

POLS 300: SYMPOSIUM IN POLITICS (POLITICS OF HARRY POTTER)

Spring 2016

Tuesday/Thursday 3:30 – 4:45pm

BSB 140

INSTRUCTOR:

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TEACHING ASSISTANTS

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office hours: T/R, 3-3:30, 4:45-5:00

COURSE CONTENT:

During this course, we will use the magical world of Harry Potter to explore political concepts in the Muggle world.

EVALUATION (3 cr):

10% Participation

- Students are expected to attend class every day, having read the assigned readings. Lateness and absences will lose House points for a student's house while quality participation will gain House points. Each's House's points will be converted into an overall participation grade which all members of the House will receive.

20% Dueling Club (Debates x2)

- Each House will participate in two (2) debates, one on the affirmative side, and the other on the negative side. Because there are so many students in each House, students will only participate actively in one debate; however, all students are expected to help prepare statements and rebuttals regardless of whether they are active in the debate or not.
- Grades will be determined on preparation, presentation, and thoroughness of the argument.
- The Affirmative side is listed first and the Negative is listed second.
 - Dueling Club #1 (Feb. 2): Gryffindor v. Hufflepuff
 - *The Harry Potter* series celebrates ethnic/racial diversity.
 - Dueling Club #2 (March 1): Ravenclaw v. Slytherin
 - *The Harry Potter* series teaches Christian values.
 - Dueling Club #3 (March 29): Hufflepuff v. Ravenclaw
 - Memory Charms should be added to the list of Unforgivable Curses.

- Students should not limit themselves only to the world of Harry Potter.
- Dueling Club #4 (April 12): Slytherin v. Gryffindor
 - It should be permissible to use an Unforgivable Curse on a Death Eater.
 - Students should not limit themselves only to the world of Harry Potter.

30% OWLs (Analytical Essays 10% x 3)

Due: February 25 (Muggle Parallels – Identity Politics (Sexuality))

March 31 (Healthcare – Law & Punishment)

May 3 by 5:00 PM (Human Rights – Economics)

- Students must turn in a 2-3 page, *single spaced* paper in which they analyze one of the assigned themes.
- Essays **must** include a thesis statement in the introductory paragraph, three (or more) paragraphs of evidence supporting the thesis, and a concluding paragraph restating the thesis and illustrating how it was supported by the essay. (See Blackboard for information regarding argumentative essays.)
- The topic of analysis should be narrow. Readings or class discussion may serve as a jumping off point for the analysis.
- These papers are **not** intended to summarize a reading/theme.
- Students should not simply cite their opinions about something. Rather, they should support their statements with arguments and/or justifications. For example, “The targeting of Tom Riddle by the Order of the Phoenix was unjust *because* the Order had no legitimate authority to gather evidence, they engaged in outright theft of Riddle’s belongings, and most of the evidence against him was hearsay.”
- Students may use concepts learned in the class to support/augment their arguments.
- All information that is not original work of the student must be cited using Turabian/Chicago Style or APSA citations. Both in-text citations (or footnotes) and a bibliography at the end of the essay are needed.

15% Wizengamot (Law Presentation)

- Using Morris and Carroll’s *Law Made Fun Through Harry Potter’s Adventures* as a starting point, groups of students will give a **10-15 minute** presentation about a Muggle law. The presentation will include all of the following that apply: US federal, state, and local, British, Scottish, international. Students must also present an example of its (mis)use in *Harry Potter*, and a real-world example “ripped from the headlines.”
 - Each student will only present in one group and the student’s grade will be based on the group effort in which s/he participated.

10% Daily Prophet (Current Events)

- Each House will be responsible for 5 Daily Prophets and different students should present on different days.
 - Each student will only present in one group and the student’s grade will be based on the group effort in which s/he participated.
- Students will be asked to report on (relatively) recent US/local/world events dealing with the day’s assigned topic of discussion.
- Presentation of material should last no longer than 5 minutes, though class discussion of the event may go on longer.

