the following week.

3. During the next week's class meeting, the instructor should set aside 45-60 minutes for the groups' preliminary reports. The preliminary report with include the "Issues" and "Criteria" components of the assignment and each group should plan to present their ideas for approximately 10 minutes, followed by a five minute discussion. The instructor should then emphasize to the class that all components of the assignment must be submitted the following week

4. In the third week, the groups will present their final choices to the class. Each group's presentation should take approximately 15 minutes, followed by five minutes of discussion. The groups worksheets should be sent to the class electronically before the class begins with hard copies provided for the instructor. After all the groups have presented their choices, the class should have a follow-up discussion of the text options. The instructor should then discuss the "Student Learning Objectives" with the class, emphasizing how the concepts and issues involved in choosing the best edition of Ulysses can be applied to the wider field of textual editing and literary studies. Groups then have the chance to revise their work before submitting it for a final grade. All assignment material must then be submitted the following week.

Student Learning Objectives

1. To develop a criteria for choosing scholarly texts for classes.
2. To understand the process of producing a published version of a text.
3. To understand the terms, concepts, and issues attendant to textual production.
4. To understand the collaborative nature of textual production. Collaborative learning lends itself to a better understanding of this collaborative process.
5. To understand the role of an editor in producing a scholarly text.
6. To understand the issues an editor must face when confronted with the task of producing a scholarly text.
7. To understand the issues surrounding the composition, publication, and textual variations of James Joyce's *Ulysses*.
8. To understand the nature of collaborative learning and team cooperation and individual responsibility within a team framework.

Student Resources

Student worksheets can be found in the problem handouts.

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Ellmann, R. (1986). "A crux in the new Ulysses," *Assessing the 1984 Ulysses.* Ed. C. George Sandulescu and Clive Hart. Totowa, NJ: Barnes & Noble Books, 28-34.

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O'Hanlan, J. (29 September 1988). "The continuing scandal of 'Ulysses': An exchange."*The New York Review of Books*, 80-3.

Rose, D. (1997). Introduction: The rationale of the reader's edition.*Ulysses: A Reader's Edition.* Dublin: The Lilliput Press.

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Shillingsburg, P. (1996). *Scholarly editing in the computer age: Theory and practice.* Ann Arbor: University of Michigan Press.

Sloan-Brannon, J. (2003). *Who reads Ulysses?: The common reader and the rhetoric of the Joyce Wars.* New York: Routledge.

Stone-Peters, J. (2003). *Theatre of the book 1480-1880: Print, text, and performance in Europe.* Oxford: Oxford University Press.

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Instructor Resources

Many answers to the above questions are subjective. Indeed, there is no "right" answer to the assignment. Rather, the assignment should offer an opportunity for students to develop their own standards for selecting a scholarly text and to become familiar with the processes involved in producing and printing a text. Therefore, the instructor should encourage students to explain and to justify their ideas, using the scholarly sources listed above as a basis for their choice. I list below a glossary of terms:

Glossary of Terms

(Brief Definitions/Students will supply more detailed definitions with citations)

Continuous Manuscript Text

A definitive text produced by examining versions of the text at various stages of the composition/publication process.

Fair Copy

A copy of a text, written in a clear and easy-to-read hand.

Foul Papers

Material previous to the fair copy, including but not limited to the author's notes and various less-easy-to-read copies

Gathering (cut/uncut)

The grouping, in correct order, of the pages of a text. Texts are printed on sheets with pages occupying the front and back of the sheets. Each sheet may contain various pages but generally

from four to 32. Uncut gatherings must be cut in order for the pages to be accessible after the sheets are folded.

Isotext

A record of a text's compositional history at various stages of the composition process.

Last Authorized-Published Edition

The last copy of a text published in an author's lifetime and, thus, presumably, the copy that contains the author's final judgment about the published form of the work

Proof & Revise

Stages in the printed form of a text submitted to the author (and others) in order to make corrections and to prepare an error-free copy for publication. The below are simply stages in this process: Author's Proof, Galley Proof, Press Proof, Revise, Press Revise, Author's Revise...

Author's Teaching Notes

1. On the first day of the problem assignment, I assigned students to four groups. As a class, we had discussed PBL and group dynamics. In addition, students had participated in short PBL problems Consequently, students were familiar with PBL and its demands, albeit in less complex scenarios.
2. Students spent the first 10-15 minutes establishing the organizational structure of their teams and establishing ground rules for the completion and submission of portions of the assignment. Because the problems involve meeting outside of class time as well as during class, students coordinated their schedules and exchanged contact information.
3. Students spent a portion of three class periods working on the problem. I was available during these meetings to help offer advice or the guide students if problems arose. I also asked for student feedback on meetings outside of class, paying particular attention to group dynamics as they function outside of the supervised environment as compared to within the supervised environment. We made a list of problems/issues, and as a class, we developed solutions for each of the problems/issues.
4. At the midpoint and conclusion of the assignment, students presented their findings and conclusions. The sessions were student driven and student centered, although I was available to facilitate the sessions and to help solve problems if they should arise.
5. After the groups submitted their completed problems and worksheets, we discussed the process in the class. The students found PBL groups helpful to the learning process and expressed interest in learning more about PBL, with the intention of using it in their classes; as graduate students, all the students will be required to teach as part of their assistantships.

Assessment Strategies

1. The assignment will receive a single grade. All team members should receive the same grade on the assignment.
2. All students should participate in the discussions and presentations. Instructors should actively solicit views from students who do not initially participate. However,

participation, for my classes, is a separate assessment. Therefore, it should not constitute a component in the current assignment.

3. Each of the four worksheets devoted to an analysis of the strengths and weakness of the textual editions should comprise 20% of the final grade. Instructors should consider the quality of the students' answers: Does the completed worksheet articulately and clearly present the team's findings? Does the completed worksheet offer citations to scholarly work in support of their findings? Does the completed worksheet accurately represent the works discussed in the annotated bibliography? Does the completed worksheet present a clear and compelling rationale for the team's decision about the text?

4. The second worksheet, devoted to the presentation of the team's recommendation, the criteria for choosing a scholarly text, and the completion of the issues section should comprise 15% of the final grade. Instructors should consider how clear and compelling are the team's criteria; how clear and compelling are the team's answers to the questions and issues; does the worksheet offer citations for its definitions; and does the team offer a persuasive argument for its conclusions.

5. The cover sheet and bibliography should comprise 5% of the final assessment. Instructors should check for basic errors in spelling, clarity of layout and presentation (on the cover sheet), and adherence to MLA standards on the bibliography.

Solution Notes

After the final discussion, the problem has reached its immediate conclusion. However, the final discussion will make clear the connections between the assignment and the issues students will face in their careers both in school or as professionals.