Summer 6-15-2016

ENG5061-600: Special Topics in Literature and Literary Theory

Suzie Park
Eastern Illinois University

Follow this and additional works at: http://thekeep.eiu.edu/english_syllabi_summer2016

Part of the English Language and Literature Commons

Recommended Citation
http://thekeep.eiu.edu/english_syllabi_summer2016/18

This Article is brought to you for free and open access by the 2016 at The Keep. It has been accepted for inclusion in Summer 2016 by an authorized administrator of The Keep. For more information, please contact tabruns@eiu.edu.
Course Overview and Introduction

Getting Started

Please read carefully through this Course Overview. Here, I will introduce the following:

1) purpose and structure of the course
2) netiquette
3) course policies
4) minimum technology requirements
5) minimum technical skills
6) prerequisite knowledge
7) information about the instructor
8) assignment asking you to introduce yourself

The remainder of the course syllabus will explain the learning objectives, assessment (or grading policy), instructional materials, learning activities, course technology, and learner support resources.

1. Purpose and Structure of the Course

Also known as English 5061: Special Topics in Literature and Literary Theory, “Harry Potter and the Literary Tradition” will be entirely taught and experienced online over the span of eight weeks, June 13 – August 6, 2016.

This graduate-level special topics course focuses on J. K. Rowling’s Harry Potter series as a cultural phenomenon that lends itself incredibly well to a fuller understanding of the cultural object we call “literature” and the rigorous body of knowledge we call “literary theory.”
This class will be appropriate for anyone pursuing masters-level work in literary studies or anyone planning to enrich his or her own teaching of wildly popular cultural objects such as the Harry Potter novels.

English 5061 is organized into five modules, or thematically-driven topics, that fall over the course of eight weeks of classes. *Important: This means that some modules are two weeks long while other ones are only a single week in duration.*

Module I (weeks 1 and 2)
**Beginnings: Fear, Desire, Repeat**
This module will concentrate on reading the first two books of the Harry Potter series, introducing ways to connect these texts to a longer tradition of writing and authorship in literature.

Module II (week 3)
**Generic Conventions, Part One: Mythic and Epic**
Through short articles and excerpts from literary critics and theorists, students will explore some of the generic conventions that have been associated with the Harry Potter novels. This module will familiarize students with terminology and concepts current in the field, while applying them to the third novel of the series.

Module III (weeks 4 and 5)
**Generic Conventions, Part Two: Gothic**
This module concentrates on the Gothic, including the reading of the “original” Gothic novel, Horace Walpole’s *The Castle of Otranto* (1764). As an historical genre, the Gothic—like the Harry Potter series—romanticizes by “longing” specifically after the medieval period, at once idealizing and foregrounding the “horror” of the Middle Ages.

Module IV (week 6)
**Generic Conventions, Part Three: Bildungsroman**
Arguably the most famous contemporary example of the Bildungsroman, or novel of education, the Harry Potter series traces the growth of the protagonist from infancy through adulthood. We will investigate the vital role of crises—both external and psychological—in the extraordinary “apprenticeship” of the ordinary individual.

Module V (weeks 7 and 8)
**Endings: Biopolitics**
The final module addresses the inescapable importance of biopolitics throughout the Harry Potter series.

---

2. Netiquette

Please see EIU’s [Online Learning Netiquette Guide](#): in an online course, most communication is done through written messages either in private posts or public discussions. It is important that students in online courses be especially sensitive to how messages and sentiment are communicated and received.

3. Course Policies

   **Academic Integrity**
Plagiarism—either intentionally or unintentionally passing off someone else’s work as your own—will not be tolerated, and will result in a zero grade for the assignment and/or the course. I will also file a Notification of Academic Misconduct Form with the Office of Student Standards, which will become part of your file at Eastern. Please see EIU’s Code of Conduct (http://www.eiu.edu/judicial/studentconduct/code.php) for more information on plagiarism and other kinds of academic dishonesty. Students are responsible for adhering to this code.

Student Success Center
Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center (http://www.eiu.edu/success/) for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.

