

Carleton University
Winter 2021
Department of English Language and Literature

ENGL 1300A: Literature, Psychology, and the Mind
Special Topic: *Pandemic, Protest, and Mass Psychology*

Prerequisites: None
Preclusions: Precludes additional credit for ENGL 1000, ENGL 1100, ENGL 1200, ENGL 1400,
ENGL 1600, FYSM 1004

Tuesdays 11:35 – 14:25 (scheduled: see below)
Location: *home-study and online via Zoom*

Format: *Blended* (see notes below)

Online *synchronous* meetings will normally take place Tuesdays 11:35 – 13:00

ATTENDANCE REQUIRED!

Please refer to course schedule on cuLearn

Zoom link and password will be provided weekly in cuLearn

N.B. Our synchronous online sessions will not be recorded and personal recording of any class content is strictly forbidden (in participating, you are agreeing to this). This means that if you miss a class you cannot watch at your leisure. However, I hope that this will facilitate active participation, whether on camera or through the online chat function, which our Teaching Assistants will moderate.

Instructor: Prof. Stuart J. Murray

Email: stuart.murray@carleton.ca

Office: *online via Zoom*

Office Hours: Tuesdays 13:30 – 15:00

Sign-up (mandatory): <https://www.wejoinin.com/sheets/irpfg>

Zoom link: <https://carleton-ca.zoom.us/j/9677751956>

Graduate Instructor: Jenna Herdman

Email: jenna.herdman@carleton.ca

Office: *online via Zoom*

Office Hours: TBA

Teaching Assistant: TBA

Email: TBA

Office: *online via Zoom*

Office Hours: TBA

(To comply with FIPPA privacy legislation, sensitive/private discussions
will take place by phone or via Microsoft Teams)

I. Course calendar description: An introductory course whose readings focus on the intersections between literature, psychology, and the mind. In conjunction with ENGL 1010, this course satisfies the first-year English requirement.

Detailed description: Reflecting on our pandemic moment, this course addresses the cultural dimensions of protest and mass psychology. For example, how should we understand our willingness to obey—or to defy and protest—public health orders (e.g., masking, physical distancing, public gatherings)? And how might we distinguish expressions of genuine empathy or political solidarity from group-think? We will look at some infamous psychological experiments in which “good” people are persuaded to commit evils at the behest of a perceived authority figure (Milgram Experiment) or on the basis of individual identity (Stanford Prison Experiment). Studying concepts from classical psychoanalysis (e.g., neurosis, repression, displacement, sublimation, symptom), we will map these onto contemporary real-world events and their literary and cultural representations—from the anti-mask and anti-lockdown protests to the protests against anti-Black racism following the murder of George Floyd. The crisis of “authority” is a key concept here, from scientific to state authority, including abuses of power from police brutality to military violence. But so too is the crisis of “identity,” which polices in advance what can be said and who can say it. Course texts will be varied and include documentary films, Sigmund Freud, George Orwell’s *1984*, and a selection of theoretical and cultural texts.

Course Delivery: Please note that the course will be delivered online as a blended course. There will be a mixture of synchronous meetings (lectures and discussion components facilitated by the instructor and teaching assistants) and asynchronous activities (home-study). This means students need to be prepared to meet some of the scheduled course time, weekly, online via Zoom (see above and cuLearn). The asynchronous activities are intended to provide flexibility to students when the class is not meeting synchronously. Students are expected to remain up to date with the deadlines and due dates provided in this syllabus. **This course requires reliable high-speed Internet access and a computer (ideally with a webcam), and a functioning microphone. Downloading and installing the Zoom program is recommended for full functionality.**

Zoom etiquette: Your humble instructor is always happy to see your face and I encourage you to leave your camera on during short lecture components if you are comfortable doing so; your visual presence is especially welcome in discussions, tutorials, and break-out group sessions. Please remember to **mute your microphone** during lectures. And please feel free to use the chat and raise hand functions to ask questions and/or make comments. We ask you to please do not share the Zoom information with anyone outside of the class. Last, but not least, please be respectful of others: our pandemic moment is not easy and does not impact everyone equally. Moreover, this course includes sometimes difficult or painful subject matter, which may affect each of us differently, raise contrary views, and hopefully encourage each of us to reflect on some of our own unexamined beliefs.

