

**Carleton University
Spring and Summer 2023
Department of English**

**ENGL 4609A/5900S: *Drama Studies: Global Context*
(*Performing Activism on Social Media*)**

Prerequisites: ENGL 4609A – fourth-year standing or permission of the department

**Day(s) of the week / Time(s) of lectures: Monday/Wednesday 11:35 a.m. – 2:25 p.m.
Location: DT 1812 *Please confirm location on Carleton Central***

**Instructor: Prof. Janne Cleveland
Email: janneclleveland@cunet.carleton.ca**

**Office: 1913 DT
Office Hours: TBD and by appointment**

Course description:

Performance is a broad term that can mean a conscious staging of a narrative in a dedicated space like a theatre, but people like Erving Goffman, Clifford Geertz, and Richard Schechner have also argued that humans are social actors for whom performance is at the heart of who we are and how we re/present ourselves in the everyday. In this seminar course we will examine the nature of performance in relation to protest and activism that is more and more witnessed taking place on social media platforms like Twitter, Instagram, and TikTok. Pairing readings from performance theories with examples taken from these social media sources, we will consider how such social media not only enables, but encourages, particular kinds of performance. We will consider what constitutes performance, and the result of such performances on the social psyche. We might ask, for example, to what extent are actions like throwing paint on famous works of art in galleries, documented on video and posted to social media platforms, effective as forms of protest. How do these performances constitute identities such as social justice warrior? Are these designations simply performative? Is it simply another version of theatre? If so, what is the purpose of theatre? While we might not definitively answer these questions, this course is an opportunity to explore the nature of performance within the context of contemporary activism.

Course Objectives/Learning Outcomes:

1. To develop a working definition of performance within the context of social activism.
2. To explore the function of performance/theatre within this specific context.
3. To develop a critical analysis of the ways in which social media can be a tool or a weapon on the platforms that are used for the purpose of protest.
4. To refine the skills of research and the application of theories in real-world scenarios.

5. To become comfortable presenting research with confidence.
6. To develop a deeper understanding of how performance reflects and informs the cultural concerns of the social worlds we inhabit.

Required Reading:

A series of readings will be posted to Brightspace.

Course calendar:

Date	Topic	Assignment
May 12	<i>cuPortfolio</i>	Bio
Varying dates	<i>cuPortfolio</i>	Post-seminar reflection – submitted following your seminar presentation
June 2	<i>Paper proposal</i>	Annotated bibliography
June 9	<i>cuPortfolio</i>	Reflection on Annotated bibliography
June 16	<i>Final Paper</i>	Final paper
June 16	<i>cuPortfolio</i>	Course reflection

Evaluation:

CuPortfolio (30%)

Students will be provided with access to cuPortfolio, in which they will create 4 portfolio pages to track their own progress across the term (due dates vary, so check the course calendar). For example, students will produce a bio page (5%), a post-seminar report (10%), a reflection on the annotated bibliography assignment (10%), and a course evaluation (5%). Prompt questions for each portfolio page will be provided.

Seminar Presentation (20%)

Students will prepare a presentation on the materials assigned for one of the weeks during the term. You must sign up for your presentation in the first week of the course. You may use the topic of the seminar to build your final research paper. Presentations will be scheduled at the beginning of class and should take 15 - 20 minutes. There will be time for discussion and questions following each presentation.

Annotated Bibliography (15% due June 2)

This assignment is the foundation of your final paper. You will present a proposal for your final research paper that includes a thesis statement (argument), and a list of citations that you will use as evidence to support your argument. Undergraduate students in the course must include **7 - 9** scholarly sources; **Graduate students much include 10 – 12 sources**. Each source will be properly cited and annotated in **MLA format*** and will contain a **brief** summary of each article used (no more than 2 sentences), plus a paragraph of a careful explanation of how each resource

supports your position, along with how you will use it in your paper. We will go over how to do an annotated bibliography in class, but here are also very good resources to help you:

<https://owl.english.purdue.edu/owl/resource/614/1/>

<https://owl.english.purdue.edu/owl/resource/747/01/>

Final Paper (20% due June 16)

This is a **formal writing assignment**. Using feedback from the thesis/outline assignment and the paper workshop, undergraduate students will present a polished, carefully crafted final paper of **10 – 12 pages** (excluding Works Cited page) in **MLA format** with a coherent, arguable thesis supported by evidence from the text and scholarly sources, a conclusion that responds to and resolves the argument. **Graduate students will be expected to produce a paper of 12 – 15 pages**. The most important aspect of your paper is **critical analysis**; in other words, not just what your topic is, but why it is important. As well, elements of writing such as rich vocabulary, proper use of citation style, correct punctuation and grammar, and sentence structure (syntax) will be taken into account. Further, structural elements, such as the logical progression of ideas that form the basis of your argument, will be expected. This assignment is your opportunity to demonstrate what you have learned in the course. Don't be afraid to show your excitement about your discoveries!

