

Tues / Thurs
11:30 am- 12:45 pm
SBS A210

The Hogwarts Express

Office Hours: TTH 10-11AM
& by appointment
LIB 4579 X3640
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Dr. Annemarie Perez

IDS 336-01 American Studies in the Humanities

Fall 2019

THE WORLDS OF HARRY POTTER



Image Credit: Sophia Canning

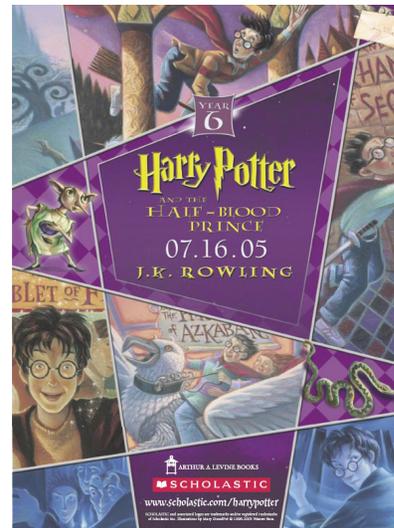
CARSON, C.A. This Fall 2019 interdisciplinary studies course, taught for the first time this semester, will use the works of J.K Rowling's Harry Potter series to explore the formation of identity and community, especially as related to the emergence of internet fandom. This student-led class will study the works from the book series, films, theme parks, and their

relationship to Pottermore fan fiction and communities.

As a class, we're going to read the Harry Potter series and use these texts to think critically about our past, present, and future. Students, working in groups, will focus on individual character development, technology, and the global influence of these books, which have been so defining that millennials are sometimes called "The Harry Potter generation."

Students will be sorted into houses and work in these groups (houses) to help the larger class explore, children's and young adult fiction textual themes, fans, mythologies, technologies, politics and issues of class, race, and gender in the Pottermore. In order to better understand be part of Harry Potter fan communities and to create ones of our own, we will use online technologies beyond Blackboard, including WordPress, Twitter, and Slack.

HOGWARTS WEST TEXTS



REQUIRED BY ALL

Harry Potter & the Sorcerer's Stone
Harry Potter & the Chamber of Secrets
Harry Potter & the Prisoner of Azkaban
Harry Potter & the Goblet of Fire
Harry Potter & the Order of the Phoenix
Harry Potter & the Half-Blood Prince
Harry Potter & the Deathly Hallows
Harry Potter & the Cursed Child

Just like the students at Hogwarts, at our first meeting you will be sorted into a house that you will be in all semester. Each group will have its own texts and assignment due dates. As a group, you will decide how your will function as a house in completing the assignments.

REQUIRED HOUSE TEXTS

Gryffindor: *The Hero with a Thousand Faces*

Slytherin.: *Physics of the Impossible*

Ravenclaw: *Harry Potter's Bookcase*

Hufflepuff: *Children's & Young Adult Literature & Culture*

Note: Any unabridged edition, UK or US, of the assigned books are acceptable, as are library copies, so long as you check them out them for long enough. Additional readings and resources will be posted on Blackboard.

This syllabus is inspired by the "Six Degrees of Harry Potter" course created by Dr. Cecilia Konchar Farr at St. Catherine University.

IDS 336 - Student-Centered Learning Outcomes

Upon successful completion of this course, students will:

- Read with greater comprehension, discrimination, and insight in a variety of disciplines and contexts
- Write with improved clarity, organization, and precision in a variety of online modes
- Research topics using both the traditional library and other resources
- Discriminate among and evaluate the relevance and accuracy of sources
- Compare and contrast the basic concepts and methods that characterize the social sciences, humanities, and natural sciences, as well as differentiate among them
- Analyze and interpret effectively varied sources of information, such as scientific data and research conclusions; literary, philosophical, historical, visual, and theoretical texts; and social, cultural, and political findings
- Communicate and create using Web 2.0 tools, including: Twitter, Slack, and WordPress
- Explain the nature of interdisciplinarity as an approach to knowledge

Course Requirements and Evaluation

You are expected to attend class. This is a discussion-based course dependent on participation, so if you're not here, you will be missed. While there are no penalties for missing class, you can't get credit for work you're not here for and your being in class is essential to both your success and the success of the course. In short, come, complete the readings, and engage with the material and the class as a community. The course is structured to require and reward consistent effort and work. Coming late is not ideal, of course, but delays happen to everyone sometimes, and it is better to come late than to not come at all. To function best as a class, we need everyone's participation and I will always be happy to see you.

