

# Lindsey Row-Heyveld

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## EDUCATION

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- Ph.D. University of Iowa, Department of English, July 2011.  
Dissertation: “Disassembling Disability: Performances of the Nonstandard Body in Early Modern England,” director: Huston Diehl/Claire Sponsler.
- M.A. University of Iowa, Department of English, May 2008, *en passant*.
- B.A. Greenville College, English, May 2004, University honors, *magna cum laude*.

## BOOK PROJECT

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### *Disassembling Disability in Early Modern England*

*Disassembling Disability* examines the performance of disability both on and off the stage in early modern England. Although only a handful of genuinely disabled characters appear in early modern drama, over thirty plays feature one or more able-bodied characters performing physical impairment. Nevertheless early modern legal records suggest that, although fraudulent disability kept a strong hold on the early modern imagination, it was almost entirely fictional. I argue that the theatrical tradition of performing disability plays a central role in the cultural creation of disability as a category of identity. On the stage, playwrights teased out stereotypes about the nonstandard body, specifically the popular notion that disability was always both deeply pitiful and, simultaneously, dangerously criminal and counterfeit. Fears of false disability, which surged during the English Reformation, demanded a policing of boundaries between able-bodied and disabled persons and inspired the first legal definition of disability in England. Rather than resolving the issue of physical difference, as the legal and religious authorities attempted to do, the theater revealed and revealed in the myriad complications of the nonstandard body. Examining a range of these texts—including Shakespeare’s *Richard III* and *King Lear*, Jonson’s *Bartholomew Fair*, and Marston’s *Antonio’s Revenge*, as well as several lesser-known plays—I demonstrate how fraudulent disability helped playwrights interrogate issues of epistemological proof, ask theological questions about charity and virtue, and, especially, explore the relationship between the body and identity. For all that fraudulent disability may have been itself a type of fraud, it wielded enormous influence in shaping notions of the nonstandard body that are still current.

## PUBLICATIONS

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- “Reading *Batman*, Writing *X-Men*: Superpowers and Disabilities in the First-Year Seminar,” forthcoming in *Pedagogy: Critical Approaches to Teaching Literature, Language, Composition, and Culture*, 15.3 (Summer 2014), 10 pp. ms.
- “Antic Dispositions: Mental and Intellectual Disabilities in the Early Modern Revenge Tragedy,” in *Disabling the Renaissance: Recovering Early Modern Disability*, ed. David Houston Wood and Allison P. Hobgood (Ohio State University Press, 2013): 73-87.

“‘The lying’st knave in Christendom’: Vagrancy, Charity, and Disability in the False Miracle of St. Alban’s,” *Disability Studies Quarterly* 29.4 (Fall 2009): n. pag. Web.

## TEACHING AND RESEARCH INTERESTS

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Shakespeare	Disability studies
Early modern English drama, poetry & prose	Drama
Medieval English drama, poetry & prose	Introduction to literature
British literature to 1800	Rhetoric & composition

## TEACHING EXPERIENCE

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*All courses independently designed and taught.*

Assistant Professor of English, Canisius College, Buffalo, NY, August 2011-May 2013

“FYS 101: Superpowers and Disabilities”: Introduces students to college-level research and writing within the context of studying nonstandard bodies. Students learn how to read and critically analyze texts; construct coherent, thesis-driven arguments; and write fluently, while also learning about the ways physical identities are constructed by literature and culture. (Core Curriculum course).

“ENG 101: Writing about Literature”: This course prepares students to read and write about literature at the college level, inviting them to study literature from multiple time periods and genres. Students analyze themselves as readers, think critically about a range of texts, and recognize the significance of historical and cultural contexts. (Core Curriculum course).

“ENG 215: Disability and Literature”: By examining a variety of literary representations of the nonstandard body, as well as the cultural forces that impact disability, this class explores the role that literature plays in constructing disability. Students read texts such as *Treasure Island*, *The Glass Menagerie*, *Ethan Frome*, and *The Sweet Hereafter* and complete a service learning component in order to more fully understand how literature both reflects and shapes the way people with disabilities are treated and operate in the world.

