

Comparing and Contrasting  
Brave New World and  
Nineteen Eighty-Four

13-10-2017

Mijntje du Pont – student Fioreticollege Lisse  
6V2

Mrs. Linders – teacher English Language and Literature

## **Index**

Introduction	2
Chapter 1: Totalitarianism and Propaganda	3
Chapter 2: Identity/Identification and Loyalty	6
Chapter 3: Technology	8
Chapter 4: Poverty vs. Wealth	10
Conclusion	13
Epilogue	14
Literature list	15
Appendix	16

## Introduction

Trying to find a subject for this kind of papers, is always challenging. Especially when you have to spend a lot of time working on it. Luckily, my teacher came with the idea that I could do something with Nineteen Eighty-Four (hereinafter called 1984), a classic I already was planning to read. Ever since I saw the movie V for Vendetta, I've been interested in dystopian literature/movies and after reading lots and lots of dystopian Young Adult novels, it was time for something more serious. And then 1984 suddenly became a best seller again after Trump's inauguration.<sup>1</sup> That was the point when I knew that I really wanted to do something with it. Not much later, when deciding what I was going to do with this paper, we added Brave New World (hereinafter called BNW) to the list.

The main question is:

*What are the differences and similarities between the books based on four different themes?*

The four themes are Totalitarianism and Propaganda, Identity/Identification and Loyalty, Technology, Poverty vs. Wealth.

While I was reading, the following questions kept popping up in my head:

Totalitarianism and propaganda

- *How did they achieve that?*
- *How do they maintain it?*
- *How do we see this back in the book?*

Identity/Identification & loyalty

- *What happens with their identity?*
- *What kind of role does identity play?*
- *What is the role of loyalty in this?*
- *How do they make sure people keep loyal?*

Technology

- *What do they use technology for?*

Poverty vs. Wealth

- *Why is it that in this 'utopia' there are (so many) 'poor' people/What's the use of having different kinds of people?*
- *What are the differences between the 'wealthy' and the 'poor'?*

I have tried to answer these questions in this paper. In each chapter, I will discuss one of the themes above. Each chapter consist of three parts. The first part will consist of an analysis the theme in 1984, the second part an analysis of the theme in BNW. The third part contains a comparison of the two books.

Creating four separate chapters was a challenge. Especially because all the themes are intertwined. Therefore, some information may be repeated or described more profound later on in the paper.

---

<sup>1</sup> New York Times. Kimiko de Freytas-Tamura <https://www.nytimes.com/2017/01/25/books/1984-george-orwell-donald-trump.html>

## Chapter One

### *Totalitarianism and Propaganda*

#### Nineteen Eighty-Four

Probably the most important theme in 1984 is totalitarianism. The Party has almost achieved the idea of a totalitarian state completely. Totalitarianism is a form of government that theoretically permits no individual freedom and that seeks to subordinate all aspects of the individual's life to the authority of the government.<sup>2</sup> Or simply said: the belief that a government should have total power over its citizens.<sup>3</sup>

The society the protagonist (Winston Smith) lives in, is a totalitarian state. They achieved that in approximately 60 years. The state was formed mainly by using all sorts of propaganda and by making the entire life of a Party member (as well Inner Party as Outer Party) revolve around the Party.

For example, everywhere in the streets there are monstrous posters with the Party slogans and the face of Big Brother. Especially the one with the phrase *Big Brother is watching you*. (see figure 1)



Figure 1

The regime keeps on making clear to its people that they are monitored, that the Party knows everything about what the people do and think. The Party keeps the people small by creating a kind of fear. That fear leads to the obedience of the inhabitants of London.

Not only the Party or their neighbors could betray a Party member, even their own children are used. From the moment they can walk and talk, they join the Youth Leagues, and are trained to become Spies. The following quote illustrates all of this:

*With those children, he thought, that wretched woman must lead a life of terror. Another year, two years, and they would be watching her night and day for symptoms of unorthodoxy. Nearly all children nowadays were horrible. What was worst of all was that by means of such organizations as the Spies they were systematically turned into ungovernable little savages, and yet this produced in them no tendency whatever to rebel against the discipline of the Party. On the contrary, they adored the Party and everything connected with it. The songs, the processions, the banners, the hiking, the drilling with dummy rifles, the yelling of slogans, the worship of Big Brother -- it was all a sort of glorious game to them. All their ferocity was turned outwards, against the enemies of the State, against foreigners, traitors, saboteurs, thought-criminals. It was almost normal for people over thirty to be frightened of their own children. And with good reason, for hardly a week passed in which The Times did not carry a paragraph describing how some eavesdropping little sneak -- 'child hero' was the phrase generally used -- had overheard some compromising remark and denounced its parents to the Thought Police.<sup>4</sup>*

There is almost an overkill of propaganda. There is even an entire department (*Ministry of Truth, minitru*) dedicated to making and spreading propaganda. The government controls everything the citizens get to read, hear or see.

