Fall 2018

**English 108P (002): Popular Potter**

HH 150: Tuesday & Thursday, 11:30am-12:50pm
Instructor: Jesse Hutchison
Office: HH369: Tuesday & Thursday, 1:30-3:30pm
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**About this course:**

Wands at the ready! In this course, we will be thoroughly examining all seven books in the Harry Potter series. Given the title of course, we will analyze the texts in order to consider just why these books were so popular in their time, continue to be popular today, and seem as if they will continue to be popular for quite some time. In order to answer these questions, we will look into issues of genre, narrative structure, and consider how Rowling presents topics, themes, and issues in a way that might appeal to a wide audience. Consequently, we will discuss not only how the texts themselves can be very entertaining and well-crafted but also how they reflect dominant ideas, beliefs, and ideologies. Thus, we will also be engaging with various critical theories that might illuminate our reading of the texts (knowing the *luminous* hex may be helpful here). The course also focuses on how to develop, research, and write an English essay (known to some as the Looming Assignment-That-Must-Not-Be-Named) and to strengthen your critical thinking skills and your research skills. Those in first year, please avoid the Forbidden Forest.

**Expectations:**

We will be discussing these texts in significant detail. My central expectation is that you come to class fully prepared. Being fully prepared means that you have read the required texts, you have given them some thought, and you have arrived in class with something relevant to say about them, or with a question in mind. To participate fully, you must bring your books to class with you. Please be on time, and plan to attend every class.

**Course Texts Available in Bookstore:**

*Harry Potter and the Philosopher’s Stone*
*Harry Potter and the Chamber of Secrets*
*Harry Potter and the Prisoner of Azkaban*
*Harry Potter and the Goblet of Fire*
*Harry Potter and the Order of the Phoenix*
*Harry Potter and the Half-Blood Prince*
*Harry Potter and the Deathly Hallows*

**Assignments and Evaluation:**

Participation & Attendance: 15%

Essay #1 (3-4 pages): 15% **due October 4**

Small Written Assignment (300 words): 5% **due October 23**

Article Response (600 words): 10% **due November 8**

Final Essay (6-7 pages): 30% **due November 29**

Final Exam: 25%
Essay #1 (15%): For this essay, you will be asked to write a 3-4 page critical analysis of *Harry Potter and the Philosopher’s Stone*. Some topics to consider may be the hero’s journey, genre (choose one, such as fantasy, boarding school children’s literature, detective fiction, etc.), representation of family, etc. These are just suggestions and you may also choose your own topics. Papers should be typed and double-spaced using 12 pt Times New Roman font. Remember too that 3-4 pages means at least a full three pages at a minimum. You are to write argumentative, thesis-driven essays. Use proper MLA citation methods. Please consult the most recent edition of the MLA handbook for details. Due October 4

Small Writing Assignment (5%): For this assignment, you are asked to look beyond the texts of the course and write a short 300 word evaluation of a Harry Potter-related text. You can write a review of one of the eight Harry Potter movies movies, focusing on adaptation of the book. You can write a review of the play, *Harry Potter and the Cursed Child* or *Potted Potter*. You can evaluate the *Unusual Beasts* film in terms of its relation to the Potter series. You can examine something from Pottermore. Or, you can provide a discussion of a piece of Harry Potter fan fiction. I am happy to hear other proposals but please let me know in advance. While this assignment is only worth 5% and only asks for 300 words, you will want to engage with the material critically. Avoid summarizing (though you will probably need *some* of that) and focus instead on engaging with what these texts are doing as cultural products. Use proper MLA citation methods. Please consult the most recent edition of the MLA handbook for details. Due October 23

Article Discussion/Analysis (10%): I will be posting a scholarly article, Holly Batty’s “Harry Potter and the (Post)human Animal Body” to LEARN early on in the term. This assignment asks you to devote two full pages to summarizing the central argument and main points of the article as well as to provide your own argument which can agree with the position articulated in the article, disagree with the position, or provide an alternate position on the topic being discussed. Provide your own reasoning in order to distinguish your own point of view from the author writing the article. In order to prepare you for this analysis, we will be discussing another scholarly article in class on October 18th. Due November 8