“ENG 305: Seventeenth-Century Literature: Celebration and Community in Early Modern England”: This course introduces upper-level majors to the literature and culture of early modern England via a focus on communal celebration. It examines poetry, prose, and drama, highlighting the major literary conventions and movements that shaped those texts. Students consider the relationship between community celebration and the creation of literature, building on the research and writing skills acquired in other upper-level English courses and completing a final project that involves researching and creating a Tudor feast.

“ENG 322/323: Shakespeare”: This course exposes students to the breadth of Shakespeare’s writing, helps them achieve fluency in Shakespeare’s language, and encourages them to gain a fuller understanding of his world. Students become familiar with key critical and theoretical works related to Shakespeare studies, as well as familiar with major sixteenth- and seventeenth-century historical movements, figures, and events as they consider the relationship between specific texts and their broader cultural contexts.

“ENG 396T: English Honors Seminar: Monsters in Medieval and Early Modern England”: This course examines monsters and monstrosity in a range of early texts, including *Beowulf*, *Sir Gawain and the Green Knight*, *Doctor Faustus*, and *Paradise Lost*. Students use monsters as a lens for examining early English concepts of humanness and, in order to equip them for that research, also learn about fields of literary theory that interrogate otherness, including gender studies, postcolonial theory, ecocriticism, disability studies, and animal studies.

General Education Literature Instructor, University of Iowa, Iowa City, IA, Fall 2006-Spring 2010

“Interpretation of Literature”: This course introduces non-majors to the work of interpretation by asking them to engage with a wide range of literary genres from a variety of different times and cultural perspectives. Students learn to be aware of themselves as readers, as well as to remain aware of texts’ historical and cultural specificities. Students build on their critical thinking, argumentative writing, and active discussion skills, while also learning the basics of literary form and analysis.

“Heroes and Villains: Superpowers and Disabilities”: This elective course asks students to consider the role of dis/ability in determining heroism or villainy. In addition to becoming familiar with disability theory, students hone their interpretative and writing abilities when closely examining a wide range of texts, as well as engaging in interdisciplinary research as they debate the role that literature and culture play in defining ideas of normalcy, disability, and superiority.

“Fictions: Before the Novel”: By introducing students to fictions from the medieval and early modern period, this elective course helps them build a better understanding of the evolution of English literature. In addition to developing students’ analytical and argumentative abilities, this course also expands their understanding of early British history, foregrounding the importance of context. Exposing them to older forms of poetry and prose develops students’ knowledge of the formal properties of literary structure and genre.

## HONORS AND AWARDS

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Ballard/Seashore Dissertation Year Fellowship, University of Iowa, Graduate College, 2010-11.

Charlotte W. Newcombe Doctoral Dissertation Fellowship finalist, Woodrow Wilson Foundation, 2010-11.

W. R. Irwin Award for Excellence in Teaching General Education Literature, 2010.

Freda Dixon Malone Research Scholarship, University of Iowa, Department of English, 2010.

Best Essay Prize, University of Iowa, Department of English, for “‘The lying’st knave in Christendom’: Vagrancy, Charity, and Disability in the False Miracle of St. Alban’s,” 2010.

Comprehensive Exams Completion Course Release Fellowship, University of Iowa, Department of English, 2008.

Obermann Graduate Institute on Engagement and the Academy Fellowship, Obermann Center for Advanced Studies, University of Iowa, 2008.

Travel Award, Tyler L. Rigg Memorial Foundation for Disability Scholarship, 2007.