Even the language is used as propaganda. In Airstrip One, there is Oldspeak and Newspeak. The first one is the same as modern English. The second one is based on modern English,

---

<sup>2</sup> Britannica Encyclopædia (2017)

<sup>3</sup> Cambridge Dictionary

<sup>4</sup> 1984. Pages 26-27

but is developed to control the minds of the citizens. By eliminating more and more words, thought crime (thinking about anything that could possibly harm the Party), won't be possible! It makes it possible that everyone only can say things that are politically correct. It basically limits the freedom of thought.<sup>5</sup>

*Doublethink means the power of holding two contradictory beliefs in one's mind simultaneously, and accepting both of them.*<sup>6</sup>

To understand doublethink, one has to use doublethink. It is one of the Party's most effective means. It is applied multiple times in the book. When the chocolate stocks are lower than expected, the members of the Outer-Party are told that the chocolate rate is increased to 20 grams a week, while not even a week before it was announced that the chocolate rate was reduced to 20 grams a week.

*'The Party told you to reject the evidence of your eyes and ears.'*<sup>7</sup>  
And with doublethink, this is achieved.

### Brave New World

In BNW, the people are controlled by the government through giving the population what they think they want. All basic needs (housing, jobs, happiness (drugs)) are arranged by the authorities. This is where the government is present in the life of a citizen. Furthermore, the government doesn't seem to be very present, but they do control everything, from birth to death. In the third chapter, I will elaborate on this.

The Bureau of Propaganda is governmental department that produces/invents lots of different types of propaganda, that are used on the citizens of *Brave New World*. For example: brainwashing babies and children by hypnopedia (sleep-teaching). Babies get born out of 'bottles' (Chapter Three). They are raised by nurses and will therefore never develop any parent-child bond. During these sessions certain audio recordings with texts like the following quote are played multiple times:

*Alpha children wear grey. They work much harder than we do, because they're so frightfully clever. I'm awfully glad I'm a Beta, because I don't work so hard. And then we are much better than the Gammas and Deltas. Gammas are stupid. They all wear green, and Delta children wear khaki. Oh no, I don't want to play with Delta children. And Epsilons are still worse. They're too stupid to be able to read or write. Besides they wear black, which is such a beastly colour. I'm so glad I'm a Beta.*

In this case the recording was played to Beta babies to help them accept their class. They have to learn to accept and embrace their position in the society to keep stability and peace, basically to avoid jealousy.

*The world's stable now. People are happy; they get what they want, and they never want what they can't get... And if anything should go wrong, there's soma.*<sup>8</sup>

---

<sup>5</sup> Wikipedia. Author unknown. <https://en.wikipedia.org/wiki/Newspeak>

<sup>6</sup> 1984. Page 202

<sup>7</sup> 1984. Page 79

<sup>8</sup> Brave New World. Page 220

This quote almost answers two of the sub questions I asked myself while reading the book: The society of BNW was achieved and is maintained by giving people what they think they want and making sure they will never want something that they can't get.

### Compared

The main difference between BNW and 1984 is the way the citizens are controlled. In 1984 they are controlled by the government through fear, while in BNW the government controls them with pleasure. In 1984, the citizens know they are followed and are constantly reminded how dangerous it would be if the system would collapse. This frightens a lot and rebelling is absolutely not tempting. In BNW, the citizens are given everything they want, from drugs to sex, the people believe that they get everything they want. Therefore there is no reason to rebel.

Another difference is the presence of the government. In 1984, the government is present all the time, through telescreens, people, posters, etc. In BNW, the citizens appear to be less under control, although it happens. But they are constantly monitored by the state and therefore every person will turn another person in if he or she acts strange.

The third difference is the type of propaganda. In both stories, it's used a lot, but in 1984 the language is a type of propaganda and in BNW it's not. In BNW drugs are multiply used as a mean to control the emotions of the citizens and in 1984 drugs are only used during torture.

