

INTG 322-01: Reflections

Harry Potter & the Philosopher's Soul

Tuesdays and Thursdays from 3:30-4:45 p.m. in CSB 276

Dr. Myers' Fall 2015 Office Hours

Mondays from 2:00-4:00 p.m. and Tuesdays & Thursdays from 12:00-3:00 p.m.

Other days & times by appointment... Wallace Hall, Rm. 8, x2208 or cmyers@monmouthcollege.edu

Course Description

When it was published in England, the first of the Harry Potter novels was called *Harry Potter and the Philosopher's Stone*. Although Rowling was referring to the stone of alchemy supposedly able to turn base metals into gold, her novels also perform a sort of literary alchemy. This class will read the Harry Potter series for its transformative themes, primarily themes of moral development. More specifically, we will reflect on the "alchemical" potential of the books to transform their readers and, through them, the society in which we live. Reading the novels through this lens, students will bring scenes to class for discussion, highlighting the issues they find important there. Based on these examples, the class will then read philosophical, literary, scientific, and cultural studies articles on related themes. Some of those themes might include the transformative power of Renaissance science (alchemy, astronomy, and astrology) in the Potter novels; construction of self and/in society; oppression and social justice; issues of gender, race, and ethnicity; power, mortality, evil, and courage; and the magic of love. ~ Prof. Anne Marmar, 2010

Required Reading

- ❖ All seven Harry Potter novels by J.K. Rowling (rhymes with bowling)
- ❖ *Mapping the World of the Sorcerer's Apprentice* edited by Mercedes Lackey
- ❖ *The Magical Worlds of Harry Potter: A Treasury of Myths, Legends, and Fascinating Facts* by David Colbert

Additional readings will be handed out or may need to be accessed by students at the course webpage – <http://cdmyers.info/HarryPotter.html> – which will be updated as needed.

Course Objectives

- ❖ To savor and delight in the Harry Potter novels. Along the way, we will engage in a close and critical reading of the novels with an eye toward their transformative themes.
- ❖ To put the novels into historical context through a consideration of some of their roots in Renaissance science, in mythology, and in literature.
- ❖ To consider, understand, and analyze a variety of critical responses to the Potter texts from scholars in a variety of disciplines, while being enchanted by the novels' magical turns of phrase, adventures, tender moments, clever references to mythology, moments of hilarity, & sheer joy.
- ❖ To reflect on the alchemical (that is, transformative) powers of the novels in our own lives.



Evaluation & Class Participation

- ❖ Attendance & Participation – 15% (assessed continuously, including Head Table)
- ❖ O.W.L. (Ordinary Wizarding Level) – 20% (Tuesday 29 September)
- ❖ Summoning Knowledge – 15% (Thursday 22 October @ Midnight)
- ❖ Cinematic Transfiguration – 20% (Thursday 3 December @ Midnight)
- ❖ N.E.W.T. (Nastily Exhausting Wizarding Test) – 30% (Saturday 12 December @ 11:30 a.m.)

Without question you should be in class every day, ready to learn. Should you fall ill, break your leg, or have another serious dilemma that prevents your attendance, you are responsible for politely asking a classmate if you can **HAND-COPY** their notes (do not forget to say thank you!). Additionally, you should set up a time to go over missed material with Dr. Myers at the earliest possible opportunity. *Also note: All assignments must be completed for you to earn a passing grade in this course.*

Head Table

On the first day of the course, you will divide into “classes” that will give you a theme to focus on as you read the novels. You should look for the themes in ALL of your reading, not just the chapters when the subjects are mentioned. These will be based on the classes students at Hogwarts take:

Care of Magical Creatures

Defence Against the Dark Arts

Divination

Muggle Studies

Potions

On any given day in Reflections, one member of your “class” will need to sit at the Head Table, in front of our classroom, and contribute to the discussion with examples that relate to your “class” subject. It will be up to you to decide how you rotate which class member takes on this role, but everyone will need to do so at least THREE times during the semester. Your contributions during Head Table will count toward your Attendance & Participation grade. The highest marks for Head Table will be students who are well prepared and able to make connections to other days of our discussion/other readings that were not assigned for the day in question.

Grading Scale

A = 100%-93%	B = 86.9%-83%	C = 76.9%-73%	D = 66.9%-63%
A- = 92.9%-90%	B- = 82.9%-80%	C- = 72.9%-70%	D- = 62.9%-60%
B+ = 89.9%-87%	C+ = 79.9%-77%	D+ = 69.9%-67%	F = below 60%

Course work expectations for Monmouth’s 4-4 Course System

Hours per week in class	= 2.5 hours
Hours per week reading/reviewing/studying	= 4 hours
Hours per week working on assignments	= 3.5 hours
Total hours per week	= 10 hours

!!! Important Notes !!!