Assignments:

My goal is for there to be no "busy work" in this course. If you believe an assignment is not productive to your learning and/or development or you have another idea of what could work for you, please come and speak with me. We will make it work. Assignments are due on specific days because other students' work depends on it as does my ability to respond to it. If you know in advance you cannot meet a deadline, please let me know the week before. Late work will not receive full credit as assignments are connected to specific novels, course readings, and group activities. Be sure you're doing your share of course labor.

Individual Assignments	Points
Web 2.0 Start-up <ol style="list-style-type: none">1. Create Twitter accounts and post first Tweet.2. Slack: Post introduction post3. WordPress: My Harry Potter	50
Novel Blog Posts (2)	100
Participation <ol style="list-style-type: none">1. In class (discussion)2. On Twitter (annotation and discussion)3. On Slack (discussion)4. On WordPress (comments)	150
Final Project Proposal	50
Final Project	150
House / Group Assignments	
House Contract	50
Theory Presentation	100
Novel Presentations 1 & 2	200
Creative Presentation	150
Total Points Available	1000

Department Grading Scale

A 93-100%	C+ 78-79%
A- 90-92%	C 73-77%
B+ 88-89%	C- 68-72%
B 83-87%	D 60-67%
B- 80-82%	F 0-59%

Details of each assignment will be posted on Blackboard as well as the course blog.

Policies

Writing Counts - All written work should strive for writing quality and clarity. This is not a writing course, but your writing must be clear to be understood.

Late Work - Try not to fall behind on your work. This is a fast-paced class and not finishing work on time will cause your work to pile up as the semester progresses. With this in mind, work will be accepted for half credit up to one week late. It will not be accepted after that. If you must miss an assignment, move on to the next one rather than worrying about the past.

Disabled Student Services – Please contact DSS at (310) 243-3660 to discuss and request accommodation. If you require accommodations, please make an appointment to come and see me within the first two weeks of class so we can make sure you get what you need.

More on Accommodations – My goal is for all my classes and assignments to be accessible to every student who comes into my classroom. Everyone here has the right to a full experience of their university education. This includes you: parents, working students, caregivers, introverts, disabled students, injured students, shy students, grieving students, students without internet at home. We have the same goal: for you to complete this course. With this in mind, if there’s something I can do that will help you succeed in, let me know. We will find a way to work it out, whatever “it” may be.

Technology in the Classroom –While this course embraces technology, technology also brings with it pitfalls and temptations. You are welcome to bring your laptop to class and use it appropriately for taking notes and checking course-related information. However, I strongly urge you to turn off your email, instant messaging programs, etcetera during class time. It is easy for your laptop or phone to become a distraction to you and to those around you – please don’t let that happen. If you get caught up in a world outside our course, you won’t be participating in our class.

Communication - When you communicate with other students in the course, be it online or in person, be respectful of their opinions and of them as people, even when you disagree with their ideas. Misunderstandings happen even more easily online than they do in person. Before you post something in an online space, ask yourself “does this comment make the internet a better or worse place?” Or “what would Dumbledore do?”

The Toro Learning Center

The learning center is conveniently located on the 5th floor of the north side of the University Library in room LIB C-121 (right off the east walk way). The Toro Learning Center provides academic support to all currently enrolled CSU Dominguez Hills students. Our goal is to create an open atmosphere of learning to encourage dialogue among students and to share techniques for academic success. The center promotes student self-responsibility for academic success, so whether you are trying to maintain a high GPA or struggling to pass a difficult course, the center is here to help you succeed in achieving your academic goals.

Telephone: (310) 243-3827 **Email:** tlc@csudh.edu

Campus Food and Shelter Resources

CSUDH has implemented a campus-wide program initiative that is funded by the Chancellors office to alleviate any food and housing challenges on campus. The Basic Needs Program offers a multitude of resources on and off campus that will alleviate basic need challenges such as food, housing, transportation, or mental and health challenges.

<https://www.csudh.edu/student-services/food-shelter/>

Statement on Academic Integrity - *Academic Integrity is of central importance in the university community and involves committed allegiance to the values, principles, and code of behavior held to be central in that community. Integrity concerns honesty and implies being truthful, fair and free from lies, fraud, and deceit.*

The core of a university's integrity is its scholastic honesty. Honesty is valued across all cultures and is a fundamental value in the academic culture. There are, however, cultural differences with regard to the ownership of ideas and the importance of individual efforts. Nonetheless, the university expects all students and other campus members to document the intellectual contributions of others and to ensure that the work they submit is their own.