A similarity is that in both books, there is a special department that spreads propaganda. Another similarity is that in both books, there is a totalitarian state and both states don't hide using propaganda.

## Chapter Two

### *Identity/Identification and Loyalty*

#### Nineteen Eighty-Four

Identity is a weird thing in this book. On one hand, the protagonist is an individual human being who controls his mind, but throughout the book he and his lover completely lose their identity. They do live on, but as shells of the people they once were.

“By the time we had finished with them they were only the shells of men. There was nothing left in them except sorrow for what they had done, and love of Big Brother.”<sup>9</sup>

This quote illustrates the aim of torture. It illustrates how far the tortures can go and how far the Party is willing to go to keep their

The people of Airstrip One are loyal to Big Brother or to the Brotherhood. (To what extent they are loyal to their families/parents/partners, is not entirely clear. In the first chapter, you can read that children are taught to betray their parents if needed and according to the book, the people of London can read in the papers almost every week that another child has turned one or both their parent(s) in.

But that doesn't mean that every kid or every grown up would turn his/her parent/partner/family member in and it also doesn't mean they don't rebel against the system. In fact, Winston and his lover, Julia (who is a fanatic member of the Junior Anti-Sex League) do rebel. Julia seems to be extremely fanatic and dedicated to her Party-life, but in secret wasn't very loyal at all.

#### Brave New World

The citizens in BNW are loyal to no one:

‘... everyone belongs to everyone else...’<sup>10</sup>

Children are raised by the system/nurses. Therefore they don't develop any emotional bond with a parent/person. They don't know what family is and they are only loyal to their boss/executive and the authorities.

To what extent identity and identification play a role in this book is arguable. The protagonists have some kind of an identity, but then again not really one of their own. They live a life that's been clearly defined for them, from the moment they were being created. The question is, how much do they really differ from each other and the answer is probably not that much. They have (almost) the same ideas about life and about how they want to live. Of course, there are differences, but compared to the Savage (*a guy who was born in a reservation, brought back to London by two of the protagonists (Bernard and Lenina), he grew up with his mother, who used to live in London, in a complete opposite world without all the technology and drugs*) they are not that much different.

---

<sup>9</sup> 1984. Page 242.

<sup>10</sup> Brave New World. Page 43.

*One egg, one embryo, one adult - normality. But a boganovskified egg will bud, will proliferate, will divide. From eight to ninety-six buds, and every bud will grow into a perfectly formed embryo, and every embryo into a full-sized adult. Making ninety-six human beings grow where only one grew before. Progress*<sup>11</sup>.

The lower classes from *Brave New World* are created with the so called Bokanovsky – process. This is a process where scientists can create to ninety-six embryo's from one egg. All these humans are almost completely the same and they all perform the same jobs. The chance that these people have their own identities is not likely.

### Compared

Loyalty doesn't seem to play a major part in both of the books, but it does play a part. The citizens are loyal to the authorities and this applies for both of the books. The difference is that in 1984 some people are loyal to another 'authority', the brotherhood. Another difference is that the people of 1984 are more likely to have 'meaningful' relationships than the people of BNW. Therefore, the people of 1984 could also be (a little bit) loyal to their partner, friends or family.

There are some major differences between 1984 and BNW. In 1984, people are raised and created by their parents. Therefore, there are differences in their upbringing, which has a chance they sort of create an own identity. In BNW, this is not the case. They are all raised by the system and some of the people are mass produced. This leads to minor to no differences in the upbringing and makes it really hard to have an individual identity.

---

<sup>11</sup> Brave New World. Page 17.



## Chapter Three

### *Technology*

#### Nineteen Eighty-Four

Technology doesn't seem to play a major part in 1984, but it is indispensable to control the citizens. The telescreens (a television screen that can be used as a television screen and a security camera at the same time) which are almost everywhere (in every room, on the streets, in public areas, etc.) are quite advanced. They are used to record conversations and spread information like the news and play songs. They don't have night vision, but they do continue recording sounds and movements when it is dark. They are monitored by the Thought Police. The telescreens can't be turned off completely for Outer-Party members, they can dim the screen. The Inner-Party members however, can. When Winston and Julia visit O'Brien, he is able to turn off his telescreen for half an hour, longer would be too suspicious.