15% NEWT (Final Paper): May 5 by 5:00 PM

- Paper should be 8(ish) double-spaced pages/one-inch margins/12-point font.
- Students are asked to select one character from the *Harry Potter* series and discuss **at least three** themes from the course as they apply to him/her.
 - Example: Rufus Scrimgeour
 - Discuss authority to rule, his relationship with the Daily Prophet, application of wizard law (Dumbledore's will), subjected to torture, etc.
- Course or outside readings should be properly cited with bibliography; however, ideas discussed in class need not be cited. *Harry Potter* books should be cited, but they do not need to appear in the bibliography.

GRADES

90-100: A 80-89: B 70-79: C 60-69: D <60: F

REQUIRED READINGS:

- *Harry Potter* series (Books 1-7) should have been read at least once prior to enrollment. The supplemental books, *Fantastic Beasts and Where to Find Them*, *Quidditch Through the Ages*, and *The Tales of Beedle the Bard* are also strongly recommended.
 - In writing, the books should be referred to by their abbreviations and specific scenes should be given a chapter number. Abbreviations follow:
 - SS: Sorcerer's Stone
 - CS: Chamber of Secrets
 - PA: Prisoner of Azkaban
 - GoF: Goblet of Fire
 - OotP: Order of the Phoenix
 - HBP: Half-Blood Prince
 - DH: Deathly Hallows
- Barratt, Bethany. 2012. *The Politics of Harry Potter*. New York: Palgrave MacMillan.
- Reagin, Nancy R., ed. 2011. *Harry Potter and History*. Hoboken, NJ: John Wiley & Sons, Inc.
- Thomas, Jeffrey E. and Franklin G. Snyder, eds. *The Law & Harry Potter*. Durham, NC: Carolina Academic Press.
- Other readings available on Blackboard

GUIDELINES:

1. Late papers: Late papers will be penalized 1 letter grade per day including weekends and holidays, except in the case of a verified emergency or documented medical excuse. In order for the penalty for tardiness to be waived, you must contact me **before** the due date. No exceptions! I WILL NOT accept papers via e-mail.

2. Academic Integrity: The University expects students to fulfill their academic obligations through honest and independent effort. Any of the work you do in this course is expected to be your own and according to university and class rules. Any attempt to gain an advantage not given to all students is considered dishonest whether or not it is successful. Academic dishonesty

is considered a serious offense subject to strong disciplinary actions, including but not limited to failing this course. For additional information, see the Student Code of Conduct at: <http://www.uic.edu/depts/dos/docs/Student%20Disciplinary%20Policy%202011-12%20Final-1.pdf>

- There is **NO** instance or circumstance in which cutting and pasting from any material into an assignment is acceptable.
- Citations
 - When student is providing a direct quote from a resource, the author, date, and *page number* of the quote should be included in the citation. The direct quote should also be enclosed in parentheses.
 - Paraphrasing involves taking an author's words and putting them into our own words. Using a thesaurus to change a few words is **NOT** paraphrasing but may constitute plagiarism.
 - Students should employ the Turabian/Chicago Style or APSA citations in all work.

3. Special provisions: Students with disabilities who require accommodations for access and participation in this course must be registered with the Office of Disability Services (ODS). Please contact ODS at 312-413-2183 (voice) or 312-413-0123 (TTY). Accommodation letters should be provided to the professor as early in the semester as possible.

4. Grade disputes: Students must wait 24 hours after receiving a grade or graded work before approaching the professor about the grade. If a student cannot understand the comments on a paper or exam, s/he may approach the TA for clarification; however, if the student desires to challenge the grade, all challenges must be made *in writing* (typed) to the professor more than 24 hours after the grade was received. Students must be able to explain *in writing* why the grade deserves to be adjusted. Students should submit the written grade dispute along with the original graded work to the professor. The professor reserves the right to either raise or lower the grade, based on her assessment of the material. TAs should not be bothered with grade disputes. "I worked really hard," is never a valid justification for a grade to be reassessed.

OTHER STUDENTS IN THE CLASS:

If you have any questions about assignments, deadlines, or other matters in the class, you may wish to contact other students before contacting the instructor or teaching assistant. Use the following space to collect information from other students in the class.