Education provides students with the resources to master content, learn skills, and develop processes to maximize self potential and the potential of others. Students must demonstrate mastery of each step of learning by tangible products, such as test performances, papers and presentations. The process enables students and the instructor to assess the student's readiness for the next steps and gives the student the confidence to undertake future steps. Students who cheat may not have mastered the necessary steps nor gained the necessary knowledge; they miss the opportunity to gain an accurate picture of what they know and what they do not know.

Translation: Do your own work for the class and give credit where it’s due. Let me know if you’re struggling with an assignment. I use TurnItIn (without archiving) not to police you, but to make use of their annotation tools to reply to your work.

Disruptive Behavior: *Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students’ ability to learn and an instructor’s ability to teach. The instructor may require a student responsible for disruptive behavior to leave class pending discussion and resolution of the problem and may report a disruptive student to the Student Affairs Office (WH A-410, 310-243-3784) for disciplinary action.*

Translation: Don’t be a jerk. If you’re angry, take a deep breath. Again, WWDD?

Calendar Fall 2019

Week	Date	Activities and Assignments
1	August 27	House Sorting Group contracts Syllabus review Introduction to: Slack, Twitter
	August 29	Workshop: Group Meetings Due: Group contracts, Twitter handle, first tweets #hogwartsDH
2	September 3	Workshop: Using WordPress Reading: "My Harry Potter Story" from <i>A Wizard of Their Age</i> (available online via library), pages 13-15, 83-85, 181-184.
	September 5	Reading: Glassman, Kate. "The Harry Potter Phenomenon" from <i>A Wizard of Their Age</i> 19-34 Due: Blog Post: WordPress Introduction / My Harry Potter story
3	September 10	Group Theory Presentations: Hufflepuff and Ravenclaw Due: Handout, slides Hufflepuff and Ravenclaw
	September 12	Group Theory Presentations: Slytherin and Gryffindor Due: Handout, slides Slytherin and Gryffindor
4	September 17	<i>Harry Potter & the Sorcerer's Stone</i> Novel presentation: Gryffindor Due: Blog post 1: Slytherin
	September 19	Reading: McManus, Kate. "Loading the Canon" from <i>A Wizard of Their Age</i> 35-47 Reading: Bubb, Kyle "The Simulated World of Harry Potter" from <i>A Wizard of Their Age</i>
5	September 24	<i>Harry Potter & the Chamber of Secrets</i> Novel presentation: Ravenclaw Due: Blog post 1: Hufflepuff
	September 26	Library research and writing overview
6	October 1	No Class - Houses Meet Due: Group selfie to Dr. Perez and Slack
	October 3	No Class - Houses Meet Due: Group selfie to Dr. Perez and Slack Due: Creative presentation proposal - Hufflepuff
7	October 8	<i>Harry Potter & the Prisoner of Azkaban</i> Novel presentation: Slytherin Due: Blog post 1 - Gryffindor
	October 10	Due: Creative activity - Hufflepuff Due: Creative activity proposal - Slytherin
8	October 15	<i>Harry Potter & the Goblet of Fire</i> Novel Presentation: Hufflepuff Due: Blog post 1- Ravenclaw

	October 17	Creative activity Slytherin
<i>9</i>	October 22	Final Project Proposal Workshop Due: Draft of final project proposal (bring copies for group to class)
	October 24	Due: Final project proposal (post to blog, Slack, and Blackboard)
<i>10</i>	October 29	<i>Harry Potter & the Order of the Phoenix</i> Novel Presentation: Gryffindor Due: Blog post 2 Slytherin
	October 31	Halloween Celebration Due: Creative activity proposal: Ravenclaw
<i>11</i>	November 5	Novel Presentation: Hufflepuff
	November 7	Writing Workshop / Presentation Due: Creative Activity - Ravenclaw
<i>12</i>	November 12	<i>Harry Potter & the Half-Blood Prince</i> Novel Presentation: Ravenclaw Due: Blog post 2 - Hufflepuff
	November 14	Due: Final Project draft to group members Due: Creative activity proposal - Gryffindor
<i>13</i>	November 19	Final Project Workshop Due: Feedback to group members Creative Activity - Gryffindor
	November 21	<i>Harry Potter & the Deathly Hallows</i> Novel Presentation: Slytherin
<i>14</i>	November 26	Blog post 2 - Ravenclaw
	November 28	No class - Thanksgiving
<i>15</i>	December 3	<i>Harry Potter & the Cursed Child</i> Due: Final Projects
	December 5	Book presentation: Ravenclaw Due: Blog post 2 - Hufflepuff
<i>Finals Exam</i>	December 12	Leaving Feast

Note: This syllabus will change. Make sure you're checking the weekly class folders on Blackboard frequently for revisions in due dates. Additional readings will be added after Week 4 based on class and group interests.