Tiny microphones are hidden in the entire city and beyond. These are also used to monitor people and to record their conversations.

There are scientists, but they are not free to invent whatever they want. Their research field is limited to inventing new ways to further restrict the human identity and military capacity.

#### Brave New World

Technology is a major theme in BNW. The society is built on technology. All of the citizens are born out of a 'bottle' or some sort of machine (which could possibly look like figure 2).

The three lowest classes (Delta, Gamma and Epsilon) are mass produced. They are created with the so-called *Bokanovsky process*. This process (also mentioned in chapter two) can produce up to 96 humans from an egg that in other times would have produced only one human from one egg.



Figure 2

To create different kinds of humans, the embryo's get less oxygen. The three lower casts all have a lack of oxygen as embryo, but Epsilon embryos the most. Another thing they do to the embryo's is adding alcohol to the blood, again Epsilons suffer the most. By adding alcohol and giving less oxygen, the scientists can restrict mental and physical development. This makes the created humans suited for jobs nobody else would ever want to do.

The scientists of Brave New World even created a third gender. They are called freemartins. They look like women, but also have male characteristics, like hair growth. They are sterile and therefore don't have to wear a contraceptive belt to prevent pregnancies (like all of the women wear). Not having to use contraception was one of the purposes to create freemartins.

The people in Brave New World don't age. And when they are fully grown, it would be impossible to tell how old they are. Even when they're almost at the end of their lives, they will still look young. This was achieved through biological engineering, using blood transplantations, hormone replacement treatments and chemical enhancements.

### Compared

Technology plays a bigger part in BNW than in 1984. The reasons for using the technology, are quite different. In 1984, it is used mainly to monitor the Party members (usually the Outer-Party). The Party members are to a certain extent aware of the fact that they are being monitored. They are monitored with microphones and telescreens.

In BNW, the entire society is built on technology. The technology is so advanced that the scientists are able to create life (babies). The government is not just 'keeping an eye' on people, like in 1984, but they create human in a way that they are easier to control. It becomes a lot harder and for the lower classes even impossible to rebel. Therefore it is easier to maintain them and is strict monitoring, like in 1984, in a lower degree required. Another difference is that technology doesn't seem to be used to monitor the citizens (in any way, it's not mentioned in the book).

A similarity is that in both books, the 'end goal' is the same: to ensure that the world stays exactly the same. Technology is the base of the oppression. Without technology, it would have been way harder for the authorities to control their citizens.

## Chapter Four

### *Poverty vs. Wealth*

#### Nineteen Eighty-Four

In 1984, there are three sorts of people: Inner-Party members, Outer-Party members and the Proles. Less than 2 percent of the population is an Inner-Party member. These people are the most wealthy, have the most rights and best jobs.

Being an Inner-Party member has its advantages. They are monitored less, they can turn off their telescreen completely, they get food of a higher quality than the others and even foods or drinks that are not available for the others. Like wine, real coffee, real tea and sugar.

Children of Inner-Party members do not become automatically Inner-Party members. A prospective Inner-Party member is selected when he/she is young through several tests. Racial origin and family heritage are not important. The main thing is loyalty. Side note, the Inner-Party members are more likely to rebel than Outer-Party members because they are monitored less than Outer-Party members.

Outer-Party members make up approximately 13% of the population. They are constantly monitored. They are the middle class of Oceania and do most of the work in the ministries and the Party government. They all wear blue overalls. The products they get are from a lower quality than the products the Inner-Party gets. They can get higher quality products: by buying it on the black market or buy it on prole markets. Some basic necessities like razor blades and shoelaces are usually bought there.

The Proles (working class) make up 85% of the population. They are the working class of Oceania and they are not really monitored. There are Thought Police members among them, to spread (false) rumors and to keep them down. Just like the protagonist Winston has said, if there is hope, it lies in the Proles. But, as long as the proles are under educated and don't realize they live under bad circumstances, they probably won't try to overthrow the Party or something like that.

The function of the proles is to work and breed. The Party treats them sort of like animals.

*As the Party slogan put it: 'Proles and animals are free.'*<sup>12</sup>

Because they aren't monitored that much and sort of live their own lives, they are free. If they would be interested in religion, it would be permitted. They don't have to wear uniforms, they are allowed to use cosmetics. Even divorce and prostitution is permitted.