Final Essay (30%): For this essay, you will be asked to write a 6-7 page critical analysis of two of the texts that we looked at during the term other than *Harry Potter and the Philosopher’s Stone*. Some topics to consider are how the texts reinforce and/or challenge the status quo, how they represent good vs. evil, their take on morality, etc. As in the previous essay, these are only suggestions and you may also choose your own topics. One potential avenue is to trace recurring ideologies or themes; another approach might be to consider how the values and beliefs shift from one text to another. For this essay, you are asked to do some research and incorporate at least two peer-reviewed secondary sources. Papers should be typed and double-spaced using 12 pt Times New Roman font. Remember too that 6-7 pages means at least a full six pages at a minimum. You are to write argumentative, thesis-driven essays. Use proper MLA citation methods. Please consult the most recent edition of the MLA handbook for details. Due November 29
Final Exam:
The final exam will be 2.5 hours and it will be scheduled during the formal exam period (December 6 to December 21). A full description of the exam format will be discussed later in the term. It will be cumulative; this means that it will cover all material from the course. Please keep in mind that travel plans are not acceptable grounds for an alternative final examination time.

Grading Rubric

A - The paper contains a clear, original, thought provoking, and argumentative thesis statement. The argument is persuasive and argued with coherency. Use of primary and secondary sources is exemplary. Quotations are well chosen and are smoothly integrated into the essay and sharply analyzed. There is a strong flow from paragraph to paragraph as well as from sentence to sentence. “A” papers are structured well, with solid introductions, body paragraphs, topic sentences, and conclusions. The essay remains on-topic throughout. The writing style is formal and professional. The words chosen are appropriate for the context and the writing is free from grammatical errors. Formatting details are free of errors.

B - The paper contains a clear and argumentative thesis statement which is argued with coherency and consistency throughout the paper. Good analysis of primary and secondary sources. Quotations are well chosen and are usually well integrated into the essay but they may occasionally be summarized rather than analyzed. There is a flow from paragraph to paragraph as well as from sentence to sentence. “B” papers are structured well, with solid introductions, body paragraphs, topic sentences, and conclusions. The essay remains on-topic for the most part but contains some tangents. The writing in the essay is clear though there are some awkward word choices and some grammatical errors throughout. The body paragraphs make good points but are occasionally too long or too short. Formatting details are mostly free of errors.

C – The paper contains a thesis but it is somewhat descriptive or speculative or, perhaps, somewhat unclear or awkwardly worded. There is a discussion of the primary and secondary texts but it does not always serve to reinforce an argument. The essay will occasionally veer off-topic, being about something other than the primary text. In a paper that requires research, the secondary source may be used a bit awkwardly or superficially. There is a structure at work in the paper but the essay occasionally becomes unstructured. There may be an imbalance of focus on one text over another. Paragraphs might be of good length or they might be all too long or too short. The writing style has multiple stylistic and grammatical errors leading to an occasional lack in clarity. Formatting is good but contains some errors.

D – The paper lacks a clear and coherent thesis statement. The discussion of the primary and secondary sources is superficial or entirely descriptive. The vast majority of the paper is off-topic, being about something other than the primary text. The secondary source is used without clear understanding of the text and the context from which the quotation
comes. There are frequent structural problems throughout. There is little flow in the paper as it contains mostly awkward transitions. Grammatical and stylistic errors contribute to a lack in clarity. The formatting contains multiple errors.

**F –** The paper lacks a thesis statement. The discussion of the primary and secondary sources is superficial or entirely descriptive. The vast majority of the paper is off-topic, being about something other than the primary text. It is possible that neither the primary nor the secondary text is quoted. There is a lack of structure to the paper and grammatical and stylistic errors render the paper largely unclear. The writing style may be unprofessional. The formatting either contains multiple errors or is absent entirely.

**Participation Rubric**

**A –** Your comments in class display an engagement with both the material as well as your other classmates. The comments are insightful and thought provoking. Attendance is excellent.

