Course Description:

The early twentieth century in Britain saw the proliferation of a multitude of disabilities. In large part, this was due to the large-scale destruction of the First World War, the influential development of psychoanalysis and sexology, and the traumatic experience of living in a rapidly changing world. In this course, we will explore how disability was linked to sexuality in British modernism, since people with disabilities were seen as sexually perverse, and sexual deviants were seen as mentally “defective.” How does the literature of the time represent sexual and bodily diversity? How did authors borrow disabled ways of perceiving to form a modernist aesthetics? How did the emergence of homosexuality depend on languages of disability? We will also be devoting some time to discussing professionalization and scholarly writing at the beginning each class.

Required Texts:


Additional readings on CourseDen. You must bring these to class on the day they are assigned.

Requirements:

- Come to class every day, on time, with the readings, prepared to discuss
- Participate in class discussions every day
- Be respectful towards others
- Check your email often for course announcements
- Talk to me! See me after class and in office hours about anything and everything that you have concerns or questions about
Assignment Summaries:

(I will be providing assignment sheets with detailed requirements for all written work):

All written work for this class must be in MLA format: Times New Roman 12-pt font, double-spaced, with 1” margins.

Through the semester, you will be developing a single research project. You are free to write about the text(s) and subject of your choice, as long as it somehow relates to course themes of modernism, disability, and/or sexuality. Use our initial critical readings as examples of the kinds of topics you might consider, as well as the expected language, format, and research you should use.

Abstract (5%): A 250-word proposal of your research project for the semester.

Annotated Bibliography (10%): A detailed summary of eight secondary sources that you will use in your research project. You must include an overview of each source paraphrasing its main argument, and an explanation of how you will use it and how it relates to your argument.

Conference Paper (25%): A 7-8 page (maximum!) research paper that you will present to the class and submit to a conference, incorporating your bibliography sources and including your revised abstract.

Seminar Paper (40%): A 15-20 page research paper. You will revise and expand on your conference paper, turning it into a full-length scholarly essay that can be used as a writing sample or a journal article.

Participation (20%): Participation includes contributing in class and bringing in discussion questions. It is expected that everyone will speak in class multiple times each day, share the discussion space, and engage with one another. Additionally, each week you are expected to bring in a thoughtful, concise discussion question to share with the rest of the class – except for the days when you have another assignment due (see schedule below).

Grading Scale:

A+ = 98   B+ = 88   C+ = 78   D+ = 68   F = No credit
A  = 95   B  = 85   C  = 75   D  = 65
A- = 92   B- = 82   C- = 72   D- = 62

Note: in graduate classes, A-level work is expected. B-level work does not meet expectations, and C-level work is failing (if you get a C in a grad class it will not count toward completion of your degree).
Additional Info:

**Attendance:** You cannot miss graduate classes! In the case of a true emergency, however, make sure to let me know ahead of time.

**Late work:** No late work will be accepted unless, as above, in the case of a true emergency.

**Writing center:** Yes, the writing center can help you, even as a grad student! Call them to set up an appointment at 678-839-6513, visit them in TLC 1201, or email them at writing@westga.edu.

**Academic Honesty:** Make sure you are aware of the English department's Plagiarism policy:

**Accessibility:** If you have a disability, talk to me and register at the Accessibility Services Office. They are at 123 Row Hall, 678-839-6428, http://www.westga.edu/accessibility.

**Other Policies:** http://www.westga.edu/assetsDept/vpaa/Common_Language_for_Course_Syllabi.pdf

**Graduate Course Goals:** Students will,

- demonstrate an enhanced familiarity with the characteristics that have traditionally distinguished literary periods, as well as a developed awareness of the social forces, historical events, and cultural interests that define such epochs; and/or
- understand and appreciate the significance of an author's/school's unique contribution to post-nineteenth-century British literature, as well as comprehend the continuities expressed by those contributions within the British literary traditions; and/or
- be conversant with the specific cultural context that gave rise to a literary movement, theme, or trope, and comprehend the manner in which the literary productions both shaped and were shaped by that context.
- Students will recognize the implications and applications of the ideas and methods of the seminar and will reveal their understanding by demonstrating both oral and written facility in applying the seminar material to the critical analysis of literary and cultural texts.
- Students will be capable of conducting independent and meaningful course-related research and synthesizing it in the form of a correctly documented research paper prepared according to current professional standards.

