Course Description
This course teaches critical perspectives on the first seven Harry Potter novels by J. K. Rowling. Since the release of *Harry Potter and the Philosopher's Stone* in 1997 (or the *Sorcerer's Stone* in its American publication), the series has gone on to achieve global popularity, selling millions of copies and inspiring a media empire of films, amusement park attractions, videogames, and more. Given this massive influence on popular culture, it becomes important to examine Harry Potter critically, and the main objective of this course will be to discuss how the series addresses real world issues in a fantasy setting and where it fits into larger forms of cultural significance. Where does Rowling's work exist in terms of the traditions of fantasy, children's literature, and young adult literature? How does it address larger themes such as pedagogy, growing up, and family? Does the series engage well with contemporary issues of gender and race? Why has it been so successful in inspiring devoted creative works and fandoms? What purpose, if any, does the Harry Potter series and popular culture in general serve in how we live our lives? This course will address these issues and others, while also push students to develop traditional English-based skills regarding critical analysis and essay composition.

Learning Objectives
By the end of the course, students will have been introduced and be expected to successfully demonstrate some of the following skills:

- To critically investigate and discuss major themes of the Harry Potter books
- To appreciate and apply some critical and theoretical approaches to the novels and
- To understand and communicate some of the history behind the literary practices Rowling draws upon
- To recognize how the Harry Potter franchise overlaps with related genres and series (fantasy, coming of age narratives, school narratives), and how it has exerted its own influences
- To propose and carry out a critical investigation of a well-ordered argument concerning a given research topic regarding the Harry Potter series and its reception

Required Texts
Rowling, J. K. *Harry Potter and the Philosopher's Stone*.
Rowling, J. K. *Harry Potter and the Chamber of Secrets*.
Rowling, J. K. *Harry Potter and the Prisoner of Azkaban*.
Rowling, J. K. *Harry Potter and the Goblet of Fire*.
Rowling, J. K. *Harry Potter and the Order of the Phoenix*.
Rowling, J. K. *Harry Potter and the Half-Blood Prince*.
Rowling, J. K. *Harry Potter and the Deathly Hallows*.
Rowling, J. K. *Harry Potter and the Cursed Child*.

Students are permitted to use whatever editions of these books that they may find.
Evaluation
Participation and Attendance 10% continuous
Midterm Essay 20% Mar 7 5-7 pages, due in class
Response Papers 15% (5% each) once every 4 weeks 3, each 2 pages, due through term (due Monday).
Final Essay 25% Apr 4 8 pages/4 pages due in class
Final Exam 30% TBD

Participation and Attendance. Students will receive a portion of this mark for being present in class, and a portion for active and helpful participation. Grading for the participation portion will be done considering the following:
90-100 Excellent: With few, if any, exceptions, the student is making frequent, substantive, useful and original contributions to class discussions; the student consistently engaged and participating, and attends all peer review sessions and classes
80-89 Good: the student is a regular contributor to discussions; the student is consistently engaged, and attends all peer review sessions
70-79 Satisfactory: The student demonstrates occasional contributions and inconsistent engagement
60-69 Marginal: Minimal contributions and/or significant lack of engagement
< 60 Failure: repeated disruptive, inappropriate or unethical behaviour; behaviour disrespectful to others; consistent lack of commitment and/or effort

Midterm Essay. This essay will ask students to expand on how some major theme of the Harry Potter series plays out, through multiple books; students will be allowed to draw on books not yet discussed in class, but must draw on those discussed as well. I will provide a more detailed description later in the term.

Response Papers. Three times throughout the term, students must turn in a brief response paper. The first paper will contain their response to the Harry Potter book being discussed that week. The second will be a response to an article or news item concerning Harry Potter, chosen from a list that will be posted to LEARN, and how it relates to the Harry Potter book being discussed that week. The third will be a response to an academic article concerning Harry Potter, chosen again from a list posted to LEARN, and how it relates to the Harry Potter book being discussed that week. (Not all news items and articles will be relevant to the week's focus; it's up to the students to choose appropriately in consideration of what's to be read that week.) The papers will be marked in terms of how well the students display knowledge of the text, apply what’s been discussed in class, demonstrate original thinking, present a coherent argument, and adhere to conventions in terms of punctuation and mechanics. Note that for papers that address books or topics already discussed in class, you are expected to go beyond what has been discussed thus far.

As for when each paper is due, during the second class of the term, students will sign up into one of four groups, named after the four Hogwarts Houses (Group 1: Gryffindor; Group 2: Hufflepuff; Group 3: Ravenclaw; Group 4: Slytherin). Starting on the the third week, one group's response papers will be due at the start of whichever week of the course we are in. The schedule of response submissions is built into the syllabus. Note that due to the number of weeks in the class, Gryffindor and Hufflepuff will submit their third responses at the same time, as will Ravenclaw and Slytherin. Ex) Augusta Snape
is in Slytherin, or Group 4. Her first response paper is due on February 5th, and may be on either some aspect of *Goblet of Fire* or *Order of the Phoenix*; her second is due on March 12th and must be on some aspect of *Deathly Hallows*, and her final response paper is due March 26th and must be on some aspect of Harry Potter fandom. All response papers are due by 12:00 pm of the Monday they are to be submitted on, and will be electronically into the appropriate dropbox on the course's LEARN site.

