

ENGL 4510: TOPICS IN LITERATURE
“HARRY POTTER IN CONTEXT”
Summer 2011 Course Syllabus

COURSE DESCRIPTION:

An in-depth seminar in a special topic in literature. Topics may include American Nature Writing, African American Lit, and Native American Lit. May be repeated for credit with different topics. Prerequisites: ENGL 2200 or 2240 and ENGL 2600 (may be waived with instructor consent).

During this Harry Potter-themed Topics in Literature course, students will perform a variety of critical analyses of the Harry Potter series (inclusive of both the novels and the films) as both cultural phenomena and progressive young adult literature. Discussions will focus on sociological, cultural, and contextual analyses of the narrative text itself, the adaptation process resulting in the films, the pedagogical value of the novels, and the staggering fan reception of the series.

Activities intended to broaden student understanding of the cultural context of the narratives will include a walking tour of London (exploring inspirations and locations from both the novels and the films); a guided tour of Oxford, Lacock, and other nearby novel/film locations; and a three-day tour to Edinburgh, Scotland (both where Rowling wrote the majority of the books and where much of the exterior shots of Hogwarts were filmed).

MEETING TIMES AND LOCATION:

February	TBA	TBA
March	TBA	TBA
April	TBA	TBA

Meetings in London will be scheduled as needed

INSTRUCTOR:

Dr. Kyle Bishop	Office:	BC 304A
	Office Hours:	MW 9:00–10:50, TR 2:30–3:30, or by appointment
	Telephone:	586-7804
	E-mail:	bishopk@suu.edu
	Web Site:	< www.suu.edu/faculty/bishopk >

COURSE OBJECTIVES:

This course will provide successful students the opportunity to apply a variety of critical approaches to texts that are likely already familiar to them, demonstrating how literary theory works to enlighten all texts, including popular and YA narratives. Most importantly, however, as a study abroad course, students will be exposed to the real-world culture and physical environment that produced, shaped, and continue to inform the Harry Potter series of texts, giving students greater insight into the importance of contextual awareness and analysis.

Students will be assessed through careful instructor analysis of their written works, particularly via two personal essays and a longer, research-based seminar paper, along with an individual presentation and participation in and engagement with cultural activities and class lectures/discussions.

TEXTS:

Heilman, Elizabeth E. *Critical Perspectives on Harry Potter*. New York: Routledge, 2008. Print. ISBN: 978-0415964845

Rowling, J.K. *Harry Potter and the Chamber of Secrets*. New York: Scholastic, 2000. Print. ISBN: 978-0848710682

---. *Harry Potter and the Deathly Hallows*. New York: Scholastic, 2009. Print. ISBN: 978-0545139700

---. *Harry Potter and the Goblet of Fire*. New York: Scholastic, 2002. Print. ISBN: 978-0439139601

---. *Harry Potter and the Half-Blood Prince*. New York: Scholastic, 2006. Print. ISBN: 978-0439785969

---. *Harry Potter and the Order of the Phoenix*. New York: Scholastic, 2004. Print. ISBN: 978-0439358071

---. *Harry Potter and the Prisoner of Azkaban*. New York: Scholastic, 2001. Print. ISBN: 978-0439136365

---. *Harry Potter and the Sorcerer's Stone*. New York: Scholastic, 1999. Print. ISBN: 978-0590353427

SUPPLIES:

A notebook or binder with paper for writing and note taking
Possible photocopying and printing expenses for research, drafts, and assignments
A jump drive for backing up all essays and other homework
Access to all of the currently released Harry Potter films

COURSE STANDARDS AND POLICIES:

Attendance: Students will meet as a group with the instructor three times prior to leaving for England. Once in London, students will be expected to participate in regular discussions and intellectual “gatherings” (held in textually relevant locations), as well as all the cultural events, including a walking tour of London, a day-long guided tour of Oxford and Lacock, and a three-day excursion to Edinburgh.

Class Decorum and Behavior: Students are expected to be mature and responsible. During course meetings and activities, students should listen attentively, engage respectfully in discussions, and take notes (as possible). They are also expected to come to discussions and events prepared and to participate in all assignments and activities.

MLA Manuscript Format: All assignments must be word processed and comply with MLA formatting guidelines; that is, papers **must** have 1” margins; be typed in a 12-point, Times New Roman font; and be double spaced throughout. Students may **not** use cover pages; instead, the first page of all assignments must contain the student’s name, the instructor’s name, the course title, and the date (with the month spelled out) on separate lines against the left margin. All assignments must also have a descriptive title, centered and just below the date line. Each page must then have a page number, preceded by the student’s last name, in the upper right corner ($\frac{1}{2}$ ” below the margin).

COURSE STANDARDS AND POLICIES continued:

Essay Length: Writing assignments are given minimum page-length requirements, and these are references to **full pages**, not sheets. For example, a 6–10 page paper must be **at least** 6 full pages long, not just 5¼ pages. Works cited pages do not count towards the minimum requirements.

