

**[ENGL:2359:0001] Victorian Literature**  
**“Disability in Victorian Literature and Culture”**  
**Spring 2018**

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**Office:** 364 EPB

**Office Hours:** Tuesdays 12:00–3:00 P.M. and by appointment

**Course Time/Location:** 3:30–4:45 P.M. Tuesdays & Thursdays in 209 EPB

### **Course Description**

From the sentimentalized figure of Tiny Tim to the “sexually assertive” deaf heroine of Wilkie Collins’s *Hide and Seek*, disabled characters fill the pages of Victorian literature. In this course, students will probe the Victorians’ simultaneous fascination with and anxiety about unruly bodies. Students will be introduced to foundational works in disability studies through readings posted to ICON and will use this insight to question assumptions about physical, cognitive, and linguistic norms in nineteenth-century British fiction and nonfiction. Students will also consider how concerns about disability intersected with contemporary debates regarding gender, sexuality, capitalism and labor, hygiene and sanitation, and the pseudoscientific discourses surrounding physiognomy, phrenology, atavism, and eugenics.

### **Required Texts (Available at Prairie Lights)**

- Wilkie Collins, *Hide and Seek* (Oxford World’s Classics, 2009), 978-0199555611
- Charles Dickens, *A Christmas Carol and Other Christmas Books* (Oxford World’s Classics, 2008), 978-0199536306
- George Eliot, *The Mill on the Floss* (Oxford World’s Classics, 2015), 978-0198707530
- Robert Louis Stevenson, *Strange Case of Dr. Jekyll and Mr. Hyde and Other Tales* (Oxford World’s Classics, 2008), 978-0199536221

### **Administrative Home**

The College of Liberal Arts and Sciences is the administrative home of this course and governs matters such as the add/drop deadlines, the second-grade-only option, and other related issues. Different colleges may have different policies. Questions may be addressed to 120 Schaeffer Hall, or see the CLAS Academic Policies Handbook at <http://clas.uiowa.edu/students/handbook>.

### **Electronic Communication**

University policy specifies that students are responsible for all official correspondences sent to their University of Iowa e-mail address (@uiowa.edu). Faculty and students should use this account for correspondences ([Operations Manual, III.15.2](#), k.11). Please note that I will not respond to e-mails sent from a non-University of Iowa e-mail account.

### **Electronic Devices Policy**

Except for days we’re doing digital humanities work in the classroom, laptops, tablets, cell phones, and other electronic devices are not permitted in this classroom. You may keep them in your bags but do not have them out on your desks. If you need an exception to this rule, please communicate with me during my office hours. Please turn off your cell phone or completely silence the ringer

before class begins. Students caught texting or looking at their phones during class will receive a zero for class participation for the day.

### **Accommodations for Disabilities**

The University of Iowa is committed to providing an educational experience that is accessible to all students. A student may request academic accommodations for a disability (which includes but is not limited to mental health, attention, learning, vision, and physical or health-related conditions). A student seeking academic accommodations should first register with Student Disability Services and then meet with the course instructor privately in the instructor's office to make particular arrangements. Reasonable accommodations are established through an interactive process between the student, instructor, and SDS. See <https://sds.studentlife.uiowa.edu/> for information.

### **Nondiscrimination in the Classroom**

The University of Iowa is committed to making the classroom a respectful and inclusive space for all people irrespective of their gender, sexual, racial, religious or other identities. Toward this goal, students are invited to optionally share their preferred names and pronouns with their instructors and classmates. The University of Iowa prohibits discrimination and harassment against individuals on the basis of race, class, gender, sexual orientation, national origin, and other identity categories set forth in the University's Human Rights policy. For more information, contact the Office of Equal Opportunity and Diversity, [diversity@uiowa.edu](mailto:diversity@uiowa.edu), or visit [diversity.uiowa.edu](http://diversity.uiowa.edu).

### **Academic Honesty**

All CLAS students or students taking classes offered by CLAS have, in essence, agreed to the College's [Code of Academic Honesty](#): "I pledge to do my own academic work and to excel to the best of my abilities, upholding the [IOWA Challenge](#). I promise not to lie about my academic work, to cheat, or to steal the words or ideas of others; nor will I help fellow students to violate the Code of Academic Honesty." Any student committing academic misconduct is reported to the College and placed on disciplinary probation or may be suspended or expelled ([CLAS Academic Policies Handbook](#)).

