



ST. JEROME'S UNIVERSITY

St. Jerome's University in the University of Waterloo

Department of English

ENGL 108P

Popular Potter

Spring 2022

MW 1:00-2:30PM

Instructor Information

Instructor: Jesse Hutchison

Office: Sweeney Hall, Room, 2114

Office Hours: MW 11:30-12:30

Email: j6hutchi@uwaterloo.ca

Teaching Assistant Information

Teaching Assistant: Michael Hancock

Office Hours: email for a Zoom appointment

Email: michael.hancock@uwaterloo.ca

Course Description

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 Lumos charm 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.

Course Goals and Objectives

Upon completion of this course, students should be able to:

- A. Critically analyze popular literary works
- B. Write a revised and polished thesis-driven essay
- C. Interpret and analyze scholarly articles
- D. Carry out research for peer-reviewed secondary sources

Course Texts Available Through the 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

Course Requirements and Assessment

Assessment	Date of Evaluation	Weighting
Attendance		10%
Small Writing Assignment (300-400 words)	May 25	5%
First Essay (900-1200 words)	June 8	15%
Article Discussion/Analysis (600-700 words)	June 27	10%
Final Essay (1800-2000 words)	July 18	30%
Take-Home Exam (1500-1700 words)	August 1	20%
Contributions to LEARN Discussion Board		10%

Small Writing Assignment (5%)

For this assignment, you are asked to look beyond the texts of the course and write a short 300-400 word evaluation of a Harry Potter-related text. You can write a brief analysis of one of the eight Harry Potter movies, focusing on adaptation of the book (perhaps the best option if you were relatively unfamiliar with the material before coming to class). You can write a brief analysis of one of the plays, *Harry Potter and the Cursed Child* or *Potted Potter*. You can analyze one of the *Fantastic Beasts* films in terms of its relation to the Potter series or simply as an individual work. Or, you can provide an analysis 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 300-400 words, you will want to engage with the material critically, meaning that it should still be driven by an argument that you are making. Avoid summarizing (though you will probably need *some* of that) and reviewing and focus instead on engaging with what these texts are doing. The assignment will be submitted to the LEARN dropbox by 11:59pm on May 25.

First Essay (15%)

For this essay, you will be asked to write a 900-1200 word (not counting Works Cited) critical analysis of *Harry Potter and the Philosopher's Stone* OR *Harry Potter and the Chamber of Secrets* (but not both). Some topics to consider may be the hero's journey, heroism, 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. The paper should be argumentative and thesis-driven. Use proper MLA citation methods. Please consult the most recent edition of the MLA handbook for details or see the Owl

at Purdue: https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html
The assignment will be submitted to the LEARN dropbox by 11:59pm on June 8.

Article Discussion/Analysis (10%)

I have posted a scholarly article, Holly Batty's "Harry Potter and the (Post)human Animal Body" to LEARN. This assignment asks you to write 600-700 words. Use three or four sentences to summarize the central argument and main points of the article. Use the rest of your analysis to provide your own argument which can agree with the position articulated in the article (with some sort of distinction), 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 (also up on LEARN) in class on June 9th. The assignment will be submitted to the LEARN dropbox by 11:59pm on June 27.

Final Essay (30%)

For this essay, you will be asked to write an 1800-2000 word (not counting Works Cited) critical analysis of two of the texts that we looked at during the term. The two texts must be different than the one you wrote on for the first essay. Some topics to consider are how the texts reinforce and/or challenge the status quo, how they represent the time period in which they were written, how they represent good vs. evil, individualism, motherhood, celebrity, authoritarianism/fascism, feminism, race, etc. As in the previous essay, these are only suggestions and you may also choose your own topics. 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. The paper should be argumentative and thesis-driven. Use proper MLA citation methods. Please consult the most recent edition of the MLA handbook for details or see the Owl at Purdue:

https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_style_introduction.html

The assignment will be submitted to the LEARN dropbox by 11:59pm on July 18.

Take-Home Exam (20%)

For this assignment, you will write a 1500-1700 word paper where you look at a single issue that we discussed in the course (and one that you did not discuss in the final essay) and draw from all seven texts in order to explain how Rowling engages with this issue. Issues to consider are genre, race, gender, rebellion, heroism, individualism, motherhood, choice, surveillance, authority, fascism, punishment, etc. One potential avenue is to trace recurring ideologies or themes; another approach might be to consider how the values and beliefs shift over the course of the series. Also, consider the question of how Rowling's engagement with this topic contributed to the book's popularity. There is no research required for this paper. Instead, you will be assessed in terms of how well you have synthesized and engaged with information from the class. Papers should be typed and double-spaced using 12 pt Times New Roman font. The paper should be argumentative and thesis-driven. The assignment will be submitted to the LEARN dropbox by 11:59pm on August 1.

