Instructor: Michael Hancock  
email: michael.hancock@uwaterloo.ca
Lecture: 13:00-14:20  T Th, AL 124
Office Hours: MT 15:00-17:00, or by appointment
Office: Hagey Hall 369

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 similar narratives
- 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*.

Students are permitted to use whatever editions of these books that they may find.
**Evaluation**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Percentage</th>
<th>Due Date</th>
<th>Pages/Length</th>
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<tbody>
<tr>
<td>Participation and Attendance</td>
<td>10%</td>
<td>continuous</td>
<td></td>
</tr>
<tr>
<td>Midterm Essay</td>
<td>20%</td>
<td>Feb 27th</td>
<td>5-7 pages</td>
</tr>
<tr>
<td>Response Papers</td>
<td>15% (5% each)</td>
<td>once every 4 weeks (approx)</td>
<td>3, each min. 2 pages, due as listed</td>
</tr>
<tr>
<td>Final Essay/Project</td>
<td>25%</td>
<td>Apr 3rd</td>
<td>8 pages/4 pages</td>
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<tr>
<td>Final Exam</td>
<td>30%</td>
<td>TBD</td>
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**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:

- **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.
- **Good:** the student is a regular contributor to discussions; the student is consistently engaged, and attends all peer review sessions.
- **Satisfactory:** The student demonstrates occasional contributions and inconsistent engagement.
- **Marginal:** Minimal contributions and/or significant lack of engagement.
- **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 series. 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 series. (For the second and third paper, when possible, they should also draw from the books that we're looking at most recently.) 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 second, 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 Nefarus is in
Slytherin, or Group 4. Her first response paper is due on Feb 5th, and may be on either some aspect of *Goblet of Fire*; her second is due on July 4th and must respond to one of the non-scholarly articles, and her final response paper is due July 18th and must be on one of the scholarly articles.

**All response papers are due by 17:30 of the Tuesday they are to be submitted on**, and will be electronically into the appropriate dropbox on the course's LEARN site.

*The one exception to the Tuesday submission is the first Gryffindor response, which has been moved to the Thursday of that week, to give them a bit more time to become acclimatized to the course before an assignment.

**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 essay regarding their project and how it critically addresses some aspect of the series (eg. 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.
<table>
<thead>
<tr>
<th>Date</th>
<th>Reading</th>
<th>Topic</th>
<th>Assignment</th>
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<tbody>
<tr>
<td>Jan 8th</td>
<td>None</td>
<td>Introduction</td>
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<tr>
<td>Jan 10th</td>
<td><em>Philosopher's Stone</em></td>
<td>Rhetorics of fantasy</td>
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<tr>
<td>Jan 15th</td>
<td><em>Philosopher's Stone</em></td>
<td>Children's literature</td>
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<tr>
<td>Jan 17th</td>
<td><em>Chamber of Secrets</em></td>
<td>Comedy structures</td>
<td>1st response (Gryffindor)</td>
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<tr>
<td>Jan 22th</td>
<td><em>Chamber of Secrets</em></td>
<td>Hogwarts as space</td>
<td>1st response (Hufflepuff)</td>
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<tr>
<td>Jan 24th</td>
<td><em>Prisoner of Azkaban</em></td>
<td>Censorship and publication</td>
<td></td>
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<tr>
<td>Jan 29th</td>
<td><em>Prisoner of Azkaban</em></td>
<td>Forbidden places in fantasy</td>
<td>1st response (Ravenclaw)</td>
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<tr>
<td>Jan 31th</td>
<td><em>Goblet of Fire</em></td>
<td>Quest narratives</td>
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<tr>
<td>Feb 5th</td>
<td><em>Goblet of Fire</em></td>
<td>Young adult literature</td>
<td>1st response (Slytherin)</td>
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<tr>
<td>Feb 7th</td>
<td><em>Goblet of Fire</em></td>
<td>Fantasy races</td>
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<tr>
<td>Feb 12th</td>
<td><em>Order of the Phoenix</em></td>
<td>Surveillance culture</td>
<td>2nd response (Gryffindor)</td>
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<tr>
<td>Feb 14th</td>
<td><em>Order of the Phoenix</em></td>
<td>Institutional representation</td>
<td></td>
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<tr>
<td>Feb 26th</td>
<td><em>Order of the Phoenix</em></td>
<td>Family: father figures and mother figures</td>
<td>2nd response (Hufflepuff)</td>
</tr>
<tr>
<td>Feb 28th</td>
<td><em>Half-Blood Prince</em></td>
<td>Gender politics: Hermione and other cases</td>
<td>Midterm essay</td>
</tr>
<tr>
<td>Mar 5th</td>
<td><em>Half-Blood Prince</em></td>
<td>Pedagogy in Harry Potter</td>
<td>2nd response (Ravenclaw)</td>
</tr>
<tr>
<td>Mar 7th</td>
<td><em>Half-Blood Prince</em></td>
<td>Narrative foils</td>
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<tr>
<td>Mar 12th</td>
<td><em>Deathly Hallows</em></td>
<td>Value of tradition</td>
<td>2nd response (Slytherin)</td>
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<tr>
<td>Mar 14th</td>
<td><em>Deathly Hallows</em></td>
<td>Heroism and individualism</td>
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<tr>
<td>Mar 19th</td>
<td>…<em>Deathly Hallows</em></td>
<td>Happy endings</td>
<td>3rd response (Gryffindor + Hufflepuff)</td>
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<td>Mar 21st</td>
<td>Harry Potter ephemera I</td>
<td>Harry Potter fanfics</td>
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<tr>
<td>Mar 26th</td>
<td><em>A Very Harry Sequel</em></td>
<td>Magic and camp</td>
<td>3rd response (Ravenclaw + Slytherin)</td>
</tr>
<tr>
<td>Mar 28th</td>
<td><em>A Very Harry Sequel</em></td>
<td>Story archetypes</td>
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<tr>
<td>Apr 3rd</td>
<td>Harry Potter ephemera II</td>
<td>Harry Potter fandom/culture &amp; final exam prep</td>
<td>Project presentations (if</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
The AccessAbility Services office, located on the first floor of the Needles Hall extension (NH 1401), 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 to lessen the impact of your disability, please register with the AS office at the beginning of each academic term.