Students with Disabilities
If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS) (http://www.eiu.edu/disability/). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

Email Policy
I will try to respond to all emails to sapark@eiu.edu within 24 hours of receipt. Please use a descriptive subject line (“question about primary sources,” etc.), a proper salutation (“Dear Dr. Park”), and a proper closing (“Best, Frankie Avalon,” “Thank You, Marilyn Manson”). Email professionalism is very important.

4. Minimum Technology Requirements

In order to take this online course, you will need a reliable internet connection, a computer, access to D2L (Desire to Learn) and Adobe Acrobat Reader (https://get.adobe.com/reader/). You may want to watch a D2L tutorial (https://www.youtube.com/watch?v=wtAqO14g_DY) and read the D2L quick guide (https://online.eiu.edu/d2l/home/6909).

5. Minimum Technical Skills

You will need to know how to establish a reliable internet connection, access and navigate D2L (Desire to Learn), and open pdfs with Adobe Acrobat Reader. You will also be invited via email (and required) to join our class’s blog site: https://english5061harrypotter.wordpress.com. This is so that you may complete your blog posts and respond to others’ blog posts on a regular basis. For class discussions and conferences, you will need to learn how to use Blackboard Collaborate (https://online.eiu.edu/d2l/file/content/104385/viewContent/760152/View), a program integrated into the D2L interface. We will use Blackboard Collaborate to conduct online discussions. You can also find several resources and instructions for using D2L and Blackboard Collaborate at EIU’s Center for Online Learning (http://www.eiu.edu/col/student_resources.php).

6. Prerequisite Knowledge

This course is designed for graduate students and advanced undergraduates who are eager to learn about literary theory and literary history, all through the frame of the Harry Potter novel series. While no previous knowledge of the Harry Potter novels is required, it would be useful for
students to have already read these novels—mostly because of the eight-week time constraint. No previous knowledge of literary theory is required to take this course.

7. Information about the Instructor
Here is some rather formal information about me on EIU’s website. I’m a British Romanticist by trade (think William Wordsworth and Jane Austen, all in one big canonical breath), but I have an abiding interest in literary theory, information culture, the medical humanities, and the slow burn of literature and its philosophical contemplations of death.

And here I am with my significant other, Ryan Gosling, in Paris. Surprising, non?

8. Your First Assignment: Introduce Yourself to the Class!
For your very first assignment, you will introduce yourself to our class.

Instructions
Step 1: Log onto EIU’s D2L website for this class. Under the “Communication” dropdown menu (in the middle top of the page), click the “Discussions” tab (third item down).

Step 2: Under “Self-introductions,” you will post a two-paragraph-long brief introduction of yourself. This should include your name (and any nicknames), academic history (major and/or minor, favored courses), professional pursuits (current and future), reason for taking this course (how long and intense is your Harry Potter history, for instance?), and history of encounters with literary theory (are you totally new to theory, have you had brief encounters with Foucault, or are you a theory-head-whiz?). If you so desire, you may add a picture or short video of yourself doing something Potter-ish, using the camera on your phone or computer. You could, for example, tell the story of “how I met Harry Potter.”

Having problems with D2L? You may want to watch a YouTube tutorial for using D2L (https://www.youtube.com/watch?v=w1AgQ4q_DY) and read the D2L quick guide (https://online.eiu.edu/d2l/e/content/104385/name?ou=104385).
Learning Objectives

The broadest learning objectives of this course include introducing you to:

1) historical texts that inform Rowling’s series
2) secondary criticism that broadens the scope of the Harry Potter books
3) theoretical works that, when applied to the novels, help illuminate ways of reading that are otherwise elusive for graduate students (e.g., Lacanian psychoanalysis), and
4) advanced methods for teaching Rowling’s series at the high school level.

More specifically, the learning objectives of this course include the following, module by module:

Module I (weeks 1 and 2): Given passages from psychoanalytic and Romantic-era writers, students will begin to recognize and translate into simpler language the major argument of these theorists.