Tutorial Assignments: At the beginning of the course, you will be randomly assigned to a smaller tutorial group led by a Tutorial Leader. This will be your tutorial group throughout the semester. Tutorial groups will facilitate a smaller, discussion-based experience of the course content. And it is within your assigned tutorial group that you will be assessed for Forum Leadership and Participation (see VI. Evaluation, below). **Tutorial groups will be led by the Tutorial Leaders through a separate Zoom link.**

Contact Policy: For questions about the course content or any questions pertaining to your assignments, **your Tutorial Leader** is your first point of contact. For questions pertaining to navigating cuLearn, including technical difficulties, please contact Jenna Herdman (jenna.herdman@carleton.ca). In all correspondence, please include in your subject line the course code and a brief explanation of your question. For example: "ENGL 1300A - Question about Essay Assignment 1." Tips for emailing your professors and TAs [can be found here](#). We will strive for a 24-hour turnaround time on emails (excluding weekends).

II. Preclusions: Precludes additional credit for ENGL 1000, ENGL 1100, ENGL 1200, ENGL 1400, ENGL 1600, FYSM 1004.

III. Learning Outcomes: Students will develop introductory knowledge of key terms from psychoanalytic and cultural theory and the ability to apply this theory toward a critical analytical understanding of pandemic politics and cultures, including protest culture. Moreover, students will learn to exercise leadership and active literary reading skills across distinct genres, including literary, sociocultural, historical, and political contexts.

IV. Texts: Required texts will be linked through the cuLearn portal. However, please note that there is one novel that must be purchased.

George Orwell, *1984* (New York: Harper Perennial, 2014). **Any version of this novel may be purchased; many are cheaply available, and e-books are also fine. In class, however, we'll be referring to the Harper Perennial version readily available on Amazon.ca (where the Kindle version currently lists for \$1.11).**

V. Course calendar: Please note that the home-study components of each week must be completed prior to our synchronous Zoom meeting and tutorials sessions. This includes all readings and viewing online content, etc.

Below please find a summary of weekly course texts. For full details, and links to content, please refer to the cuLearn portal.

1. Jan. 12, 2021 Introduction

Reminder: Be sure to sign up for 2 Forum Leadership Assignments (see VI. Evaluation, below).

Signup sheet: <https://www.wejoinin.com/sheets/qhepj>.

2. Jan. 19, 2021 Happiness Machines

The Century of the Self, part 1 of 4 (dir. Adam Curtis), YouTube, <https://www.youtube.com/watch?v=DnPmg0R1M04&t=6s>.

“Why War? An Exchange of Letters Between Freud and Einstein,” available online: <https://www.transcend.org/tms/wp-content/uploads/2017/06/Why-War-Freud.pdf>.

Katelyn Burns, “Armed protesters entered Michigan’s state Capitol during rally against stay-at-home order,” Vox.com, Apr. 30, 2020, <https://www.vox.com/policy-and-politics/2020/4/30/21243462/armed-protesters-michigan-capitol-rally-stay-at-home-order>.

3. Jan. 26, 2021 The Engineering of Consent

The Century of the Self, part 2 of 4 (dir. Adam Curtis), YouTube, <https://www.youtube.com/watch?v=fEsPOt8MG7E>.

Sigmund Freud, from *New Introductory Lectures of Psycho-Analysis* (New York: Norton, 1965), “Revision of the Theory of Dreams,” pp. 7-30, available online through HathiTrust at https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/1gorbd6/alma991000588389705153.

4. Feb. 2, 2021 There is a Policeman Inside All Our Heads **Open-Book Quiz 1**

The Century of the Self, part 3 of 4 (dir. Adam Curtis), YouTube, <https://www.youtube.com/watch?v=ub2LB2MaGoM>.

Michel Foucault, *Discipline and Punish: The Birth of the Prison* (New York: Vintage, 1995), “Panopticism,” pp. 195-209, https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/1gorbd6/alma991011998149705153.

Jamelle Bouie, “The Police Are Rioting. We Need to Talk About It,” *New York Times*, June 5, 2020, <https://www.nytimes.com/2020/06/05/opinion/sunday/police-riots.html>.

5. Feb. 9, 2021 Magical Thinking

The Century of the Self, part 4 of 4 (dir. Adam Curtis), YouTube, <https://www.youtube.com/watch?v=VouaAz5mQAs>.

Bruno Bettelheim, *The Uses of Enchantment: The Meaning and Importance of Fairy Tales* (New York: Vintage, 1976), “The Child’s Need for Magic,” “Vicarious Satisfaction versus Conscious Recognition,” “Jack and the Beanstock,” pp. 45-60 and 183-193, available online through HathiTrust at https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/1gorbd6/alma991002984469705153.

READING WEEK

6. Feb. 23, 2021 Lockdown **ESSAY 1 DUE by midnight**

Simon Armitage, “Lockdown” (poem), *The Guardian* (UK), Mar. 21, 2020, <https://www.theguardian.com/books/2020/mar/21/lockdown-simon-armitage-writes->

[poem-about-coronavirus-outbreak](#).

