

The University of Western Ontario
London Ontario

Department of English

English 9087B: Regulating the Edwardian Body

Winter, 2019.

Tuesday, 3:30-6:30

UC 4415

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Office Hours: Tuesday and Thursday 11:30-12:30.

HS, 118). The administration of sex and its fertility to which Foucault refers, however, reached a crisis point at the beginning of the 20th Century. Economic challenges to British supremacy, a humiliating showing by Britain in the Boer War and a declining birthrate, at least among the upper classes, led many Britons to fear that the Empire was becoming less than robust, and that its decline could be mapped onto the bodies of the

national deterioration in health, wealt

body and soundness of mind, a nation can neither be built up nor an empire preserved. Permanence and dominance in the world passes to and from nations even with their rise and fall i

Surprisingly, eugenics in this period appealed to a broad spectrum of political opinion, and was invoked not only by conservatives, but also by sex radicals and social reformers. The atrocities of WWII and the latter half of the 20th Century have understandably impoverished our perception of eugenics but, in the Edwardian period,

disease and race. Indeed, it is hard to overstate the extent to which eugenics permeated Edwardian public discourse. Edwardian eugenics, then, becomes an exemplary site that raises questions about biopolitics in the period, as well as questions about why it was such an attractive theory to fiction writers and theorists who were also socialist, feminist or queer.

Schedule:

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January 8: Introduction

January 15:

*Charles Darwin: *The Origin of Species*. Chapter 4,
(<http://darwin-online.org.uk/>)

*Francis Galton: *Hereditary Genius*
sification

(<http://archive.org/details/hereditarygenius1869galt>)

*Sarah Grand *Our Manifold Nature: Stories from Life* (1894)

([http://archive.org/stream/ourmanifoldnatu00gr2_12_BT/F1_12_\(1_o\)-4\(r#pa1\)-2g76_Tm0_g0_G\[*\].TJETA4_60.2](http://archive.org/stream/ourmanifoldnatu00gr2_12_BT/F1_12_(1_o)-4(r#pa1)-2g76_Tm0_g0_G[*].TJETA4_60.2))

February 19-23: Reading Week

February 26:

*Christabel Pankhurst, *The Great Scourge and How to End It* (1913). [aka *Plain Facts About a Great Evil*, US Edition]

(<http://www.archive.org/details/cu31924021842889>)

C.W. Saleeby, *The Progress of Eugenics* (1914). Parts 2, 3, 4.

(http://archive.org/stream/cihm_992105#page/n17/mode/2up)

March 5:

*H.G. Wells, *The Island of Dr. Moreau* (1896).

<https://archive.org/details/TheIslandOfDr.MoreauAPossibility>

* Margaret Sanger

Woman and the New Race (1920). (<http://www.bartleby.com/1013/>)

March 12:

Rose Macaulay, *What Not: A Prophetic Comedy* (1918)

<http://www.gutenberg.org/files/35198/35198-h/35198-h.htm>

*H.G. Wells, *Anticipations* (1902) Chapter 9

<https://www.gutenberg.org/files/19229/19229-h/19229-h.htm>

March 19:

*Rebecca West, *The Return of the Soldier* (1918)

(<http://archive.org/stream/returnofsoldie00west#page/n5/mode/2up>)

* Havelock Ellis, *The Task of Social Hygiene*. Chapters 1-6

(<http://archive.org/stream/tasksocialhygie02elligoog#page/n16/mode/2up>)

March 26:

*Charlotte Perkins Gilman, *Herland* (1915)

<https://www.gutenberg.org/files/32/32-h/32-h.htm>

*Karl Pearson

(http://www.archive.org/details/_ETQ0.00000912_0_612_792_Qhaldebot/F1_1285.17_226.01_Tm0_0_1_rg0_0_1_RG)

Assignments:

1. Seminar on primary text: 20%

Lead one class for 45-60 minutes. You should aim to make an interactive presentation rather than a speech. These presentations work best if you think of them as teaching exercises in which you engage the class in discussing a problem, issue or question in the text, directed by your insights.

2. 8-10 page write-up of seminar: 20%

Essentially, this will be a write-up of your seminar, due two weeks after you present it. The length is about that of a conference presentation. The seminar does not have to be all-inclusive, but should be an argument about a particular aspect of the text. Feel free to engage critical and/or theoretical works from the syllabus or from elsewhere. You may use this write up as the basis for your final paper.

3. Seminar on a supplementary text: 15%

A 20-30 minute presentation on one of the supplementary readings for that week. If the supplementary reading is a long one, you may choose to focus on a part of it.

4. Short write-up of the presentation. 3-5 pages. Again, you may be selective. 10%

5. 15-20-page major paper: 25%. Due: April 15

The topic is open, but please see me before you embark. You may choose to include the text upon which you presented your seminar, but you should also broaden the discussion to include other literary and/or supplementary texts. You are free to explore more contemporary manifestations of eugenics or to look at texts not on our reading list of whatever nationality or period.

6. Participation 10%

NB: Late papers will be penalised 2% per day unless you have made prior arrangements with