Contributions to LEARN Discussion Board (10%)

When I taught this course previously, there were always lively discussions in class. Not surprisingly, students want to talk about Potter. I have endeavoured to create several avenues for you to express

your thoughts about the texts. One of them is the LEARN forums. Each week (not including the introductory week), you will have the opportunity to discuss that week's lectures with your fellow classmates. You are asked to contribute to eight of the threads that will appear throughout the term. Write a paragraph or two (paragraphs should be between 100-250 words) addressing that week's topic. Keep in mind that your contributions to a thread will only be marked if you contribute during the specific week that the question has gone up. For example, if you wish to discuss the question that is up for Week 2, you will need to respond between May 9th and May 15th. Just remember to be kind, courteous, respectful and friendly even if disagreeing. You will therefore be graded in terms of fulfilling the 8-post requirement during the required time period, reaching the minimum word count (any post below 100 words will not count), how accurately you've responded to the question, and the tone of your writing.

Attendance (10%)

Class attendance is crucial for your attendance grade. Furthermore, the take home will focus on information discussed in lecture. Please come to the class on time and avoid any potential distractions (meaning no social media, texting or having off-topic chat with friends). Similar to what appears in the late work information, if there are personal issues such as mental health concerns that make attending class difficult, you will need to go to AccessAbility to have them evaluate your case and they can contact me if they believe you require alternate accommodations. For matters related to flu-like symptoms or COVID-related illnesses, students are encouraged to **self-declare** their illness. For other types of illness and/or injury, the **Verification of Illness (VIFs)** form may still be requested if the student is seeking accommodation. If you miss a class for unavoidable circumstances, please connect with a classmate to discuss the material that was covered during your absence.

Alternate Arrangements

Due to the ongoing pandemic, it is possible that we will require alternate arrangements in class in-person classes are cancelled. In the event of cancellations, we will switch to an online format. Classes will continue to be live and will take place in the Virtual Classroom on LEARN at our regularly scheduled time. Attendance will be recorded (LEARN records both your attendance and how long you attended for). Since all of the assignments are to be handed in online, the assignment schedule will remain the same.

Late Work

All assignments are to be handed in on LEARN on the due dates listed above. Marks will be returned on Learn. Late papers though will be subject to a late penalty of 2% per day up to 20 days. Assignments more than 20 days late (or 7 days in the case of the take home assignment due during the final exam period) will not be accepted.

A verification of illness form or 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.

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 connect with AccessAbility Services, who are still available by phone or online during this period 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.

Office Hours: I will be available for office hours on Mondays and Wednesdays 11:30AM-12:30PM. You can book an appointment but you can also feel free to drop-by during that hour whenever you would like.

Email: I respond to my emails every week day until 4:30PM. 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. Remember though that if you send an email regarding an assignment the day that assignment is due, that I may not see it until the following morning. If you have not received a response after 24 hours, or roughly 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.

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 www.uwaterloo.ca/academicintegrity/ for more information.

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. [Read the St. Jerome's University Policy on Student Petitions and Grievances](#). When in doubt, please be certain to contact the St. Jerome's Advising Specialist, Student Affairs Office, 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 their actions. Check www.uwaterloo.ca/academicintegrity/ 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 Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under the [St. Jerome's University Policy on Student Discipline](#). For information on categories of offences and types of penalties, students should refer to University of Waterloo [Policy 71, Student Discipline](#). For typical penalties, check the [Guidelines for the Assessment of Penalties](#).

Appeals: A decision made or penalty imposed under the [St. Jerome's University Policy on Student Petitions and Grievances](#) (other than a petition) or the [St. Jerome's University Policy on Student Discipline](#) may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to the St. Jerome's University Policy on [Student Appeals](#).

Note for students with disabilities: [AccessAbility Services](#), located in Needles Hall (Room 1401) at the University of Waterloo, 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 AccessAbility Services at the beginning of each academic term.

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

On Campus:

- SJU Wellness Coordinator: Lindsay Thompson (lindsay.thompson@uwaterloo.ca)
- Counselling Services: counselling.services@uwaterloo.ca / 519-888-4567 x32655
- **MATES**: one-to-one peer support program offered by Federation of Students (FEDS) and Counselling Services
- Health Services Emergency service: located across the creek from 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: 519-749-4300 x6880
- **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 x213

Full details can be found online on the Faculty of Arts [website](#).

Download [UW and regional mental health resources \(PDF\)](#)

Download the [WatSafe app](#) to your phone to quickly access mental health support information

Course Outline / Class Schedule

May 2: Introduction

May 4: General Discussion, why analyze Potter?

May 9: *Philosopher's Stone*

May 11: *Philosopher's Stone*

May 16: *Chamber of Secrets*

May 18: *Chamber of Secrets*

May 25: *Prisoner of Azkaban*, **Small Writing Assignment Due**

May 30: Essay Workshop

June 1: *Goblet of Fire*

June 6: *Goblet of Fire*

June 8: *Goblet of Fire*, **Essay #1 Due**

June 13: Noel-Smith, "Harry Potter's Oedipal Issues"

June 15: *Order of the Phoenix*

June 20: *Order of the Phoenix*

June 22: *Order of the Phoenix*

June 27: Workshop on Secondary Sources, **Response to Article Due**

June 29: *Half-Blood Prince*

July 4: *Half-Blood Prince*

July 6: *Half-Blood Prince*

July 11: *Deathly Hallows*

July 13: *Deathly Hallows*

July 18: *Deathly Hallows*, **Final Essay Due**

July 20: Course Wrap Up

July 25: Take Home Review

Take Home due August 1