### **CLAS Final Examination Policies**

The final examination schedule for each class is announced by the Registrar generally by the fifth week of classes. Final exams are offered only during the official final examination period. No exams of any kind are allowed during the last week of classes. All students should plan on being at the UI through the final examination period. Once the Registrar has announced the date, time, and location of each final exam, the complete schedule will be published on the Registrar's web site and will be shared with instructors and students. It is the student's responsibility to know the date, time, and place of a final exam.

### **Making a Suggestion or a Complaint**

Students with a suggestion or complaint should first visit with the instructor (and the course supervisor), and then with the Director of Undergraduate Studies in English ([Matthew-P-Brown@uiowa.edu](mailto:Matthew-P-Brown@uiowa.edu)) for majors courses, the Director of General Education Literature ([Barbara-Eckstein@uiowa.edu](mailto:Barbara-Eckstein@uiowa.edu)) for GEL courses, or the Director of Graduate Studies ([Bluford-Adams@uiowa.edu](mailto:Bluford-Adams@uiowa.edu)) for graduate courses, before appealing, if need be, to the Chair of the English Department ([Claire-Fox@uiowa.edu](mailto:Claire-Fox@uiowa.edu)). Complaints must be made within six months of the incident (CLAS [Academic Policies Handbook](#)).

## **Understanding Sexual Harassment**

Sexual harassment subverts the mission of the University and threatens the well-being of students, faculty, and staff. All members of the UI community have a responsibility to uphold this mission and to contribute to a safe environment that enhances learning. Incidents of sexual harassment should be reported immediately. See the UI [Office of the Sexual Misconduct Response Coordinator](#) for assistance, definitions, and the full University policy.

## **Sexual Misconduct and Dating Violence**

All of you in this classroom and all of your classmates, professors, and staff are part of an inclusive community. We intend to provide a safe and nurturing environment for each of you and for us. This community is home to straight, gay, lesbian, bisexual, and transgender students, faculty, and staff, and it is home to every race and many nationalities. But sexual violence strikes at the heart of this community. In collaboration with the University of Iowa Rape Victim Advocacy Program, we faculty wish specifically to repudiate the often-unstated premise that sexual violence of some kind is simply part of the societal *status quo*.

Sexual assault, dating violence, stalking, and other forms of sexual misconduct, including catcalling and other verbal abuse, are serious issues and subvert the mission of the University of Iowa. The only person responsible for sexual misconduct is the perpetrator. It is a violation of university policy to engage in sexual activities without clear consent from your partner. Someone incapacitated due to alcohol or drugs cannot consent to sexual activity.

Perpetrators face consequences that may include expulsion from the university and incarceration.

If you have been the victim of a sexual assault or domestic violence on or off campus or you know someone who has been assaulted and you want to find out more about available resources, please contact the Rape Victim Advocacy Program (RVAP), the Domestic Violence Intervention Program (DVIP), or the UI Campus Police. The RVAP will also provide further guidance and information to any interested member of the community.

*Resources:* RVAP: (319)335-6000 <https://rvap.uiowa.edu>; DVIP: (319)351-1043; Campus Police: (319)335-5022 <https://police.uiowa.edu/police/reporting-sexual-assault>; Office of the Sexual Misconduct Response Coordinator (OSMRC): <http://osmrc.uiowa.edu/report-problem>; University of Iowa Sexual Misconduct Policies: <http://osmrc.uiowa.edu/policy>; University of Iowa Threat Assessment Team: [uitat@uiowa.edu](mailto:uitat@uiowa.edu); 319-384-2955.

## **Reacting Safely to Severe Weather**

In severe weather, class members should seek appropriate shelter immediately, leaving the classroom if necessary. The class will continue if possible when the event is over. For more information on Hawk Alert and the siren warning system, visit the [Department of Public Safety website](#). Students should check their university e-mail every morning, especially on days with severe weather, to ensure that class has not been cancelled.

## **Course Website**

The course website is available through ICON. Materials posted to ICON will include the syllabus, some reading and writing assignments, and other handouts. You are required to print and bring to class ICON reading assignments on the day that they are assigned. In addition, you will be required to submit your webtext and final essay (including the working thesis statement/paper title and rough draft) to ICON.