**Final Essay/Project.** This assignment is the student’s chance to demonstrate what has been learned over the course of the class. A list of possible essay topics will be distributed beforehand, though students will be permitted to pursue other topics if the instructor approves. Students also have the option of instead creating a Harry Potter-related project, which then be presented on the last day of classes (or week, depending on the number of projects). Those who choose the project option will write a four page description of the their project and how it critically addresses some aspect of the series (e.g. an infomercial for Weasley's Wizard Wheezes that doubles as a commentary on Rowling's approach to comedy); projects may be done in groups of two or three (I strongly encourage this!), but students will still have to write the accompanying paper individually. Students will receive a detailed description of this assignment along with possible essay topics well in advance of the due date. I will expect some level of engagement with Harry Potter scholarship for this essay.

**Final Exam.** Questions will be designed to test your knowledge of the readings, and concepts discussed in class. The test will consist of four parts: explaining key concepts, contextualizing quotations, answering short answer questions, and writing an essay-length response to one of a set of questions.
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<thead>
<tr>
<th>Date</th>
<th>Reading</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>January 3rd</td>
<td>None</td>
<td>Introduction</td>
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<tr>
<td>January 8th</td>
<td>...Philosopher's Stone</td>
<td>Rhetorics of fantasy</td>
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<td>January 10th</td>
<td>...Philosopher's Stone</td>
<td>Children's literature</td>
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<td>January 15th</td>
<td>...Chamber of Secrets</td>
<td>Comedy structures</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; response (Gryffindor)</td>
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<td>January 17th</td>
<td>...Chamber of Secrets</td>
<td>Hogwarts as space</td>
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<td>January 22nd</td>
<td>...Prisoner of Azkaban</td>
<td>Censorship and publication</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; response (Hufflepuff)</td>
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<tr>
<td>January 24th</td>
<td>...Prisoner of Azkaban</td>
<td>Forbidden places in fantasy</td>
<td></td>
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<td>January 29th</td>
<td>...Goblet of Fire</td>
<td>Quest narratives</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; response (Ravenclaw)</td>
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<td>January 31st</td>
<td>...Goblet of Fire</td>
<td>Young adult literature</td>
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<td>February 5th</td>
<td>...Goblet of Fire</td>
<td>Fantasy races</td>
<td>1&lt;sup&gt;st&lt;/sup&gt; response (Slytherin)</td>
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<td>February 7th</td>
<td>...Order of the Phoenix</td>
<td>Surveillance culture</td>
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<td>February 12th</td>
<td>...Order of the Phoenix</td>
<td>Institutional representation</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; response (Gryffindor)</td>
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<td>February 14th</td>
<td>...Order of the Phoenix</td>
<td>Family: father figures and mother figures</td>
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<td>February 26th</td>
<td>...Half-Blood Prince</td>
<td>Gender politics: Hermione and other cases</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; response (Hufflepuff)</td>
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<td>February 28th</td>
<td>...Half-Blood Prince</td>
<td>Pedagogy in Harry Potter</td>
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<td>March 5th</td>
<td>...Half-Blood Prince</td>
<td>Narrative foils</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; response (Ravenclaw)</td>
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<td>March 7th</td>
<td>...Deathly Hallows</td>
<td>Value of tradition</td>
<td>Midterm essay</td>
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<td>March 12th</td>
<td>...Deathly Hallows</td>
<td>Heroism and individualism</td>
<td>2&lt;sup&gt;nd&lt;/sup&gt; response (Slytherin)</td>
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<td>March 14th</td>
<td>Harry Potter ephemera I</td>
<td>Harry Potter fandom/fanfic</td>
<td>(no class; online assignment)</td>
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<td>March 19th</td>
<td>…Deathly Hallows</td>
<td>Happy endings</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; response (Gryffindor + Hufflepuff)</td>
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<td>March 21st</td>
<td>… Cursed Child</td>
<td>Media forms</td>
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<td>March 26th</td>
<td>…Cursed Child</td>
<td>Story archetypes</td>
<td>3&lt;sup&gt;rd&lt;/sup&gt; response (Ravenclaw + Slytherin)</td>
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<td>March 28th</td>
<td>Harry Potter ephemera</td>
<td>Harry Potter fandom/culture</td>
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<td>April 2nd</td>
<td>No readings</td>
<td>Conclusions/ project presentations</td>
<td>Project presentations</td>
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<td>April 4th</td>
<td>No readings</td>
<td>Final exam discussion</td>
<td>Final Essay/ Project papers due</td>
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**Course Policies**
Course policies are essentially based on respectful communication and setting clear expectations. If something about the course, be it an assignment or policy, is not clear to you please write me and we will sort the issue. Please take the time to read the syllabus and the assignments carefully and ask me questions if you’re not sure about something. A syllabus functions as a kind of contract between instructor and student, but more importantly it is a resource and connects you to resources both in the classroom and around campus. I want to make this course as useful to you as possible, and that means—as is always the case in technical communication—clearly communicating our expectations of each other and making sure everyone is on the same page.

