

Carleton University
Fall 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 (no longer offered), ENGL 1100, ENGL 1200, ENGL 1400, ENGL 1600, ENGL 1700, FYSM 1004.

Mondays 11:35 – 14:25

Location: *home-study and online via Zoom*

Format: *Blended* (see below)

Online *synchronous* lectures will take place Mondays 11:35 – 13:00

Online *synchronous* tutorials will normally take place Mondays 13:15 – 14:25

ATTENDANCE AND PARTICIPATION ARE REQUIRED

Zoom links and passwords are provided in Brightspace

N.B. Our synchronous online sessions will not be recorded. 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 and/or online chat, which our Teaching Assistant will moderate.

Instructor: Prof. S. Murray

Email: stuart.murray@carleton.ca

Office: *online via Zoom*

Office Hours: By appointment (please email)

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

Teaching Assistant: Sarah Dorward

Email: sarah.dorward@carleton.ca

Office Hours: By appointment (please email)

Office Hour Zoom link: <https://carleton-ca.zoom.us/j/6031533623>

Passcode: ENGL1300

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

I. Calendar course 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.

Special Topic: Reflecting on our ongoing 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, vaccination)? 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 politics and their literary and cultural representations—from the anti-mask and anti-lockdown protests to the protests against anti-Black racism and police/state violence following the murder of George Floyd and so many others. 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 (mostly synchronous). There will be a mixture of synchronous meetings (lectures and tutorials facilitated by the instructor and teaching assistant) and asynchronous activities (home-study). This means that students need to be prepared to meet online via Zoom at scheduled days and times. 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 by the instructor. **This course requires reliable high-speed Internet access and a computer (ideally with a webcam), and a microphone. Zoom links are found in the Brightspace course portal.**

Tutorial Assignments: At the beginning of the course, you will be randomly assigned to one of two tutorial groups to be 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 the Discussion Forum and Participation (see VI. Evaluation, below).

Contact Policy: For questions about the course content or any questions pertaining to your assignments, **your Tutorial Leader** is your first point of contact. 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.” This helps to organize a high volume of emails. Tips for emailing your professors and TAs [can be found here](#). We will strive for a 24-hour turnaround time on emails (excluding weekends and holidays).

II. Prerequisites: Prerequisites additional credit for ENGL 1000 (no longer offered), ENGL 1100, ENGL 1200, ENGL 1400, ENGL 1600, ENGL 1700, FYSM 1004.

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

IV. Texts: Required texts will be linked through the Brightspace 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 each week's texts (readings, audio, visual, etc.) must be completed prior to that week's synchronous Zoom lecture and tutorials sessions.

Below please find a summary of weekly course texts. For full details, and links to content, please refer to the Brightspace portal, where links/PDFs are provided.

1. **Sept. 13, 2021** **Introduction**
Aldous Huxley, "In The Dark," *Harper's Magazine*, Sept. 2021 [originally published in 1936], 33. PDF linked in course portal.
2. **Sept. 20, 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>.
3. **Sept. 27, 2021** **The Engineering of Consent** **Quiz 1 opens**
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. **Oct. 4, 2021** **There is a Policeman Inside All Our Heads** **Quiz 1 closes**
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>.

Oct. 11, 2021 **Thanksgiving (no class)**

5. Oct. 18, 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.

Oct. 25, 2021 **Reading Week (no class)**

6. Nov. 1, 2021 **Lockdown** **ESSAY 1 DUE** **Quiz 2 opens**

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>.

"Questioning Authority: What the Evolution of Policing Can Teach Us About Today's Law Enforcement," CBC Ideas Afternoon, Feb. 8, 2021. Part One: <https://www.cbc.ca/radio/ideas/questioning-authority-what-the-evolution-of-policing-can-teach-us-about-today-s-law-enforcement-1.5905428>.

7. Nov. 8, 2021 **#BLM** **Quiz 2 closes**

***Warning: some content is disturbing**

"Rethinking the Role of Police," CBC Ideas Afternoon, Feb. 26, 2021. Part Two: <https://www.cbc.ca/radio/ideas/rethinking-the-role-of-police-1.5929292>.

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>.