## Attendance Policy

Please don't come to class if you are sick. Especially during flu season, it's important that we all do our best to prevent illnesses from spreading. You get three "freebies" for absences before missing class alone affects your grade; that should be plenty for unexpected occurrences, family emergencies, illness, religious observances, etc., but if it's not—and you have a legitimate reason for being absent—you must discuss the absence with me via e-mail or during office hours. In cases of severe illness that cause a student to miss five or more consecutive classes and that can be attested to by a doctor, students should contact me to discuss their options for completing the course. Even if you are absent, you are still expected to submit any written assignments to ICON DropBox.

## Late Assignment Policy

Written assignments can be turned in late for partial credit. For every 24 hours that a paper is late, half of a letter grade will be deducted from it.

## Course Work

The assignments for this course will be weighted as follows:

Participation	30%	Webtext	15%
Discussion Leading	25%	Final Paper	30%

## Participation (30%)

Participation includes daily contributions to class discussion, in-class activities, the mock conference, etc. I will evaluate your grade based on both your willingness to share your comments and questions about what we read (the quantity of your involvement) and on the level of thoughtful engagement with the texts being discussed (the quality of your involvement). I will consider your preparation for class (**you should come to each class with questions and/or passages you want to discuss**), your willingness to ask thought-provoking questions, your demonstration of critical thinking, and your readiness to respond considerately to ideas presented by your peers. In addition, each day you must bring to class whatever text(s) are on the schedule to be discussed. If you forget to bring one or more texts to class, you will automatically lose half of your participation points for the day. If you evince bigotry or make inappropriate comments in class, you will be asked to leave and will receive a **zero** in class participation for the day. I will periodically update your participation grade on ICON to show you how you're doing, and I'm always happy to discuss your participation via e-mail or during office hours. You are always welcome to earn extra participation points by participating in an online discussion about the readings via Twitter (@jjanecek and #engl2359 & #Vicdisabilitylit).

## Discussion Leading (25%)

Each student will be responsible for leading class discussion on a text or series of texts once during the semester. You will receive a sign-up sheet during the first week of class. For the day you choose, you will be the expert on the reading materials. In addition to reading the text(s) assigned enough times to be able to field questions about them, discussion leading responsibilities include

- if there is no secondary reading for the day (no historical background or critical piece), providing some sort of contextualization for the reading—whether *relevant* biographical information about the author, *relevant* historical information, media-related scholarship on the reading, etc.;
- sharing an original and thorough close reading, preferably related to the course theme, from the literary text (& fielding questions about it);

- crafting at least six thoughtful, open-ended discussion questions to share in class (all of which you might not get through);
- and mediating class discussion for 30 minutes.

This is not required, but some sort of visual, sonic, or physical accompaniment (like a handout) is encouraged. Preferably no PowerPoint presentations—get creative.

### **Webtext (15%)**

In this course, we'll be making much use of Karen Bourrier's digital resource, *Nineteenth-Century Disability: Cultures & Contexts* (<http://www.nineteenthcenturydisability.org/>). Currently, there is no entry for George Eliot's *The Mill on the Floss*, which we'll be reading this semester. For this assignment, you'll write a webtext (a multimedia text meant for publication on the Internet) on Eliot's novel geared toward this publication venue. The best one will be chosen to be submitted for potential publication on the website (pending peer review). You'll need to follow closely the contributor's guidelines, which are available on ICON. Webtexts (in .doc or .docx form) are due to ICON by class time on **Thursday, March 22**.

### **Final Paper (30%)**

This course will require you to write a 10–15-page research paper using at least 5 credible secondary sources. This paper should directly engage with the course theme, staking an original claim about how one of the texts you read during the semester engages with disability. While you are free to expand upon close readings you've shared during class discussion, you should not recapitulate arguments made by someone else in class. Your paper should be double-spaced, in 12-point Times New Roman font, and formatted according to the 8<sup>th</sup> edition of the *MLA Handbook*. There will be various steps toward this final paper to ensure you get plenty of feedback on your argument before your final submission:

- Working paper titles and thesis statements will be due to ICON **Thursday, April 5**.
- Rough drafts will be due to ICON **Tuesday, April 17**.
- Five- to seven-minute (max!) presentations of your paper (so, a reading of a 3–4-page extract from the paper) will occur during the mock conference, to be held **April 26–May 3**. A conference schedule will be arranged in response to the working theses and circulated before Thanksgiving.
- Final papers will be due to ICON **Thursday, May 3**.