Module II (week 3): Identify generic conventions—mythic and epic—and apply current theories to the HP series.

Module III (weeks 4 and 5): Identify generic conventions—the gothic—and apply current theories to the HP series.

Module IV (week 6): Identify generic conventions—the Bildungsroman—and apply current theories to the HP series.

Module V (weeks 7 and 8): Identify and apply current theories of biopolitics to the HP series.

Assessment

Your course grade will be calculated out of a total of 1000 points. Thus each percentage point for the class is equal to 10 points. You may find your grades and instructor’s feedback on D2L for all assignments, except for Participation in Seminar Discussion, which is ongoing.

Here is the grade breakdown by assignment:

“Word” Essay (100 points or 10% of total course grade)

“Name” Essay (100 points or 10%)

Critical Summary Essay (100 points or 10%)

Regular Participation in Seminar Discussion (200 points or 20%):

A holistic score for a minimum of nine Responses to Discussion Posts (3 Responses in each essay category, 100 points or 10%)

--and--

A holistic score for further Discussion Posts about and Responses to the instructors’ course materials and Responses to students’ Proposal Abstracts (100 points or 10%)
Proposal Abstract for Final Essay (100 points or 10%)

Final Essay (400 points or 40%)

Here is the link to the grading rubric for this course that will open in D2L.

The grading scale is as follows:

- 90-100% = A
- 80-89.9% = B
- 70-79.9% = C
- 60-69.9% = D
- 0-59.9% = F

Grading Time Frame

I will try my very best to respond to and grade your three shorter writing assignments and proposal abstract within the following time frame: 2 days (ideally) to 4 days.

Instructional Materials

The materials we will use in this course are all available as pdfs on D2L. This includes all seven Harry Potter novels, critical articles, theoretical texts, assignment sheets, and handouts. All eight Potter films are available on D2L for your viewing pleasure.

Course materials include but are not limited to:


Fantasia. Disney, 1940. ["The Sorcerer’s Apprentice" segment].


-----. Harry Potter and the Chamber of Secrets (1998).


-----. Harry Potter and the Order of the Phoenix (2003).
Learner Activities, Learner Interaction, and Course Technology

This is a graduate-level seminar for which class discussion will be vital to developing a greater understanding of the primary texts, the theoretical texts, and the possibilities for teaching the Harry Potter fiction within sophisticated and rigorous contexts. To make discussion possible in an online setting, you will write three formal essays and then convert each of these essays into less formal versions (Discussion Posts) for sharing with our class on this website: https://english5061harrypotter.wordpress.com. You will not only create three Discussion Posts on our blog site, but also write several Responses to Discussion Posts on a regular basis. Everyone will write at least nine Responses (three Responses to others’ Discussion Posts under each of the essay categories: “word,” “name,” and critical summary; and further Discussion Posts about and Responses to the instructors’ course materials and Responses to students’ Abstract Proposals).

Sign-up sheet for assignments posted online:
You will be required to sign up for a “word” essay, a “name” essay, and a critical summary on the following google doc: https://docs.google.com/document/d/1nykTN6b_yd0z6L-oj27GM6TA-OfBEj2Di-E1PLWBGMk/edit?usp=sharing

You must sign up for one of each of these assignments over three different weeks. Be careful not to erase or overwrite another student’s name on the sign-up sheet. See the accompanying instructions (including due dates and format requirements) for each type of online assignment: https://online.eiu.edu/d2l/site/content/96564/viewContent/764344/view

For blog assignments:
You will be invited via email (and required) to join our class’s blog site: https://english5061harrypotter.wordpress.com. This is so that you may complete your Discussion Posts and respond to others’ Discussion Posts. Our WordPress site also keeps a running record of our class’s contributions as they unfold. WordPress privacy policy: https://wordpress.org/about/privacy/
Here is the link for making a new Discussion Post on our site: https://wordpress.com/post/english5061harrypotter.wordpress.com (Note: You need to first be logged in to the WordPress site in order to post anything.)

Here are instructions for “Word” Discussion Posts and “Name” Discussion Posts.