Probably the biggest difference between the Proles and the Party-members is that the Proles are still humans. They have emotions and are able to express them. And instead of Newspeak, the Proles still speak Oldspeak. And as long as they don't use words that are forbidden in Newspeak, they will continue to use the old language.<sup>13</sup>

---

<sup>12</sup> 1984. Page 62

<sup>13</sup> Wikipedia. Author unknown. <https://en.wikipedia.org/wiki/Proles>

## Brave New World

There are several social 'classes', from Alpha to Epsilon. Alphas are the highest social class, Epsilons the lowest. Each class has their own traits and characteristics. For example:

Alphas are the intellectuals. They are the leaders, professors and scientist. They wear grey clothes. They are not mass produced, so they were not made with the Bokanovsky process. The same applies to Betas. How they were created is not mentioned in the book, but they aren't born out of a womb. We may assume that they also were created in 'bottles'.

Betas are the second highest class. They are also intellectual but not as intellectual as the Alphas. They wear maroon or mulberry coloured clothes. Alphas and Betas are the only classes that interact with each other. While the Alphas tend to look down at the lower classes, they do it the least at Betas.

Gammas wear green. They are the average social class. A common job for a gamma is administrative work. Gammas look different from Alphas and Betas because of the alcohol that was added to their blood when they were fetuses and the lack of oxygen. This made them shorter than the higher classes.

Deltas wear khaki. They also look different than the higher classes, for the same reasons as Gammas do. The difference between Gamma and Delta is that for Alphas and Betas, all Deltas look the same. Other differences are the amount of alcohol that is added, the Deltas get more of the substance in their blood and they get even less oxygen. This leads to less brain development and therefore, Deltas are less intelligent. They are machinists or packaging employees.

Epsilons wear black. They are the smallest and least developed humans. They are a lot shorter than the other castes. They got the most alcohol added to their blood and the least oxygen. Just enough to make sure they can function. They are illiterate. Epsilons perform the jobs nobody wants to do. They are the carriers and sewage workers.<sup>14</sup>

In some areas in *Brave New World*, there are people who were not born out of a 'bottle'. For instance close to Santa Fe, there's a Savage Reservation where people, called Savages live. As much technology there is used in the rest of the world, as little was used in the Reservation. They don't live there as punishment or something similar to that. They still live there because they didn't want to be a part of the developed world. Unlike the other people, they do age and they have families.

---

<sup>14</sup> Study.com. Kaitlin Oglesby <http://study.com/academy/lesson/5-caste-colors-in-brave-new-world.html>

### Compared

An important similarity is that in both books, there are different types of people. The reason for having/creating different types of people to live in one society, is to fulfill certain types of jobs. Simple manufacturing jobs or to operate machines. When the books were written, machine served mankind. It was unthinkable then that one day it might become reversed.

Another similarity is the way the society is classified. In both books, there is a High class (Alpha, Beta and the Inner-Party), Middle class (Gamma and the Outer-Party) and Lower class (Delta, Epsilon and the Proles).

But, their classes are very different. The Proles can, unlike Epsilons, read and write. The lower classes of BNW are modified, the Proles are not. And the Proles live with their own families in small houses, the lower classes live in barracks.

Another difference is that, in 1984, there is a group of humans that could be regarded as free, the Proles. You could say the savages are also sort of free, but they live under completely different circumstances than the other humans in their world. Therefore comparing them is harder.

## Conclusion

The main question was: *What are the differences and similarities between the books based on four themes?* (Totalitarianism and Propaganda, Identity/Identification and Loyalty, Technology, Poverty vs. Wealth).

Below the most interesting and important differences per theme:

The biggest difference between the books is the way in which totalitarianism was achieved and maintained. In 1984, through fear and in BNW, through pleasure. There are also a few similarities. The most important one: in both book, propaganda is used on a regular basis. The differences are found in the types of propaganda. In 1984, even children are used to keep parents in line.

Theme that was discussed after T&P is Identity/Identification and Loyalty. The biggest difference regarding loyalty is that the people in 1984 are more likely to be loyal to anyone else than the authorities/Big Brother than the people of BNW. They are also more likely to form 'meaningful' relationships than the people of BNW. This is mainly because of the differences in upbringing. The citizens of 1984 live with their families, while in BNW citizens live alone or in barracks.