Please silence all cell phones before class starts, and leave them in your bag/coat/purse...so no text messaging at any time either! During tests, you may not have on headphones of any type, for any reason.

Students at Monmouth are all expected to read and abide by the Scots Guide Student Handbook (available online at <http://www.monmouthcollege.edu/life/residence-life/scots-guide>), and should pay special attention to the Academic Regulations dealing with Academic Honesty and violations thereof, listed below in bold (*with my comments following each*):

1. **Cheating on tests, labs, etc;** (*This includes bringing in cheat sheets in any form, looking at a neighbor's test, talking during the test, or accessing online materials during a test.*)
2. **Plagiarism, i.e., using the words, ideas, writing, or work of another without giving appropriate credit;** (*You will get a citation guide with your paper assignments that you should be able to follow easily. If you have any questions about how to cite a source at anytime, be sure to ask!*)
3. **Improper collaboration between students, i.e., not doing one's own work on outside assignments specified as group projects by the instructor;** (*If you have questions about when studying together becomes "improper collaboration" be sure to ask. As a general rule, you should make sure you separate yourself from your classmates before you start writing an assignment so that you can be certain it is in your own words and no one else's.*)
4. **Submitting work previously submitted in another course, without previous authorization by the instructor.** (*If you have done an assignment in another course that you think would work well for one in this course, it is not inconceivable that I would give you permission to reuse it...with revisions. Set up a time with me to discuss/negotiate the possibility.*)

All instructors at Monmouth are required to follow the procedures noted in the Student Handbook in regard to violations of the Academic Honesty Policy. It is incumbent upon you to remember the final portion of the Philosophical Statement regarding Academic Honesty: "Any breach of the academic honesty policy – either intentionally or unintentionally - will be taken seriously and may result not only in failure in the course, but in suspension or expulsion from the College. It is each student's responsibility to read, understand and comply with the general academic honesty policy at Monmouth College, as defined here in the Scots Guide, and to the specific guidelines for each course, as elaborated on the professor's syllabus."

Any student eligible for and needing academic adjustments or accommodations because of a disability should speak with Dr. Myers during the first two weeks of class and get in touch with the Teaching and Learning Center on the 2nd floor of Poling Hall, 309-457-2257.

If you have questions or concerns at any point during the course, please come to see me during office hours or make an appointment with me to have a discussion. I am better able to help you learn if I know what help you need.

Class Schedule...

Date	Readings & Assignments
Tuesday 25 Aug 15	Welcome!
Thursday 27 Aug 15	<i>Harry Potter and the Sorcerer's Stone</i> , Chapters 1-7
Tuesday 1 Sept 15	<i>Sorcerer's Stone</i> , Chapters 8-17
Thursday 3 Sept 15	Travis Prinzi, "Harry Potter for Real Life" & "The Tales of Rowling the Bard" (Handout) John Granger, "Narrative Misdirection." (Handout)
Tuesday 8 Sept 15	<i>Harry Potter and the Chamber of Secrets</i> , Chapters 1-10
Thursday 10 Sept 15	Marguerite Krause, "Harry Potter and the End of Religion." Elisabeth DeVos, "It's All About God."
Tuesday 15 Sept 15	<i>Chamber of Secrets</i> , Chapters 11-18 John Granger, "Alchemy 101." (Handout)
Thursday 17 Sept 15	<i>Harry Potter and the Prisoner of Azkaban</i> , Chapters 1-11
Tuesday 22 Sept 15	<i>Prisoner of Azkaban</i> , Chapters 12-22

Thursday 24 Sept 15	Review Day
Tuesday 29 Sept 15	O.W.L.
Thursday 1 Oct 15	<i>Harry Potter and the Goblet of Fire</i> , Chapters 1-10
Tuesday 6 Oct 15	<i>Goblet of Fire</i> , Chapters 11-19
Thursday 8 Oct 15	<i>Goblet of Fire</i> , Chapters 20-31
Tuesday 13 Oct 15	<i>Goblet of Fire</i> , Chapters 32-37 Susan R. Matthews, " <i>Ich Bin Ein Hufflepuff.</i> "
Thursday 15 Oct 15	<i>Harry Potter and the Order of the Phoenix</i> , Chapters 1-10