**Accessibility Statement**
If you want to talk about an accommodation, please write me so we can meet and discuss your needs. If you can, let me know at the beginning of the term so that we can make arrangements to support you throughout the term. But of course sometimes you don’t know an accommodation would be helpful, or something about your situation changes, and in either case please don’t hesitate to write and we’ll set up a meeting to work out accommodations.

Students may also wish to register with the AccessAbility Services office, located on the first floor of the Needles Hall extension (NH 1401). AccessAbility Services collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations, please register with AccessAbility Services at the beginning of each academic term.

**Counselling Services**
Counselling Services may be of assistance and their information is available online: https://uwaterloo.ca/counselling-services/. If you ever need help finding contact information for these resources you can always come talk to me during office hours or email to set up a time to chat.

**Emergencies and Absences**
In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor’s control. Relevant changes to this course will be posted onto the course website or can be obtained by contacting the instructor via email. You are expected to read your @uwaterloo.ca email on a frequent basis. Personal emergencies should be communicated to me as soon as possible, but attend first to you and your family’s well-being. Whatever happens to be your particular situation is not my business and all I need to know is there was a medical emergency. You do not need to provide any details. For extended absences I would like a note from a doctor, but again no details about why you
were away ever need to be provided in these notes and you do not need to disclose the reason to me.

**Grade Concerns and Incompletes**

Should your grades concern you then you must speak with me within the first 3/4 of the term; the last quarter of the term will not provide sufficient time to markedly improve your final grade. Finally, I will not grant an incomplete in the course; if you have concerns about completing your term please write to me as soon as possible.

**Absence and Late Policy**

Attendance is vital to your success in this course. If you choose not to attend, you will be missing in-class exercises upon which some of your grades will depend. There are no ‘makeups’ for this work.

Assignments are due as noted on the assignment sheets and on the LEARN calendar; unless prior arrangements are made late assignments will lose 10% per day late, for every school day. Assignments more than three days late will not be accepted without documentation or explanation.
If you know you will need an extension, speak with me at least 48 hours prior to the due date.

**Academic Honesty**

All work in this course should be original. Any material that you paraphrase or quote must be cited according to an accepted style format (e.g., APA, Chicago, MLA). Over citing will not be penalized and, in fact, I’m always happy to see you’re doing research. If you’re not sure if you should cite something, go ahead and cite it. We can chat about it later, but when in doubt give credit. Remember you want to give credit for words and ideas.

Academic integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. [Check the Office of Academic Integrity for more information.] Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4. When in doubt, please be certain to contact the department’s administrative assistant who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for his/her actions. [Check the Office of Academic Integrity for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about rules for group work/collaboration should seek guidance from the course instructor, academic advisor, or the undergraduate associate dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline. For typical penalties, check Guidelines for the Assessment of Penalties.

Appeals: A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (other than a petition) or Policy 71, Student Discipline may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72, Student Appeals.

**The Writing and Communication Centre**
The Writing and Communication Centre works with students as they develop their ideas, draft, and revise. Writing and Communication Specialists offer one-on-one support in planning assignments, synthesizing and citing research, organizing papers and reports, designing presentations and e-portfolios, and revising for clarity and coherence.

You can make multiple appointments throughout the term, or drop in at the Library for quick questions or feedback. To book a 50-minute appointment and to see drop-in hours, visit www.uwaterloo.ca/writingand-communication-centre. Group appointments for team-based projects, presentations, and papers are also available.

Please note that communication specialists guide you to see your work as readers would. They can teach you revising skills and strategies, but will not change or correct your work for you. Please bring hard copies of your assignment instructions and any notes or drafts to your appointment.

**Group Work:**
Those students who choose to work in groups for the final assignment (which, again, is highly recommended) will be required to turn in a checklist which will include the following points:

1. All team members have referenced and footnoted all ideas, words or other intellectual property from other sources used in the completion of this assignment.
2. A proper bibliography has been included, which includes acknowledgement of all sources used to complete this assignment.
3. This is the first time that any member of the group has submitted this assignment or essay (either partially or entirely) for academic evaluation.
4. Each member of the group has read the full content of the submission and is assured that the content is free of violations of academic integrity. Group discussions regarding the importance of academic integrity have taken place.
5. Each student has identified his or her individual contribution to the work submitted such that if violations of academic integrity are suspected, then the student primarily responsible for the violations may be identified. Note that in this case the remainder of the team may also be subject to disciplinary action.

The checklist will be available on LEARN at a later date.