In both books, technology is used. And without technology, maintaining the totalitarian states wouldn't be possible. But that is where the similarities *seem* to end. In 1984, it is used to monitor people constantly. In BNW, it is used to make people perfect for certain jobs/tasks. The end goal is, on the other hand, in both books the same: to ensure that the world stays exactly the same. To make sure that the totalitarian states are maintained. The difference is that in BNW, scientists are encouraged to develop and invent new things that could make life more comfortable/pleasurable and to stop the ageing process entirely. In 1984, science is only used to invent new weapons to fight wars with and to invent new ways to monitor/control the citizens. Another difference is that in BNW, technology is used to change humans and in 1984 it isn't. The main difference is to what extent the technology is developed. In BNW, it is way more advanced.

Looking at the theme Poverty vs. Wealth, there are similarities and differences. One of the similarities is that in both books, it is possible to divide the population in three sections: High, Middle and Low. Inside these social classes there are also differences and similarities. Especially in the Lower class. The lower classes in BNW are chemically enhanced, in 1984 the proles aren't. The same applies to the middle classes.

And finally, the main conclusion:

The most important thing for the authorities in both of the books is maintaining their totalitarian states. This is achieved by the use of propaganda and technology. By ensuring the people are only loyal to the authorities and by creating class distinction, the totalitarian system is maintained. In which way it was achieved and how the authorities manage to keep the totalitarian state, differs per book.

## Epilogue

Both books contain strong warnings. 1984 warns for the dangers of having a totalitarian regime, of having the power concentrated in a small group of people. In BNW the warning is that man shouldn't be controlled by technology. Technology should be controlled by man and the only purpose should be to serve man.

This subject has a lot more to offer to explore. For instance:

- What would the writers think about their own and each other's book?
  - What would the writers think about our society?
- Which book serves a more realistic future prospect?
  - Which scenario is more likely to happen?
  - Which book has the most similarities with our society?
- To what extent do current regimes show totalitarian characteristics?
  - Or to what extent are these *totalitarian* regimes comparable to one (or both) of the books?

Another option would be to compare them with another dystopian novel, like *the Handmaid's Tale* by Margaret Atwood or *The Power* by Naomi Alderman or any other dystopian novel.

What also would be interesting to research is what the differences are between *young adult* dystopian novels and the *adult* dystopian novels.

Furthermore, I would like to thank Mrs. Linders for counseling me. The ladies from the media library for letting me lend 1984 for almost five months. SparkNotes for creating their Literature Guide series (and my father for buying them).

I have learned a lot from working on this essay. About dystopian novels, books that really make you think about the world you live in. About a world where everyone is afraid that he or she might be vaporized and a world where everyone belongs to everyone and everyone is happy. Two worlds where I would never want to live. In both worlds, humans aren't free and in *Brave New World* they don't even know it! The scariest thing is, that some elements of their world are also present in our world! From all of this I have learned to not believe everything I read immediately. I have learned to be more critical and thinking and writing about the topic also made me a little bit paranoid. *The cover already said it, if you have not read 1984, you have not lived.* And in my opinion, the same applies to *Brave New World*.

Therefore, if you haven't read the books or when it has been a while since you've read them:

Read them (again).

## Literature list

### Sources

1. New York Times. Kimiko de Freytas-Tamura  
<https://www.nytimes.com/2017/01/25/books/1984-george-orwell-donald-trump.html>  
visited multiple times
2. Britannica Encyclopædia (2017)
3. Cambridge Dictionary
4. 1984. Pages 26-27
5. Wikipedia. Author unknown. <https://en.wikipedia.org/wiki/Newspeak> visited multiple times
6. 1984. Page 202
7. 1984. Page 79
8. Brave New World. Page 220
9. 1984. Page 242.
10. Brave New World. Page 43.
11. Brave New World. Page 17.
12. 1984. Page 62
13. Wikipedia. Author unknown. <https://en.wikipedia.org/wiki/Proles> visited multiple times
14. Study.com. Kaitlin Oglesby <http://study.com/academy/lesson/5-caste-colors-in-brave-new-world.html> visited multiple times

### Books

Orwell, G. *Nineteen Eighty-Four*. England, Penguin Books.

Huxley, A. *Brave New World*. London, Vintage Classics (Penguin Random House UK)/.