## CONFERENCE PRESENTATIONS

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- “Disability and Masculine Commerce in *The Fair Maid of the Exchange*,” Symposium on Medieval and Renaissance Studies, Center for Medieval and Renaissance Studies, Saint Louis University, June 2013
- “Medieval and Early Modern Disability I & II,” Session Co-Organizer and Co-Convener (with David Houston Wood), Symposium on Medieval and Renaissance Studies, Center for Medieval and Renaissance Studies, Saint Louis University, June 2013
- “Distributive Justice, Charity, and Disability in Ben Jonson’s *Bartholomew Fair*,” Shakespeare Association of America, March 2013
- “Beggars and Thieves: Disability and Indebtedness in Early Modern England,” Midwest Modern Language Association, November 2012.
- “‘Motley’s the only wear’: Clothing ‘Natural’ and ‘Artificial’ Fools,” Shakespeare Association of America, April 2012.
- “‘Here’s my passport, I have known the wars’: Disability and Geopolitics in the Renaissance,” Renaissance Society of America, March 2011.
- “Dramatic Disability: The Theatrical Function of the Nonstandard Body in Early Modern England,” Modern Language Association, December 2009.
- “The Performance of Disability and the Disabling of Performance in *Richard III*,” Shakespeare Association of America, April 2009.
- “‘The lying’st knave in Christendom’: Vagrancy, Charity, and the Development of Disability in the False Miracle of St. Alban’s,” Midwest Modern Language Association, November 2007.
- “‘Then be your eyes the witness of their evil’: The Rogue Disability of *Richard III*,” Newberry Library Graduate Student Conference, June 2007.
- “‘A deformed and scurrilous Grecian’: The Disputed Disability of Thersites in Shakespeare’s *Troilus and Cressida*,” Mid-Atlantic Popular/American Culture Association, October 2006.

## SERVICE

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- Coordinator, Professional Development Committee, Canisius College, Fall 2012-present.  
Spearheaded the development of and led committee designed to professionalize English majors. Organized a faculty-led panel on graduate studies in English and an alumni-led panel on non-academic careers for English majors. Provide one-on-one advisement about graduate school and career options and am developing an English Alumni Network to provide majors with greater access to mentors and professional connections.
- Freshman Advisor, Canisius College, Fall 2012-present. Mentored a group of Freshman English majors through their first year of college, assisting with orientation, midterm reporting and advisement, and registration.

Faculty Sponsor, ENG 498: Internship, Canisius College, Fall 2012. Supervised an upper-level English major in her internship at a local advertising agency, including the completion of a portfolio compiling and organizing her composition and editing work.

Faculty Endorser, Ignatian Scholarship Day, Canisius College, April 2012. Guided 2 students through the application, composition, and formal presentation of scholarly writing: Eliza Fields: "The Outcasts of Society in Shakespeare's *Tragedy of Othello*" and Kelly Gorman: "Masques and Tension Management in Early Modern England," Canisius College, April 2012

Host, Screening of *Hanna* (dir. Joe Wright, 2011), Women's History Month Film Festival, Canisius College, March 2012

Co-organizer and Panelist, "Demystifying the Comprehensive Exams," Professional Development Panel Series, English Department, University of Iowa, April 2010.

Invited Lecturer, "*Two Gentlemen of Verona*: Text and Contexts," Riverside Theater Shakespeare Festival's Young People's Company, Iowa City, IA, July 2009.

Graduate Representative, Faculty Search Committee for Early Modern Literature, English Department, University of Iowa, 2008-2009.

Co-president, Association of Graduate Students in English, University of Iowa, 2006-2007.

Book Review Editor, *Iowa Journal of Cultural Studies*, University of Iowa, 2004-2006.

## **OTHER ACADEMIC EMPLOYMENT**

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Graduate TA/Program Associate. Orientation/Teaching Committee for General Education Literature. University of Iowa. Helped organize and run spring and fall orientation for new instructors, mediated grade complaints, and mentored a group of 5-6 beginning instructors. Fall 2008-Spring 2010.

Program Assistant. *Journal of the Midwest Modern Language Association*. University of Iowa. Assisted with the biannual publication of a peer-reviewed academic journal and helped organize and execute the large annual conference. Fall 2004-Summer 2006; Summer 2007; Summer 2008.

## **PROFESSIONAL MEMBERSHIPS**

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Modern Language Association

Shakespeare Association of America

Renaissance Society of America

Society for Disability Studies