**Graduate Program Goals:**

- This course prepares students to complete successfully the comprehensive oral examination that is required for all M.A. degree candidates.
- This course provides students with literary, historical, and critical contexts related to texts on the department's required reading list.
- Oral presentations in the course strengthen students' presentation skills and prepare them further for the oral comprehensive examination which is required for the M.A. degree.
- Gaining further knowledge of texts in this area strengthens students' content area knowledge, prepares them for taking nationally recognized standardized examinations (such as the advanced GRE subject examination in English), and further prepares them for careers in teaching, writing, and business or advanced graduate-level study.
**Course Calendar:** (subject to change)

*readings marked with an asterisk are on CourseDen

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<tr>
<th>Date</th>
<th>Readings</th>
<th>Professionalization</th>
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<tr>
<td>Tue, Aug. 16</td>
<td>Defining modernisms</td>
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| Tue, Aug. 23  | *Siebers, "A Sexual Culture for Disabled People"
*McRuer, "Compulsory Able-Bodiedness and Queer/Disabled Existence"
*Mitchell and Snyder, "The Eugenic Atlantic" | Conferences         | Disc. Question |
| Tue, Aug. 30  | Wilde, *The Picture of Dorian Gray*;
*Davidson, "The Rage of Caliban: Disabling Bodies in Modernist Aesthetics" | Conferences         | Disc. Question |
| Tue, Sep. 06  | West, *The Return of the Soldier*;
*Linett, "Involuntary Cure: Rebecca West's The Return of the Soldier" | CVs                 | Disc. Question |
| Tue, Sep. 13  | Lawrence, *Lady Chatterley's Lover*;
| Tue, Sep. 20  | *Joyce selections from *Ulysses*;
*Nemecek, "Reading the Disabled Woman: Gerty MacDowell and the Stigmaphilic Space of 'Nausicaa'" | Teaching            | Abstract     |
| Tue, Sep. 27  | *Eliot, *The Waste Land*;
*Yeats, Loy, H.D., selected poems
*Davidson, " Disability Poetics" | Research            | Disc. Question |
| Tue, Oct. 04  | Woolf, *Mrs. Dalloway*;
*Lyon, "On the Asylum Road with Woolf and Mew" | Service             | Annotated Bibliography |
| Tue, Oct. 11  | Moore, *Spleen*;
*Garland-Thomson, "Feminist Disability Studies" | Funding             | Disc. Question |
| Tue, Oct. 18  | Beckett, *Endgame*;
*Quayson, "Aesthetic Nervousness" | Publishing          | Disc. Question |
| Tue, Oct. 25  | [no reading; conference paper presentations]                             |                     | Conference Paper |
| Tue, Nov. 01  | Watch *Downton Abbey*, season two [presentations, cont.]                 |                     | Disc. Question |
| Tue, Nov. 08  | Rhys, *Wide Sargasso Sea*;
*Érevelles and Minear, “Unspeakable Offenses: Untangling Race and Disability” | Alt Ac              | Disc. Question |
| Tue, Nov. 15  | Rushdie, *Shame*;
*Barker, Introduction to *Postcolonial Fiction and Disability* | Finding Jobs        | Disc. Question |
| No class Tue, Nov. 22: Thanksgiving Holiday | | | |
| Tue, Nov. 29  | Mootoo; *Cereus Blooms at Night*;
*Puar, "Bodies with New Organs: Becoming Trans, Becoming Disabled" | Applying for Jobs   | Disc. Question |

**Tuesday, Dec. 6, 5pm (due on CourseDen, no class meeting)**

**Final Paper**