(name) (phone #) (e-mail)

(name) (phone #) (e-mail)

READING SCHEDULE:

| Week | Date | Topic | Reading | Daily Prophet | Assignments |
|---------------|------------------------|---|---|----------------------|---|
| 1 | Jan. 12 | Course Introduction/ Defense of Politics in HP | -Barratt, Ch. 1 -Rosenberg | | |
| | Jan. 14 | Sorting into Houses/ Assignment Organization | All seven HP books | | |
| 2 | Jan. 19 | Muggle Parallels | -Cohen -Westman -Adams -Gilbert | Prof. Floros | |
| | Jan. 21 | | - Reagin, Ch. 5 -Reagin, Ch. 6 -Granger | Dianne | R. Wiz. 1: Gun Control (Ch. 78) |
| 3 | Jan. 26 | Authority to Rule | - Barratt, Ch. 2 -Williams & Kellner -Thomas & Snyder, pp. 33-47 -Admiraal & Reitsma | Slytherin 1 | |
| | Jan. 28 | | -HP Lexicon -Red Hen -Reagin, Ch. 7 -Love -Stouffer | Ravenclaw 1 | H. Wiz. 1: Misconduct of Public Officials (Ch. 45) |
| 4 | Feb. 2 | Identity Politics: Race | - Barratt, Ch. 4 | | Dueling Club: Gryffindor v. Hufflepuff |
| | Feb. 4 | | -Goldstein -Blake -Horne | Hufflepuff 1 | S. Wiz. 1: Hate Crimes (Ch. 22) |
| Feb. 9 | - Lyubansky -Prinzi | | Gryffindor 1 | | |
| 5 | Feb. 11 | Identity Politics: Colonial Legacy/Class | -Anatol -Anatol -Park -Reagin, Ch. 12 | Slytherin 2 | G. Wiz. 1: Lobbying (Ch. 96) |
| 6 | Feb. 16 | Identity Politics: Gender | -Smith - Reagin, Ch. 11 -Schoeffler -Zettel | Ravenclaw 2 | |
| | Feb. 18 | | -Heilman & Donaldson - Gladstein -Prinzi | Hufflepuff 2 | R. Wiz. 2: Innocent Until |

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|--------------------------------|----------------|------------------------------------|---|-----------------|---|
| | | | | | Proven Guilty (Ch. 59) |
| 7 | Feb. 23 | Identity Politics: Sexuality | - Ehnenn - Gendler - Pugh & Wallace | Gryffindor 2 | H. Wiz. 2: Search & Seizure (Ch. 51) |
| | Feb. 25 | Healthcare | - Murakami - Naficy -Nature Letter | | OWL #1 due |
| 8 | Mar. 1 | Religion & Politics | -Reagin, Ch. 10 | | Dueling Club: Ravenclaw v. Slytherin |
| | Mar. 3 | | -Gemmill & Nexon - Killinger -Krause | Slytherin 3 | |
| 9 | Mar. 8 | Media & Politics | -Diffendal -Bougey & Earnest -Pearlman -Shafer -Skeeter | Ravenclaw 3 | S. Wiz. 2: Freedom of the Press (Ch. 74) |
| | Mar. 10 | | -Barratt, Ch. 3, pp. 27-30 - Stouffer | Hufflepuff 3 | |
| 10 | Mar. 15 | Law & Punishment | -Joseph & Wolf -Thomas & Snyder, pp. 3-17 | Gryffindor 3 | |
| | Mar. 17 | | -Hall -Thomas & Snyder, pp. 119-127 | Slytherin 4 | G. Wiz. 2: Equal Protection (Ch. 76) |
| Spring Break – No Class | | | | | |
| 11 | Mar. 29 | Human Rights | - Barratt, Ch. 3, pp. 30-47 -US Bill of Rights -Universal Declaration of Human Rights | | Dueling Club: Hufflepuff v. Ravenclaw |
| | Mar. 31 | | -Thomas & Snyder, pp. 67-90 | Ravenclaw 4 | OWL #2 due |
| 12 | April 5 | | -Thomas & Snyder, pp. 103-118 | Hufflepuff 4 | R. Wiz. 3: Evidence (Ch. 58) |
| | April 7 | Social Movements | - Barratt, Ch. 3, pp. 47-57; Ch. 5 -Patterson -Schulzke -Slack | Gryffindor 4 | H. Wiz. 3: Death Penalty (Ch. 64) |