For class discussions and conferences:
You will learn how to use Blackboard Collaborate, a program integrated into the class’s D2L interface. We will use Blackboard Collaborate to conduct online discussions. You can find several resources and instructions for using D2L and Blackboard Collaborate at EIU’s Center for Online Learning.

For lectures related to course materials:
Using D2L, you will access lectures via presentation software or learning modules that contain recorded lectures using multimedia software. You will also access through D2L assigned readings, links to multimedia, discussion threads, other written assignments, rubrics, and an electronic drop box.

Learner Support

Technical Assistance
There are two major avenues of technical support at EIU for this online course:

Center for Online Learning (COL): http://www.eiu.edu/col/student_resources.php
M-F, 8:00 AM - 4:30 PM
217-581-8452 / col@eiu.edu (email monitored after hours)

Center for Academic Technology Support (CATS): http://www.eiu.edu/cats/home/index.php
217-581-8396 / cats@eiu.edu

Students with Disabilities
If you are a student with a documented disability in need of accommodations to fully participate in this class, please contact the Office of Student Disability Services (OSDS). All accommodations must be approved through OSDS. Please stop by Ninth Street Hall, Room 2006, or call 217-581-6583 to make an appointment.

Student Success Center
Students who are having difficulty achieving their academic goals are encouraged to contact the Student Success Center for assistance with time management, test taking, note taking, avoiding procrastination, setting goals, and other skills to support academic achievement. The Student Success Center provides individualized consultations. To make an appointment, call 217-581-6696, or go to 9th Street Hall, Room 1302.
Module I
Beginnings: Fear, Desire, Repeat
This module will concentrate on reading the first two books of the Harry Potter series, introducing ways to connect these texts to a longer tradition of writing and authorship in literature. Students will be introduced to:

1) historical texts that inform Rowling’s series
2) secondary criticism that broadens the scope of the Harry Potter books
3) theoretical works that, when applied to the novels, help illuminate ways of reading that are otherwise elusive for graduate students (e.g., Lacanian psychoanalysis), and
4) advanced methods for teaching Rowling’s series at the high school level.

WEEKS 1 and 2 (June 13; June 20)

*Harry Potter and the Philosopher’s Stone* (1997)
*Harry Potter and the Chamber of Secrets* (1998)

Wordsworth, William. excerpt from *The Prelude* (1805 version), Book I, lines 375-430
[The “Skiff-Stealing” Episode]


Module II
Generic Conventions, Part One: Mythic and Epic
Through short articles and excerpts from literary critics and theorists, students will explore some of the generic conventions that have been associated with the Harry Potter novels. This module will familiarize students with terminology and concepts current in the field, while applying them to the third novel of the series.

WEEK 3: June 27

*Harry Potter and the Prisoner of Azkaban* (1999)


Module III
Generic Conventions, Part Two: Gothic
This module concentrates on the Gothic, including the reading of the “original” Gothic novel, Horace Walpole’s *The Castle of Otranto* (1764). As an historical genre, the Gothic—like the Harry Potter series—romanticizes by “longing” specifically after the medieval period, at once idealizing and foregrounding the “horror” of the Middle Ages.

WEEKS 4 and 5: July 4 and July 11


**Module IV**

**Generic Conventions, Part Three: Bildungsroman**

Arguably the most famous contemporary example of the Bildungsroman, or novel of education, the Harry Potter series traces the growth of the protagonist from infancy through adulthood. We will investigate the vital role of crises—both external and psychological—in the extraordinary “apprenticeship” of the ordinary individual.

**WEEK 6: July 18**


Goethe, Wilhelm. “The Sorcerer’s Apprentice.” 1797

*Fantasia*. Disney, 1940. [“The Sorcerer’s Apprentice” segment]


**Module V**

**Endings: Biopolitics**

The final module addresses the inescapable importance of biopolitics throughout the Harry Potter series.

**WEEKS 7 and 8: July 25; August 1**

*Harry Potter and the Deathly Hallows* (2007)