Mental Health Support
All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

On Campus
- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 ext 32655
- MATES: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek form Student Life Centre

Off campus, 24/7
- Good2Talk: Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- Grand River Hospital: Emergency care for mental health crisis. Phone: 519-749-433 ext. 6880
- Here 24/7: Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- OK2BME: set of support services for lesbian, gay, bisexual, transgender or questioning teens in Waterloo. Phone: 519-884-0000 extension 213

Full details can be found online at the Faculty of ARTS website
Download UWaterloo and regional mental health resources (PDF)
Download the WatSafe app to your phone to quickly access mental health support information
Territorial Acknowledgement

We acknowledge that we are living and working on the traditional territory of the Attawandaron (also known as Neutral), Anishinaabe and Haudenosaunee peoples. The University of Waterloo is situated on the Haldimand Tract, the land promised to the Six Nations that includes 10 kilometres on each side of the Grand River.

For more information about the purpose of territorial acknowledgements, please see the CAUT Guide to Acknowledging Traditional Territory (PDF).

Academic freedom at the University of Waterloo

Policy 33, Ethical Behaviour states, as one of its general principles (Section 1), “The University supports academic freedom for all members of the University community. Academic freedom carries with it the duty to use that freedom in a manner consistent with the scholarly obligation to base teaching and research on an honest and ethical quest for knowledge. In the context of this policy, ‘academic freedom’ refers to academic activities, including teaching and scholarship, as is articulated in the principles set out in the Memorandum of Agreement between the FAUW and the University of Waterloo, 1998 (Article 6). The academic environment which fosters free debate may from time to time include the presentation or discussion of unpopular opinions or controversial material. Such material shall be dealt with as openly, respectfully and sensitively as possible.” This definition is repeated in Policies 70 and 71, and in the Memorandum of Agreement, Section 6.

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.

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 (MLA, in this course). 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 are expected to promote honesty, trust, fairness, respect and responsibility. See the Office of Academic Integrity webpage for more information.

Discipline: A student is expected to know what constitutes academic integrity, to avoid
committing academic offences, 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 professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline. For typical penalties check Guidelines for the Assessment of Penalties.

Grievances and Appeals

**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.

**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 https://uwaterloo.ca/writing-and-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.