**B –** Your comments display an engagement with the material and with the course’s overall themes. While your comments are very good they are not necessarily always contributing to an overall conversation. Attendance is strong.

**C –** Your level of participation varies from class to class. Here, you might have an excellent attendance record without participating in the conversation. Conversely, you might participate here and there and have several absences.

**D –** You might have a good attendance record (marked with several absences) without participating in the conversation. You might make rare occasional comments but have missed a good number of classes.

**F –** You have missed a great number of classes and/or your participation in class is disruptive and/or inappropriate.

**Course policies:**

**Missed classes and assignments**

With the exception of the exam, all assignments are to be handed in on LEARN by 11:59pm on the day the assignment is due. Microsoft Word documents are preferred over PDF and Pages. Marks will be returned on Learn. The penalty for a late assignment is 2% per day, including weekend days. This will be incurred in all cases except certified emergencies. Papers more than ten days late will not be accepted, and a mark of zero will be given for the assignments.

A doctor’s note is required to avoid a late penalty, and it should document serious illness on and for the period directly preceding the due date for assignments, or on the scheduled dates of exams.
In cases of personal matters such as mental health concerns, I am very sympathetic but I am also unable to properly evaluate these cases. If you need an extension on work for such issues, it is crucial to go to AccessAbility and have them evaluate your case. They can then contact me if they believe you require alternate accommodations for assignments. At that point, I am always happy to help the student in any way that I can. Please see more information below for AccessAbility as well as for counselling services. If you miss a class for unavoidable circumstances, please connect with a classmate to discuss the material that was covered during your absence.

**Appointments and email:**

I am always happy to meet with students to discuss course matters, including difficulties with the material or upcoming assignments. Please feel free to make an appointment to meet with me, or send me an email.

If you send me an email, please wait 24 hours before sending me a reminder. I may not be able to respond right away, or I may be looking into the matter on your behalf, but I will get back to you as soon as possible. If you have not received a response after 24 hours, or 48 hours on a weekend, please email me again. Please note that mail from some external email servers, such as Hotmail or Yahoo, may be bounced by the university server.

Email should be reserved for relatively simple communication matters, such as brief questions or to make an appointment. If your query will require a longer conversation as in, for example, the discussion of a grade or an assignment, please make an appointment to meet with me in person. In general, I will not give out marks over email.

**Academic Integrity and Discipline**

**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.

Accommodation for Students with Disabilities

Note for students with disabilities: The AccessAbility Services office, located on the first floor of the Needles Hall extension (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.

**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.

**Schedule:**
- **September 6:** Introduction
- **September 11:** *Harry Potter and the Philosopher’s Stone*
- **September 13:** *Harry Potter and the Philosopher’s Stone*
- **September 18:** *Harry Potter and the Chamber of Secrets*
- **September 20:** Essay Workshop
- **September 25:** *Harry Potter and the Chamber of Secrets*
- **September 27:** *Harry Potter and the Prisoner of Azkaban*
- **October 2:** *Harry Potter and the Prisoner of Azkaban*
- **October 4:** *Harry Potter and the Goblet of Fire* Essay #1 Due
- **October 11:** *Harry Potter and the Goblet of Fire*
- **October 16:** *Harry Potter and the Goblet of Fire*
- **October 18:** Noel-Smith, “Harry Potter’s Oedipal Issues”
- **October 23:** *Harry Potter and the Order of the Phoenix*, Small Writing Assignment Due
- **October 25:** *Harry Potter and the Order of the Phoenix*
- **October 30:** *Harry Potter and the Order of the Phoenix*
- **November 1:** Workshop on Secondary Sources
- **November 6:** *Harry Potter and the Half-Blood Prince*
- **November 8:** *Harry Potter and the Half-Blood Prince*, Response to Article Due
- **November 13:** *Harry Potter and the Half-Blood Prince*
- **November 15:** *Harry Potter and the Deathly Hallows*
- **November 20:** *Harry Potter and the Deathly Hallows*
- **November 22:** *Harry Potter and the Deathly Hallows*
- **November 27:** Course Wrap-Up
- **November 29:** Exam Review, Essay #2 Due