“Lockdown” set to music: <https://www.theguardian.com/music/2020/may/14/florence-pugh-simon-armitage-lockdown-poem>.

David McKenna, “Eyam Plague: The Village of the Damned,” BBC News, Nov. 5, 2016, <https://www.bbc.com/news/uk-england-35064071>.

7. Mar. 2, 2021 #BLM Open-Book Quiz 2

***Warning: some content is disturbing**

“BONUS: American Police” (podcast: listen online), NPR.org, June 7, 2020, <https://one.npr.org/?sharedMediaId=871447408:871472353>.

Ross Gay, “A Small Needful Fact” (poem), © 2015, poets.org, <https://poets.org/poem/small-needful-fact>.

“How Can We Win? Kimberly Jones Video,” YouTube, June 9, 2020, <https://www.youtube.com/watch?v=llci8MVh8J4>.

Claudia Rankine, *Just Us: An American Conversation* (Minneapolis: Graywolf Press, 2020), “what if,” pp. 5-11.

Afua Hirsch, “Claudia Rankine: ‘By White Privilege I Mean the Ability to Stay Alive,’” *Guardian* (UK), Sept. 5, 2020,

<https://www.theguardian.com/books/2020/sep/05/claudia-rankine-by-white-privilege-i-mean-the-ability-to-stay-alive>.

Claudia Rankine and John Lucas, “Situation 11,”

<https://www.facebook.com/watch/?v=3168646346560386>.

8. Mar. 9, 2021 The Milgram Experiment Open-Book Quiz 3

Milgram Experiment (documentary), YouTube, <https://www.youtube.com/watch?v=mOUJEC5YXV8U>.

Stanley Milgram, “The Perils of Obedience,” *Harpers* (Dec. 1972), pp. 62-77, available online at <https://ocul->

[crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/1vru3a1/cdi_proquest_miscellaneous_1301539341](https://ocul-crl.primo.exlibrisgroup.com/permalink/01OCUL_CRL/1vru3a1/cdi_proquest_miscellaneous_1301539341).

9. Mar. 16, 2021 Stanford Prison Experiment

Stanford Prison Experiment, BBC documentary (dir. Kim Duke), 2002. <https://www.youtube.com/watch?v=760lwYmpXbc>.

David Moffette, “Undocumented: Graphic Novel Explores the Architecture of Migrant Detention,” Ricochet Media, Aug. 24, 2017,

<https://ricochet.media/en/1934/undocumented-graphic-novel-explores-the-architecture-of-migration-detention>.

Tings Chak, *Undocumented*, tingschak.com,

<https://www.tingschak.com/undocumented-the-architecture-of-migrant-detention>.

A short selection from Tings Chak’s graphic novel will be linked on Ares at the Library through cuLearn: please peruse these pages.

10. Mar. 23, 2021 1984 Open-Book Quiz 4

George Orwell, "Why I Write" (1946), The Orwell Foundation, <https://www.orwellfoundation.com/the-orwell-foundation/orwell/essays-and-other-works/why-i-write/>.

George Orwell, *1984* (New York: Harper Perennial, 2014). **[Read at least the first half of the novel.]**

11. Mar. 30, 2021 1984

George Orwell, *1984* (New York: Harper Perennial, 2014).

Apple's 1984 Super Bowl Commercial Introducing Macintosh Computer, YouTube, <https://www.youtube.com/watch?v=2zfgw8nhUwA>.

12. Apr. 6, 2021 Empire of Illusion

Chris Hedges, "Empire of Illusion: The End of Literacy and the Triumph of Spectacle" (watch first 32 minutes of video), Lecture Aug. 15, 2012, YouTube, <https://www.youtube.com/watch?v=EHnjc1gde8c>.

Adam Gopnik, "Orwell's '1984' and Trump's America," *New Yorker*, Jan. 27, 2017, <https://www.newyorker.com/news/daily-comment/orwells-1984-and-trumps-america>.

13. Apr. 13, 2021 ESSAY 2 DUE by midnight

There will be no class today.