In case you're wondering ... Jonah E. Bromwich, "Amy Cooper, Who Targeted Central Park Bird-Watcher, Has Case Dropped," *New York Times*, Feb. 16, 2021,

<https://www.nytimes.com/2021/02/16/nyregion/amy-cooper-charges-dismissed.html>.

8. Nov. 15, 2021 Milgram and Beyond Quiz 3 opens

***Warning: some content is disturbing**

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).

Wikipedia, "Saskatoon Freezing Deaths,"

https://en.wikipedia.org/wiki/Saskatoon_freezing_deaths.

Tasha Hubbard, "Two Worlds Colliding" (documentary), National Film Board of Canada, 2004, https://www.nfb.ca/film/two_worlds_colliding/.

9. Nov. 22, 2021 Stanford Prison Experiment Quiz 3 closes

***Warning: some content is disturbing**

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 through Brightspace.

10. Nov. 29, 2021 1984 Quiz 4 opens

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. Dec. 6, 2021 1984 (second part) Quiz 4 closes

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

Apple's 1984 Super Bowl Commercial Introducing Macintosh Computer, YouTube,

<https://www.youtube.com/watch?v=2zfqw8nhUwA>.

12. Dec. 10, 2021

Conclusion

ESSAY 2 DUE Dec. 12, 2021

Course wrap-up followed by optional essay tutorial to discuss your essays: bring your questions.

VI. Evaluation:

- **4 Open-Book Quizzes (20%).** Conducted through the Brightspace 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 consist of 10 multiple-choice and T/F questions based on **cumulative knowledge of course texts up to and including the date the quiz closes. 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 (60%).** 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 Brightspace portal. **(Essay 1 = 25%, Essay 2 = 35%; total 60%)**
 - **Essay Submission:** Essays will be submitted in the designated online portal on Brightspace. 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 Brightspace.**
 - When submitting your assignment, upload a single document, in Word or another text-processing program (preferably not PDF, as this is less friendly for in-text comments). 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: S. Murray
1 November 2021

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

Jane Doe-ENGL 1300A-Essay 1.docx
- **Online Discussion Forum Participation (10%).** The online discussion board accessed via Brightspace. **You will only see the posts from your assigned Tutorial Group.** Students are expected to initiate and/or participate in online discussions of the week's course texts. Lecture material should also be considered a text and you are encouraged to discuss that too. Participation consists in starting discussion threads or responding to them. Generating critical—yet respectful—questions and directing your peers' discussions are important academic skills.

Discussion questions must be connected to the readings from that week, and

they may also make connections to topics from previous readings, or to current events and cultural artifacts. Aim for at least three sentences if you're posing a question, including a short rationale and explanation of the question to help initiate critical responses.

The Discussion Forum grade will be based on comprehension of the readings, depth of analysis, clarity of expression, and the ability to generate respectful dialogue. Be concise, edit yourself before you post: quality is weighed more than quantity!

Students are expected to participate in the forums at least once per week and are permitted to skip forum discussion for no more than three weeks of the semester. Failing to comment for four weeks or more will result in an automatic grade loss of 5% (of a possible 10%).

- **Tutorial Attendance and Participation (10%).** Tutorials are designed to be interactive and participatory, a place for us to discuss and debate course texts. They will be conducted respectfully and collaboratively. **Students are expected to attend and participate in the weekly tutorials and are permitted to skip tutorial for no more than three weeks of the semester. Failing to attend for four weeks or more will result in an automatic grade loss of 5% (of a possible 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 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.
- **Discussion Forums:** Discussion Forums will remain live for one week (sometimes two when there are holidays), but Forums will close when the next week's Forum opens. You are free to refer to prior weeks' topics or themes, but back-posting is not permitted; this means that you cannot make up for missing prior weeks' Discussion Forums. The idea here is that we remain focused on each week's Forum only. Because these are designed to generate discussion of the week's readings, no late posts will be accepted.

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 the Dean.

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/>

VIII. Special Information Regarding Fall 2021 Pandemic Measures

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and [mandatory self-screening](#) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory [symptom reporting tool](#). For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the [COVID-19 website](#).

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the [University's COVID-19 webpage](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the [Student Rights and Responsibilities Policy](#). Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

IX. 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 accommodation regarding a formally-scheduled final exam, you must complete the [Pregnancy Accommodation Form](#).

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 will 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>