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| 13 | April 12 | War/Terrorism | - Barratt, Chs. 6 & 8 | | Dueling Club: Slytherin v. Gryffindor |
| | April 14 | | -Arnold - Rauhofer -Prinzi | Slytherin 5 | |
| 14 | April 19 | | -Mills -Malinowski, Holewinski, & Schultz | Ravenclaw 5 | S. Wiz. 3: Emergency Restrictions (Ch. 98) |
| | April 21 | | Hufflepuff 5 | | |
| 15 | April 26 | Intelligence/ Spying | - Barratt, Ch. 7 -Boughey & Earnest | Gryffindor 5 | G. Wiz. 3: Eaves- dropping & Wiretapping (Ch. 49) |
| | April 28 | Economics | - Barratt, Ch. 9 -Thomas & Snyder, pp. 237-260 | Michael | |
| | Tues., May 3 by 5:00 | | | | OWL #3 due in Floros' office or mailbox |
| | Thurs., May 5 by 5:00 | | | | NEWT due in Floros' office or mailbox |

Introduction

- Rosenberg, Alyssa. "The Political Parable of 'Harry Potter,'" *The Atlantic*, July 14, 2011.

Muggle Parallels

- Cohen, Jesse. "When Harry Met Maggie," *Slate.com*, Nov. 16, 2001.
- Westman, Karin E. 2002. "Spectres of Thatcherism" in *The Ivory Tower and Harry Potter: Perspectives on a Literary Phenomenon*, Lana A. Whited, ed. Columbia, MO: University of Missouri Press.
- Adams, Richard. 2001. "Harry Potter and the Closet Conservative," *The Voice of the Turtle*. Web.
- Gilbert, Jeremy. "Harry Potter and the Third Way," openDemocracy.net, Nov. 28, 2001.
- Granger, John. 2010. "Why She Chose 1692: The Real World Referents of Seekers and Muggles," in *Harry Potter Smart Talk*, John Granger, ed. Unlocking Press.

Authority/Right to Rule/Government

- Williams, David Lay and Alan J. Kellner. 2010. "Dumbledore, Plato, and the Lust for Power," in *The Ultimate Harry Potter and Philosophy*, Gregory Bassham, ed. Hoboken, NJ: Wiley & Sons, Inc.

- Admiraal, Beth and Regan Lance Reitsma. 2010. “Dumbledore’s Politics,” in *The Ultimate Harry Potter and Philosophy*, Gregory Bassham, ed. Hoboken, NJ: Wiley & Sons, Inc.
- Love, Samantha. 2014. “The Politics of Harry Potter: Corrupt Law and Totalitarian Government,” *Oxford Royale Academy*.
- Stouffer, Tere. 2007. *The Complete Idiot’s Guide to The World of Harry Potter*. New York: Alpha Books, Ch. 14.
- Harry Potter Lexicon. “History of the Ministry”
- Red Hen. “Minister for Magic”

Identity: Race

- Goldstein, Dana. “Harry Potter and the Complicated Identity Politics,” *The American Prospect*, July 24, 2007.
- Blake, Andrew. 2009. “The Harry Potter Books Take a Complex View of Race,” excerpted in *Political Issues in JK Rowling’s Harry Potter Series*, Dedria Bryfonski, ed. New York: Cengage Learning.
- Horne, Jackie C. 2010. “Harry and the Other: Answering the Race Question in J.K. Rowling’s *Harry Potter*,” *The Lion and the Unicorn* 34(1): 76-104.
- Lyubansky, Mikhail. 2006. “Harry Potter and the Word That Shall Not Be Named,” in *The Psychology of Harry Potter*, Neil Mulholland, ed. Dallas, TX: Benbella Books, Inc.
- Prinzi, Travis. 2009. *Harry Potter & Imagination: The Way Between Two Worlds*, Zossima Press, Chapter 13.