### Figures

1. The picture was taken from the following site in July 2017  
<http://knowyourmeme.com/memes/subcultures/nineteen-eighty-four-1984>
2. The picture was taken from the following site in September 2017  
<http://www.mondoart.net/index.php?s=aldous+huxley&sbutt=Go>



## Appendix

### Logboek

	WAT	PLAATS	TIJD	OPM.
10-3-2017	Brainstormen	Thuis	75	Onderwerp bedenken voor pws, heel veel sites bezocht
14-3-2017	Gesprek	School	25	Gebrainstormd over een eventueel onderwerp met Linders
20-3-2017	Zoeken	School	45	1984 uit de mediatheek gehaald. Over 1984, animal farm EN brave new world informatie gezocht, de gradesaver sites bekeken
11-4-2017	PvA	School	50	Begonnen aan pva en lezen in 1984, bronnen gezocht. Zowel in studiecentrum als in
12-4-2017	PvA	Thuis	35	PvAAAAAAAAAAAAAAAAAAAAAAAAA
13-4-2017	PvA	Thuis	5	Nog wat opzoeken en in som inleveren
14-4-2017	PvA	School	10	PvA aanvullen en mailen naar Linders
24-4-2017		1984 Thuis	10	Opnieuw begonnen aan het boek. Gelezen tot en met blz 12
25-4-2017		1984 Thuis	100	Gelezen tot en met 47
27-4-2017		1984 Thuis	70	Gelezen tot en met 77
2-5-2017		1984 Ziekenhuis	10	Gelezen tot en met 79
5-5-2017		1984 Thuis	18	t/m 87
6-5-2017		1984 Thuis	130	t/m 141
7-5-2017		1984 Thuis	10	t/m 147
9-5-2017		1984 School	15	t/m 154
11-5-2017		1984 Thuis	20	t/m 160
18-5-2017		1984 School	50	t/m 178
22-5-2017		1984 Oma	50	t/m 200
4-6-2017		1984 Thuis	115	t/m 260
5-6-2017		1984 Trein	40	t/m 281 en op gradesaver de delen doorgelezen
6-6-2017		1984 School	60	Logboek bijgewerkt en de appendix gelezen
7-6-2017	Gesprek	School	20	Gesprek met mevrouw Linders
7-6-2017		1984 Thuis	40	Nagedacht over de mogelijke thema's. De verschillende thema's van beide boeken op een rijtje gezet met behulp van gradesaver en sparknotes
8-6-2017		1984 Thuis	30	Thema's kiezen en brainstormen over de thema's
11-6-2017		1984 Thuis	15	De thema's opgezocht op internet
13-6-2017	Gesprek	School	15	Kort gesprekje gehad met mevrouw Linders over welke thema's er besproken zullen worden

<b>2-7-2017</b>		1984	Bus	50	Uitgezocht wat totalitarianism is
<b>3-7-2017</b>	Gesprek		School	45	Besproken wat ik nu heb en wat ik ga doen. Wat er af moet zijn aan het eind van de zomervakantie, etc.
<b>4-7-2017</b>		1984	Thuis	150	Werken aan totalitarianisme en propaganda. een manier gevonden om gratis de artikelen van study.com te bekijken.
<b>28-7-2017</b>		1984	Carcans	20	gelezen t/m 18
<b>29-7-2017</b>		1984	Carcans	15	deelvragen gemaakt, gelezen t/m 19
<b>30-JUL</b>		1984	Carcans	55	gelezen t/m 53
<b>31-7-2017</b>		1984	Carcans	40	gelezen t/m 77
<b>1-AUG</b>		1984	Carcans	85	gelezen t/m 140
<b>2-AUG</b>		1984	Carcans	30	gelezen t/m 163
<b>4-AUG</b>		1984	Papa	20	gelezen t/m 177
<b>10-8-2017</b>		1984	Thuis	75	Logboek bijgewerkt, gewerkt aan het hoofdstuk Totalitarianism and propaganda
<b>10-8-2017</b>		1984	Thuis	20	filmpjes gekeken op study.com, verder gewerkt aan hoofdstuk T&P
<b>15-8-2017</b>		1984	Drenthe	45	gelezen t/m 201
<b>16-8-2017</b>		1984	Drenthe	145	gelezen t/m 281
<b>18-8-2017</b>	BNW		Drenthe	90	Voorwoord van Margaret Atwood en David Bradshaw gelezen
<b>20-8-2017</b>	BNW		Drenthe	15	gelezen t/m 4. Ik kom er nauwelijks doorheen.
<b>22-8-2017</b>	pws		School	50	Gelezen t/m 7 en doorgelezen wat ik tot nu toe geschreven heb. Study.com artikelen gelezen
<b>25-8-2017</b>	pws		trein	20	gelezen in het sparknotesboekje over BNW
<b>26-8-2017</b>	BNW		Papa	45	Gelezen t/m 22. Saai stuk
<b>28-8-2017</b>	BNW		Thuis	50	Gelezen t/m 56
<b>29-8-2017</b>	BNW		School	180	Gelezen t/m 174
<b>30-8-2017</b>	BNW		School	15	BIJNA UIT
<b>30-8-2017</b>	Gesprek		School	20	Gesprek met mevrouw Linders
<b>1-9-2017</b>	pws		School	50	Format gemaakt voor het volledige werkstuk, aan het voorwoord begonnen, aan totalitarianism gewerkt.
<b>1-9-2017</b>	pws		thuis	70	een beetje aan de/het inleiding/voorwoord schrijven, aan het eerste hoofdstuk gewerkt, bnw uitgelezen
<b>4-9-2017</b>	pws		thuis	15	Even nagedacht over hoe ik het de laatste 39 dagen aan ga pakken. Planning gemaakt, wat ik tot nu toe heb doorgelezen.
<b>8-9-2017</b>	pws		school	50	Brainstormen/mindmappen totalitarianism and propaganda. een paar artikelen gelezen
<b>12-9-2017</b>	pws		Thuis	60	Brainstormen/mindmappen totalitarianism and propaganda, inleiding
<b>13-9-2017</b>	pws		school	70	Vrijwel alle voortgang van gister is weg :( H1 stukjes teruggevonden, stukjes hersteld, inleiding