Late Work: All homework is due when indicated in the course schedule. **LATE WORK WILL NOT BE ACCEPTED.** When possible, assignments should be submitted as hard copies; after returning to the United States, however, papers will be submitted via e-mail. If students know they are going to have conflicts, assignments **must** be handed in early, not late. In extenuating circumstances, exceptions may be made **in advance** and at the instructor’s discretion.

Grades: All students’ grades will be recorded, managed, and calculated on an Excel spreadsheet, which will be updated regularly. For privacy issues, these grades will not be available on the internet; however, students may ask via e-mail or in person about their grade and current class standing.

ASSIGNMENTS:

Participation: (20 percent of final grade) Students will participate in various meetings, discussions, and cultural activities (as indicated above). Points and grades will be awarded based on attendance, preparation, and active participation.

Initial Personal Essay: (10 percent of final grade) Before leaving the United States for England, each student will submit a personal essay exploring his/her interest in and attachment to the Harry Potter series of novels and movies. This essay should be as critical and specific as possible, making some kind of textual and/or cultural argument about the series, but the essay will be primarily personal in nature, focusing on a “reader response” approach to the texts. Students will share their essays with the rest of the class to stimulate initial discussions about the cultural relevance and academic value of the Harry Potter phenomenon.

Cultural Response Presentation: (10 percent of final grade) While in London, students will prepare a 5–10 minute presentation sharing some experience they have had or insight they have gained about Harry Potter since being immersed in the British culture of London. No specific guidelines will be provided for this presentation; the assignment is essentially a pass/fail requirement, as long as it is personal, emphasizes culture experience and reception, and is related to Harry Potter.

Seminar Paper: (40 percent of final grade) Each student will compose a formal proposal for their course seminar paper, to be discussed with and approved by the course instructor. Upon approval, each student will compose a critical seminar-style essay of 15–20 pages that makes an insightful and critical argument concerning the Harry Potter novels, the film adaptations, and/or the cultural phenomenon of the series. Additional research will be necessary for this project (drawing primarily from the assigned critical texts, but not excluding personal experience and anecdote), requiring proper, 7th-edition MLA-style documentation. Students will compose a 6–8 page draft of this essay for instructor feedback (due by July 1), meet with the instructor for a one-on-one conference (likely conducted via phone or e-mail), and revise the paper into a 12–15 page final draft (due by August 1).

Revisited Personal Essay: (20 percent of final grade) After returning to the United States, each student will compose a second personal essay, this time exploring how his/her interest in and attachment to the Harry Potter series of novels and movies has *changed* since experiencing the series in England. As with the first Personal Essay, this paper should be as critical and specific as possible, making some kind of textual and/or cultural argument about their cultural experience with the series, but the essay will be primarily personal in nature, focusing on a “reader response” approach to the texts.

GRADING POLICY:

All essays and papers will be carefully assessed and assigned letter grades: work that exceeds expectations will receive an A grade; work that is competent and correct, a B; and work that barely meets the minimum requirements, a C or a D. Students' final grades will be averaged and weighted according to the following grading scales (based on the University's 4.0 grading system):

Grading Weights	Grading Scale			
Participation.....x2 (20%)	3.8 – 4.0	A	1.8 – 2.0	C
Initial Personal Essayx1 (10%)	3.4 – 3.7	A-	1.4 – 1.7	C-
Cultural Presentationx1 (10%)	3.1 – 3.3	B+	1.1 – 1.3	D+
Seminar Paper.....x4 (40%)	2.8 – 3.0	B	0.8 – 1.0	D
Revisited Personal Essayx2 (20%)	2.4 – 2.7	B-	0.4 – 0.7	D-
	2.1 – 2.3	C+	0.0 – 0.3	F

ACADEMIC INTEGRITY POLICY:

Scholastic dishonesty will not be tolerated and will be prosecuted to the fullest extent. **Any student caught deliberately plagiarizing a paper will immediately fail that assignment and possibly the entire course.** Students are expected to have read and understood the current issue of the student handbook regarding student responsibilities and rights, and the intellectual property policy, for information about procedures and about what constitutes acceptable on-campus behavior.

ACCOMMODATION OF STUDENTS WITH DISABILITIES:

Students with medical, psychological, learning, or other disabilities desiring academic adjustments, accommodations, or auxiliary aids will need to contact the Southern Utah University Coordinator of Services for Students with Disabilities (SSD) in Room 206F of the Sharwan Smith Center or phone (435) 865-8022. SSD determines eligibility for and authorizes the provision of services.

EMERGENCY MANAGEMENT:

In case of emergency, the University's Emergency Notification System (ENS) will be activated. Students are encouraged to maintain updated contact information using the link on the homepage of the *mySUU* portal. In addition, students are encouraged to familiarize themselves with the Emergency Response Protocols posted in each classroom. Detailed information about the University's emergency management plan can be found at <http://www.suu.edu/ad/em/>.

HEOA COMPLIANCE:

The sharing of copyrighted material through peer-to-peer (P2P) file sharing, except as provided under U.S. copyright law, is prohibited by law. Detailed information can be found at <http://www.suu.edu/it/p2p-student-notice.html>.

DISCLAIMER:

Information contained in this syllabus—other than the grading, late assignments, makeup work, and attendance policies—may be subject to change with advance notice, as deemed appropriate by the instructor.