Identity: Colonial Legacy/Class

- Anatol, Giselle Liza. 2003 “The Fallen Empire: Exploring Ethnic Otherness in the World of Harry Potter,” in *Reading Harry Potter: Critical Essays*, Giselle Liza Anatol, ed. Westport, CT: Praeger.
- Anatol, Giselle Liza. 2009. “The Replication of Victorian Racial Ideology in Harry Potter,” in *Reading Harry Potter Again: New Critical Essays*, Giselle Liza Anatol, ed. Denver, CO: ABC-CLIO, LLC.
- Park, Julia. 2003. “Class and Socioeconomic Identity in Harry Potter’s England,” in *Reading Harry Potter: Critical Essays*, Giselle Liza Anatol, ed. Westport, CT: Praeger.

Identity: Gender

- Smith, Anne Collins. 2010. “Harry Potter, Radical Feminism, and the Power of Love,” in *The Ultimate Harry Potter and Philosophy*, Gregory Bassham, ed. Hoboken, NJ: Wiley & Sons, Inc.
- Liedl, Janice. 2011b. “Witches vs. Women: What Muggles Could Learn from Wizarding History,” in *Harry Potter and History*, Nancy R. Reagin, ed. John Wiley & Sons, Inc.
- Schoeffler, Christine. “Harry Potter’s Girl Trouble,” *Salon*, January 13, 2000.
- Zettel, Sarah. 2005. “Hermione Granger and the Charge of Sexism,” in *Mapping the World of the Sorcerer’s Apprentice*, Mercedes Lackey, ed. Dallas, TX: Benbella Books, Inc.
- Heilman, Elizabeth E. and Trevor Donaldson. 2009. “From Sexist to (sort-of) Feminist Representations of Gender in the Harry Potter Series,” in *Critical Perspectives on Harry Potter*, 2nd ed., Elizabeth E. Heilman, ed. New York: Routledge.

- Gladstein, Mimi R. 2004. "Feminism and Equal Opportunity: Hermione and the Women of Hogwarts," in *Harry Potter and Philosophy: If Aristotle Ran Hogwarts*, David Baggett and Shawn E. Klein, eds. Chicago, IL: Open Court Publishing Company.
- Prinzi, Travis. 2009. *Harry Potter & Imagination: The Way Between Two Worlds*, Zossima Press, Chapter 14.

Identity: Sexuality

- Ehnenn, Jill R. 2011. "Queering *Harry Potter*," in *Queer Popular Culture*, Thomas Peele, ed. Palgrave-MacMillan.
- Gendler, Tamar Szabó. 2010. "Is Dumbledore Gay? Who's to Say?" in *The Ultimate Harry Potter and Philosophy*, Gregory Bassham, ed. Hoboken, NJ: John Wiley and Sons.
- Pugh, Tison and David L. Wallace. 2006. "Heteronormative Heroism and Queering the School Story in J.K. Rowling's *Harry Potter* Series," *Children's Literature Association Quarterly*, 31(3): 260-281.

Healthcare

- Murakami, Jessica Leigh. 2006. "Mental Illness in the World of Wizardry," in *The Psychology of Harry Potter*, Neil Mulholland, ed. Dallas, TX: Benbella Books, Inc.
- Naficy, Siamak Tundra. 2006. "The Werewolf in the Wardrobe," in *The Psychology of Harry Potter*, Neil Mulholland, ed. Dallas, TX: Benbella Books, Inc.
- *Nature*, Genetic information