VI. Evaluation:

• **4 Open-Book Quizzes (total 20%)**

Conducted through the cuLearn portal, these open-book quizzes will be available for one full week prior to the scheduled course time, after which they will no longer be accessible. They will normally consist of 10 multiple-choice and T/F questions based on the week's texts. **Do the readings first! The quiz is timed:** once the quiz is accessed online, you will have 20 minutes to complete the quiz in one sitting. (4 x 5% = 20%)

• **2 Essays (total 50%)**

Each a minimum of 4 full pages, maximum 5 pages, Times New Roman 12pt font, double-spaced, max. 2.5 cm (1 inch) margins. Essay questions will be posted in the cuLearn portal. (2 x 25% = 50%)

- **Essay Submission:** Essays will be submitted in the designated online portal on cuLearn. Essays will be returned to you through this portal using the feedback file function. **Do not submit any assignments over email, as these assignments will be considered late until submitted to cuLearn.**

When submitting your assignment, upload a single document, in Word or another text-processing program. Essays must closely follow either the [MLA Formatting and Style Guide](#) or the [APA Style Guide](#) (the choice is yours), and include page numbers and a Works Cited page. Include your name, course code, the professor's name, your tutorial leader's name, and the date in the top-left

corner of the first page. For example:

Jane Doe
ENGL 1300A
Prof. S. Murray
Tutorial Leader: J. Herdman
10 March 2021

Please name the document as follows: Your Name-Course Code-Assignment. For example:

Jane Doe-ENGL 1300A-Essay 1.docx

- **Forum Leadership and Participation (total 30%)**

This is the online discussion board component accessed via cuLearn. At the beginning of the course, each student will sign up for two Forum Leaderships relating to readings for specific classes. **You will post your forum discussion question by Thursday at midnight in the week prior to assigned course reading due dates.** For example, on readings scheduled for the class of Tuesday, Feb. 9, you must post your forum discussion question by 4 pm on Thursday, Feb. 4.

Signup sheet: <https://www.wejoinin.com/sheets/qhepj>.

- **2 Forum Leadership Assignments:** Generating critical questions and directing your peers' discussions is an important academic skill. This assignment asks students to direct asynchronous discussion on the course cuLearn forums. Each week, 3-4 students from your tutorial group will be responsible for posting a discussion question on the forum by creating a new discussion topic thread. The discussion question must be connected to the readings from that week. It may make connections to topics from previous readings, or to current events and cultural artifacts. The discussion question should be at least three sentences, which includes a short rationale and explanation of the question to help initiate critical responses.

Throughout the week, students from your tutorial group will respond to your discussion question. The Forum Leader is expected to respond to and build off of their groupmates' contributions throughout the week in a meaningful way. Your ability to respond to and direct the discussion in this format will contribute to your final grade on the assignment. (Forum Leadership 2 x 10% = 20%)

- **Forum Participation:** Throughout the semester, students are expected to comment frequently and thoughtfully on their classmates' posts for the Forum Leadership. Comments might include making connections between other course readings and cultural topics, and/or agreeing or disagreeing by providing persuasive reasons for doing so. Participation will be evaluated based on comprehension of the readings, depth of analysis, and clarity of expression. There is no set word count for forum participation posts, but generally they should be longer than four sentences.

Students are expected to participate in the forums at least once per week, and are permitted to skip forum discussion for three weeks of the semester. Failing to comment for more than four weeks throughout the term will

result in an automatic grade loss of 5%.
(Forum Participation 10%)

Lateness Policy:

- **Quizzes:** Quizzes will be available online until the start of that week's synchronous class. After this time, quizzes will be closed. No late quizzes will be accepted.
- **Essays:** Essays are due by midnight on the days noted. Unexcused late assignments will result in a loss of 3% per day (including weekends) on the assignment. If you need an extension due to illness or for a personal reason, please contact your Tutorial Leader via email prior to the due date.
- **Forum Leadership:** You will sign up for 2 Forum Leadership Assignments on specific dates (see above). Because these are designed to generate discussion of the week's readings, no late posts will be accepted. However, if you need to postpone to a future week due to illness or for a personal reason, please contact your Tutorial Leader via email prior to the due date.

Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by Dean Rankin.

VII. Statement on Plagiarism

The university's Academic Integrity Policy can be found at:

<https://carleton.ca/secretariat/wp-content/uploads/Academic-Integrity-Policy.pdf>.

The University Senate defines plagiarism as "presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own." This can include:

- reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings;
- failing to acknowledge sources through the use of proper citations when using another's works and/or failing to use quotation marks;

- handing in substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs.

Plagiarism is a form of intellectual theft. It is a serious offence that cannot be resolved directly with the course's instructor. The Associate Deans of the Faculty conduct a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include failure of the assignment, failure of the entire course, or suspension from a program. For more information please go to: <https://carleton.ca/registrar/academic-integrity/>.

VII. Requests for Academic Accommodation

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details click [here](#).

Religious obligation: write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details click [here](#).

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520- 6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send me your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit: <https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Write to me with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist.

<https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>