Essay Topics:

Choose one of the topics/texts in connection with the reading schedule to produce a carefully crafted argument. You may choose to develop the argument from your seminar presentation. This is recommended. You are encouraged to discuss your topic, and your approach, in advance with the instructor.

Paper Workshop (5% in class, June 14)

This is an in-class assignment. Each student will present their research for the final paper and will in turn receive peer feedback. You must be in class to participate and receive marks for this.

Class Participation (10%)

This is a seminar class, so it is important to take part in discussions. However, students who are naturally quiet or have difficulty operating in a public speaking format will not be penalized. There are many models for learning and contributing to the learning of others. In-class activities like the paper workshop at the end of the term will count toward your participation grade. This class provides you with the opportunity to share your ideas and learn from others in a safe, supported environment. Take advantage of the chance to use your voice!

All assignments will be submitted on Brightspace.

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.

NOTE: All assignments must be completed to be eligible to pass the course. Failure to hand in all assignments may result in a grade of “F”. Assignments submitted after the course has ended will NOT be accepted.

PLAGIARISM

The University Academic Integrity Policy defines plagiarism as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.” This includes 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. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment
- using another’s data or research findings without appropriate acknowledgement
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one’s own; and
- failing to acknowledge sources through the use of proper citations when using another’s work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course’s instructor. The Associate Dean of the Faculty conducts 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 a final grade of “F” for the course. For more information, please see: <https://carleton.ca/registrar/academic-integrity/>

Statement on Student Mental Health

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Statement on Pandemic Measures

It is important to remember that COVID is still present in Ottawa. The situation can change at any time and the risks of new variants and outbreaks are very real. There are [a number of actions you can take](#) to lower your risk and the risk you pose to those around you including being vaccinated, wearing a mask, staying home when you're sick, washing your hands and maintaining proper respiratory and cough etiquette.

Feeling sick? Remaining vigilant and not attending work or school when sick or with symptoms is critically important. If you feel ill or exhibit COVID-19 symptoms do not come to class or campus. If you feel ill or exhibit symptoms while on campus or in class, please leave campus immediately. In all situations, you should follow Carleton's [symptom reporting protocols](#).

Masks: Masks are no longer mandatory in university buildings and facilities. However, we continue to recommend masking when indoors, particularly if physical distancing cannot be maintained. We are aware that personal preferences regarding optional mask use will vary greatly, and we ask that we all show consideration and care for each other during this transition.

Vaccines: While proof of vaccination is no longer required to access campus or participate in in-person Carleton activities, it may become necessary for the University to bring back proof of vaccination requirements on short notice if the situation and public health advice changes. Students are strongly encouraged to get a full course of vaccination, including booster doses as soon as they are eligible and submit their booster dose information in [cuScreen](#) as soon as possible. Please note that Carleton cannot guarantee that it will be able to offer virtual or hybrid learning options for those who are unable to attend the campus.

All members of the Carleton community are required to follow requirements and guidelines regarding health and safety which may change from time to time. For the most recent information about Carleton's COVID-19 response and health and safety requirements please see the [University's COVID-19 website](#) and review the [Frequently Asked Questions \(FAQs\)](#). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

Learning in a post-pandemic environment:

I am delighted that we are back in-person. That said, regardless of what we might wish, the situation of the pandemic is not entirely over. If you are having problems of any kind, please do not hesitate to talk to me. I can help you find the resources you need, and I want you to succeed. If you feel ill, **DO NOT COME TO CLASS**. While it is important to attend class, please consider others and do not share an illness, whatever it may be. If you can't come to class, send an email to let me know and make sure to request notes from a peer on what you've missed. If you have questions about the material once you have seen another's notes, I am happy to answer them. You will not be penalized for an absence if you take these steps. Be safe, be kind, and ask for help when/if you need it. Let's all have a fun and productive semester!

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: 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 ([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 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>

Reading schedule*

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| May 8 | Intro to the course: Welcome! responsibilities and expectations – what you need to know; what's in the syllabus; how to contact your instructor; office hours and more |
| May 10 | What is Performance?
“What is Performance?” by Marvin Carlson; “Belief in the part one is playing” by Erving Goffman; “Excerpt from Restoration of Behaviour” by Richard Schechner; “Blurred Genres: The refiguration of social thought” by Clifford Geertz |
| May 15 | The Impact of the Culture Industry
“The culture industry as Mass Deception” by Horkheimer and Adorno; “The Nature and Significance of Play as a Cultural Phenomenon” by Johan Huizinga |
| May 17 | The Role of Ritual and Community
“Liminality and communitas” by Victor Turner; “Performative Commemoratives, the personal, and the public” by Jack Santino; “Interpretive Communities” by Stanley Fish |
| May 24 | The Aims of Activism
“from The Art of War” by Sun Tzu; “The Populist Allure of Social Media Activism” by Gustafsson and Weinryb |