13-9-2017	pws	School	20	Gesprek met mevrouw Linders
15-9-2017	pws	School	50	Schrijven
17-9-2017	pws	Thuis	135	Aan H1 en 2 geschreven
19-9-2017	pws	School	50	Aan H1 en 2 geschreven
25-9-2017	pws	School	50	Aan H2 geschreven
25-9-2017	pws	Thuis	35	Aan H2 geschreven en layout
26-9-2017	pws	School	50	H2, bronnen gezocht
26-9-2017	pws	School	75	Aan 1 en 2 gewerkt, bronnenlijst aangevuld, gelezen in sparknotes boekje. Stukjes besproken met ouders
27-9-2017	Gesprek	School	20	Gesprek met mevrouw Linders
27-9-2017	pws	School	60	Aanpassingen gedaan naar aanleiding van het gesprek, verder geschreven.
27-9-2017	pws	Thuis	15	Geschreven stukken doorgelezen en gecontroleerd op spelling
1-10-2017	pws	Thuis	180	H1 t/m H3 bijna af
2-10-2017	pws	School	5	Overlegd over BNW H3 Baby's enzo
3-10-2017	pws	School	80	Aan H1 t/m 3 gewerkt!
4-10-2017	pws	School	100	Gewerkt aan H2, 3 en 4
4-10-2017	pws	Thuis	55	Gewerkt aan H3 en 4
5-10-2017	Conceptversie	Thuis	130	H1 t/m 3 af. 4 bijna. Gemaild.
6-10-2017	Pws	Thuis	30	Aan H4 gewerkt
7-10-2017	Pws	Thuis	115	H4 af. Inleiding, discussie, nawoord zgaa
8-10-2017	Pws	Thuis	60	Conclusie, H3 en literatuurlijst, inleiding/discussie/nawoord
8-10-2017	Pws	Thuis	100	Verder gewerkt aan vrijwel alles, met name aan de conclusie
9-10-2017	Pws	Thuis	60	Verder gewerkt aan het nawoord + conclusie
10-10-17	Pws	School	10	Nawoord aangevuld, eerste hoofdstukken doorgelezen
10-10-17	Pws	School	50	Gesprek
10-10-17	Pws	Thuis/school	25	Verbeterpuntjes aangepast
11-10-17	Pws	Thuis/school	135	H3, conclusie, inleiding, etc.
12-10-17	Pws	Thuis	150	Conclusie en inleiding af, laatste loodjes. Doorgekeken met Karen
13-10-17	Pws	Thuis	60	Allerlaatste dingetjes, helemaal doorlezen en inleveren 😊

Total amount of time spent on this paper: 4563 minutes (76 hours and 3 minutes)