Religion & Politics

- Abrams, Ruth. 2011. "Of Marranos and Mudbloods: *Harry Potter* and the Spanish Inquisition," in *Harry Potter and History*, Nancy R. Reagin, ed. John Wiley & Sons, Inc.
- Gemmill, Maia A. and Daniel H. Nexon. 2006. "Children's Crusade: The Religious Politics of *Harry Potter*," in *Harry Potter and International Relations*, Daniel H. Nexon and Iver B. Neumann, eds. New York: Rowman & Littlefield Publishers, Inc.
- Killinger, John. 2009. *The Life, Death, and Resurrection of Harry Potter*. Macon, GA: Mercer University Press.
- Krause, Marguerite. 2005. "Harry Potter and the End of Religion," in *Mapping the World of the Sorcerer's Apprentice*, Mercedes Lackey, ed. Dallas, TX: Benbella Books, Inc.

Media & Politics

- Diffendal, Lee Ann. 2004. "Questioning Witchcraft and Wizardry as Obscenity: *Harry Potter's* Potion for Regulation," *Topic* 54: 55-62.
- Boughey, Lynn and Peter Earnest. 2014. *Unauthorized Harry Potter and the Art of Spying*. Minneapolis, MN: Wise Inc.
- Pearlman, Alex. "JK Rowling's new story is creative media criticism," *Boston Globe*, July 8, 2014.
- Shafer, Jack. "Murdoch to buy the *Daily Prophet*," *Slate.com*, July 11, 2011.
- Skeeter, Rita. "Dumbledore's Army Reunites at Quidditch World Cup Final," *Daily Prophet*, July 8, 2014.

Law & Punishment

- Stouffer, Tere. 2007. *The Complete Idiot's Guide to The World of Harry Potter*. New York: Alpha Books, Ch. 15.

- Joseph, Paul R. and Lynn E. Wolf. 2003. "The Law in Harry Potter: A System Not Even a Muggle Could Love," *University of Toledo Law Review* 34: 193-202.
- Hall, Susan. 2003. "Harry Potter and the Rule of Law: The Central Weakness of Legal Concepts in the Wizard World." In *Reading Harry Potter: Critical Essays*, Giselle Liza Anatol, ed. Westport, CT: Praeger, pp. 147-162.

Human Rights

- US Bill of Rights
- Universal Declaration of Human Rights & other human rights conventions

Social Movements

- Patterson, Steven W. 2004. "Kreacher's Lament: S.P.E.W. as a Parable on Discrimination, Indifference, and Social Justice," in *Harry Potter and Philosophy: If Aristotle Ran Hogwarts*, David Baggett and Shawn E. Klein, eds. Chicago, IL: Open Court Publishing Company.
- Schulzke, Marcus. 2012. "Wizard's Justice and Elf Liberation: Politics and Political Activism in *Harry Potter*," in *J.K. Rowling: Harry Potter*, Cynthia J. Hallett and Peggy J. Huey, eds. New York: Palgrave MacMillan.
- Slack, Andrew. "Harry Potter and the Muggle Activists," *In These Times*, Oct. 26, 2007.
 - Harry Potter Alliance website

War/Terrorism

- Arnold, T. Clay. 2006. "Executive Power, the War on Terrorism, and the Idea of Rights," *Politics & Policy* 34(4): 670-688.
- Rauhofer, Judith. 2007. "Defence against the dark arts: How the British response to the terrorist threat is parodied in JK Rowling's 'Harry Potter and the Half Blood Prince,'" *International Journal of Liability and Scientific Enquiry* 1(1/2): 94-113.
- Prinzi, Travis. 2009. *Harry Potter & Imagination: The Way Between Two Worlds*, Zossima Press, Chapter 15.
- Mills, Andrew P. 2010. "Patriotism, House Loyalty, and the Obligations of Belonging," in *The Ultimate Harry Potter and Philosophy*, Gregory Bassham, ed. Hoboken, NJ: Wiley & Sons, Inc.
- Malinowski, Tom, Sarah Holewinski, and Tammy Schultz. "Post Conflict Potter," *Foreign Policy*, August 11, 2011.

Intelligence/Spying

- Boughey, Lynn and Peter Earnest. 2014. *Unauthorized Harry Potter and the Art of Spying*. Minneapolis, MN: Wise Inc.

Economics