*** FALL BREAK ***

Thursday 22 Oct 15	<i>Order of the Phoenix</i> , Chapters 11-20 Summoning Knowledge Due @ Midnight
Tuesday 27 Oct 15	<i>Order of the Phoenix</i> , Chapters 21-30 Adam-Troy Castro, "From Azkaban to Abu Ghraib: Fear and Fascism in <i>Harry Potter and the Order of the Phoenix.</i> "

Thursday 29 Oct 15	<i>Order of the Phoenix</i> , Chapters 31-38 Daniel P. Moloney, "Harry Potter and the Young Man's Mistake: The Illusion of Innocence and the Temptation of Power."
Tuesday 3 Nov 15	<i>Harry Potter and the Half-Blood Prince</i> , Chapters 1-10
Thursday 5 Nov 15	Brycchan Carey, "Hermione and the House-Elves." (Handout) Sarah Zettel, "Hermione Granger and the Charge of Sexism."
Tuesday 10 Nov 15	<i>Half-Blood Prince</i> , Chapters 11-20
Thursday 12 Nov 15	<i>Half-Blood Prince</i> , Chapters 21-30 Gregory Bassham, "Love Potion No. 9 ¾." (Handout)
Tuesday 17 Nov 15	<i>Harry Potter and the Deathly Hallows</i> , Chapters 1-11
Thursday 19 Nov 15	<i>Deathly Hallows</i> , Chapters 12-22
Tuesday 24 Nov 15	<i>Deathly Hallows</i> , Chapters 22-30 S. Joel Garver, "The Magic of Personal Transformation." Anne Collins Smith, "Harry Potter, Radical Feminism, and the Power of Love."
Thursday 26 Nov 15	No class...Thanksgiving Break!

<p>Tuesday 1 Dec 15</p>	<p><i>Deathly Hallows</i>, Chapter 31-Epilogue Catherine Jack Deavel and David Paul Deavel, "Choosing Love: The Redemption of Severus Snape." (Handout)</p>
<p>Thursday 3 Dec 15</p>	<p>Cinematic Transfiguration Due @ Midnight</p>
<p>Tuesday 8 Dec 15</p>	<p>Review Day</p>
<p>Thursday 10 Dec 15</p>	<p>Reading Day</p>
<p>Saturday 12 Dec 15</p>	<p>Final Exam @ 11:30 a.m.</p>



You'll find these books on reserve in Hewes Library for reference...

Anatol, Giselle Liza. *Reading Harry Potter*. Westport, CT: Praeger, 2003.

-----. *Reading Harry Potter Again*. Westport, CT: Praeger, 2009.

Anelli, Melissa. *Harry, A History*. New York: Pocket Books, 2008.

Baggett, David and Shawn Klein. *Harry Potter and Philosophy*. Chicago: Open Court, 2004.

Bassham, Gregory. *Ultimate Harry Potter and Philosophy*. Hoboken, NJ: Wiley, 2010.

Beahm, George. *Fact, Fiction, and Folklore in Harry Potter's World*. Charlottesville, VA: Hampton Roads, 2005.

Granger, John. *The Deathly Hallows Lectures: The Hogwarts Professor Explains the Final Adventures of Harry Potter*. Allentown, PA: Zossima, 2008.

-----. *Harry Potter's Bookshelf: The Great Books Behind the Hogwart's Adventures*. New York: Penguin, 2009.

-----. *Unlocking Harry Potter: Five Keys for the Serious Reader*. Allentown, PA: Zossima, 2007.

Heilman, Elizabeth. *Critical Perspectives on Harry Potter*. New York: Routledge, 2008.

Highfield, Roger. *Science of Harry Potter*. New York: Viking, 2002.

Kern, Edmund. *Wisdom of Harry Potter*. Amherst, NY: Prometheus, 2003.

Kronzek, Allen Zola and Elizabeth Kronzek. *The Sorcerer's Companion: A Guide to the Magical World of Harry Potter*. 2nd ed. New York: Broadway, 2004.

Mulholland, Neil. *The psychology of Harry Potter: an unauthorized examination of the boy who lived*. Dallas: BenBella, 2006.

Neal, C.W. *Gospel According to Harry Potter*. Louisville: Westminster John Knox Press, 2002.

Prinzi, Travis. *Harry Potter & Imagination: The Way Between Two Worlds*. Allentown, PA: Zossima, 2009.

Spencer, Richard A. *Harry Potter and the Classical World: Greek and Roman Allusions in J.K. Rowling's Modern Epic*. Jefferson, NC: McFarland & Company, 2015.

Thomas, James. *Repotting Harry Potter*. Allentown, PA: Zossima, 2009.