## Reading/Assignment Schedule

- T | Jan. 16** — Lennard J. Davis, “Introduction: Normality, Power, and Culture” (ICON)
- Th | Jan. 18** — Tom Shakespeare, “The Social Model of Disability” (ICON); Excerpt from Tobin Siebers, *Disability Theory* (ICON); Excerpt from Rosemarie Garland-Thomson, *Extraordinary Bodies* (ICON); Charlotte Mew, “On the Asylum Road” (ICON)
- T | Jan. 23** — Staves 1–3 of Charles Dickens, *A Christmas Carol*, excerpt from Martha Stoddard Holmes, *Fictions of Affliction* (ICON)
- Th | Jan. 25** — Finish *A Christmas Carol*, excerpt from Mary Klages, *Woeful Afflictions* (ICON); “The Crippled Street-Seller of Nutmeg Graters” (ICON)
- T | Jan. 30** — Charles Dickens, “Doctor Marigold” (ICON); Martin Farquhar Tupper, “The Stammerer’s Complaint”; David T. Mitchell and Sharon Snyder, “Narrative Prosthesis” (ICON)
- Th | Feb. 1** — Excerpt from Jennifer Esmail, *Reading Victorian Deafness* (ICON); Lennard J. Davis, “Deafness and Insight: The Deafened Moment as Critical Modality” (ICON)
- T | Feb. 6** — Wilkie Collins, *Hide and Seek* (preface, opening chapter, and book 1, ch. 1–4)
- Th | Feb. 8** — Wilkie Collins, *Hide and Seek* (book 1, ch. 5–9)
- T | Feb. 13** — Wilkie Collins, *Hide and Seek* (finish book 1); Kate Flint, “Disability and Difference” (ICON)
- Th | Feb. 15** — Wilkie Collins, *Hide and Seek* (book 2, ch. 1–4)
- T | Feb. 20** — Wilkie Collins, *Hide and Seek* (book 2, ch. 5–7); Martha Stoddard Holmes, “Bolder with Her Lover in the Dark’: Collins and Disabled Women’s Sexuality” (ICON)
- Th | Feb. 22** — Wilkie Collins, *Hide and Seek* (book 2, ch. 8–10)
- T | Feb. 27** — Wilkie Collins, *Hide and Seek* (book 2, ch. 11–15)
- Th | Mar. 1** — Finish Wilkie Collins, *Hide and Seek* (finish book 2 and read closing chapter); “Hide and Seek” (ICON)
- T | Mar. 6** — George Eliot, *The Mill on the Floss*; (book 1, ch. 1–5); excerpt from Rosemarie Garland-Thomson’s *Extraordinary Bodies* (ICON)
- Th | Mar. 8** — George Eliot, *The Mill on the Floss* (finish book 1)
- T | Mar. 13** — No class [Spring Break]
- Th | Mar. 15** — No class [Spring Break]
- T | Mar. 20** — George Eliot, *The Mill on the Floss* (book 2); Karen Bourrier, “Orthopaedic Disability and the Nineteenth-Century Novel” (ICON); excerpt from Karen Bourrier, *The Measure of Manliness*
- Th | Mar. 22** — George Eliot, *The Mill on the Floss* (book 3, ch. 1–5); **webtext due**
- T | Mar. 27** — George Eliot, *The Mill on the Floss* (finish book 3 and read book 4)
- Th | Mar. 29** — George Eliot, *The Mill on the Floss* (book 5, ch. 1–5)

**T | Apr. 3** — George Eliot, *The Mill on the Floss* (book 5)

**Th | Apr. 5** — George Eliot, *The Mill on the Floss* (book 6, ch. 1–6); **thesis statement/paper title due**

**T | Apr. 10** — George Eliot, *The Mill on the Floss* (finish book 6)

**Th | Apr. 12** — George Eliot, *The Mill on the Floss* (book 7—finish book)

**T | Apr. 17** — W. E. Henley, *In Hospital* (ICON); Wilfred Owen, “Disabled” (ICON); **rough drafts of final paper due**

**Th | Apr. 19** — Robert Louis Stevenson, *Strange Case of Dr Jekyll and Mr Hyde* (pgs. 5–31); “The Strange Case of Dr. Jekyll and Mr. Hyde” (ICON)

**T | Apr. 24** — Finish *Strange Case of Dr Jekyll and Mr Hyde*; Sami Schalk, “What Makes Mr. Hyde So Scary?: Disability as a Result of Evil and Cause of Fear” (ICON)

**Th | Apr. 26** — [Mock conference]

**T | May 1** — [Mock conference]

**Th | May 3** — [Mock conference] **Final paper due**

## Course Bibliography

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