Mudbloods, Muggles, and Misfits:

Power and Prejudice in the Harry Potter Series

Meeting Dates, Times & Locations:

Dates: January 4-23, 2016
Times: TBD
Location(s): Millikin University (Room TBD), The Wizarding World of Harry Potter, Orlando FL, and the United Kingdom (England, Scotland). See the “Tentative Course Schedule” section of the syllabus.

Instructors & Contact Information:

- Dr. Ngozi Onuora, Assistant Professor, School of Education, Shilling 307i, nonuora@millikin.edu, (217) 420-6737.
- Molly Berry, Director of the Office of Inclusion and Student Engagement, LRTUC 121, mberry@millikin.edu, (217) 424-3529.

Office Hours:

For Fall 2015, Dr. O will be available 2-4 PM on Mondays & Wednesdays, and 9-10 AM on Tuesdays. Mrs. Berry will be available 2-5 PM Tuesdays and Thursdays, and 9-11AM on Fridays. All other times by appointment.

Course Description:

The purpose of this course is to foster critical thinking about the ways in which power and prejudice have impacted people and communities throughout the world. In what some deem a xenophobic culture of globalization, students will antagonize notions of “othering”, marginalization, and difference. Students will analyze J.K. Rowling’s use of the fantastical wizarding world of Harry Potter to address issues of power and prejudice in this popular and groundbreaking series through various theoretical lenses (e.g. feminist criticism, critical race theory, formalist criticism).
Students will examine abuse of power (corruption) and social injustice as they have affected individuals, groups, and societies in the real world which are evidenced in current events that punctuate historical animosities, ethnic tensions, racial hatred, violence (e.g. genocide), and negative responses to difference (i.e. class, gender, sex, race, and/or gender orientation) that can foster fear and ignorance as tools to perpetuate prejudice, unjust policies, nationalism, etc.

Students will participate in face-to-face and virtual group discussions of pertinent texts (e.g. books in the Harry Potter series, select articles and book chapters or sections, and Internet resources). The travel portion of the class will include a visit to the Wizarding World of Harry Potter at Universal Studios in Orlando, Florida and sites in England and Scotland that were settings for the novels.

Students will investigate a current global issue of their choice and make a case for how its root cause is connected to power and prejudice. Using a theoretical lens or intersecting theoretical lenses, students will also connect historical knowledge and current events to their chosen global issue. Finally, they will judge the moral rightness or wrongness of the global issue they choose to study and reflect on their responsibilities to address the issue as democratic citizens in a global society.

Prerequisite(s) or Co-requisite(s):
This is a non-sequential course; there are no prerequisites.

Required Texts (using APA format):
*These books can be acquired in hard copy, e-book version, or audiobook. It will be necessary for you to select a version of the book that meets your individual learning style and that allows you to take notes from the book for course writing assignments.*

You will also be asked to read portions of the following texts:

- Smith, J. (2014). *Ferguson in black and white.* Amazon Digital Services, Inc. (Kindle single).
NOTE: Other course reading material, podcasts, videos/films will be included at a later date and once the course is approved. Also, students will have individual research sources from which they will read.

**Course Materials:**

- General office supplies (e.g. pens/pencils, sticky notes, highlighters, folder/notebook, etc.)
- Technology
  - Laptop or iPad (You will be asked to download specific apps and Lync or Communicator software.)
  - *Turn It In* account (You will submit your white paper and research paper here. More information to come.)
  - Blogging software and account – e.g. WordPress, Blogger, Tumblr (To be used strictly for this course; therefore, do not use your personal blog account. Instead, create a new one or use a different blog software option.)
  - Google Hangouts (and Google Drive, which includes Google Docs, Sheets, and Slides)
- Passport and ISIC
  - We will help you with the process of applying or updating your passport.
  - ISIC – we will also help in obtaining this card.

**Course Organization:**

This course will be organized mainly through large and small group discussion that is face-to-face (with the possibility of virtual communication via Moodle &/or Lync), individual research and writing, and group domestic and international travel.

**Distance Delivery Components:**

Millikin University is committed to providing support for students using technology resources in pursuit of academic success. The Department of Information Technology resides in Shilling Hall and offers walk-in support. Please visit [http://millikin.libguides.com/ed-tech](http://millikin.libguides.com/ed-tech) for link, resources, and additional information that aid in the use of technology in distance/hybrid delivery and technology policies.

**Global Studies Learning Goals**

Global Issues courses explore a topic of global importance. Students will continue to develop their understanding of democratic citizenship with an intense focus on a particular issue of global importance and associated ethical and social justice issues. These courses include a significant research component, are writing intensive, and require exploration of primary sources (e.g., texts, music, artifacts, etc.).

**Learning Outcome Goals:**

1. Analyze a topic of global importance through the use of discipline-appropriate sources.
2. Use ethical reasoning to make a judgment about some aspect of a global issue.
3. Reflect on your responsibilities as a democratic citizen in a global environment.
Course Objectives:

- To think critically about complex global issues and their impact on individuals, groups, and communities.
- To read widely and use a variety of theoretical perspectives to critically analyze personal and diverse viewpoints in the readings.
- To write critically and formulate effective and logical arguments about ethical dilemmas and intercultural challenges.
- To engage in intellectual discourse and complex problem solving around a specific global issue of personal importance.
- To reflect on one's responsibilities as a democratic citizen in a global society.
- To recognize and appreciate the interconnectedness of the U.S. and other countries and demonstrate cultural competence.
- To communicate respectfully about diverse and intersecting viewpoints related to culture and justice.

Millikin Core Questions (5 Prepares):

- Who am I?
- How do I know?
- What can I do?

These reflective questions challenge Millikin students to be introspective about the ways in which they approach their world, confront obstacles and problems, and handle new experiences. All reflection for this course is predicated on addressing these three core questions.

Millikin University Mission:

To deliver on the promise of education at Millikin, we prepare students for:

- Professional success;
- Democratic citizenship in a global environment; and,
- A personal life of meaning and value.

In this course, the mission will be accomplished in a number of ways. To prepare students for professional success, they will be expected to read voraciously and widely, question themselves and others, think and reason from different perspectives, write critically, and use technology responsibly.

To prepare students to serve as democratic citizens in a global environment, they will be expected to recognize manifestations of the abuse of power and prejudice, speak and act logically and ethically, and serve as advocates for social justice. Additionally, students will be expected to appreciate other cultures, understand hierarchical structures in society, and consider their role as an individual and as a member of various groups (multiple identities).

To prepare students for a personal life of meaning and value, they will be expected to reflect upon their values and how their background experiences inform their personal beliefs and choices/decision-making now and in their future career and educational paths. Likewise, students will be expected to
seek opportunities for continued growth and development, challenge themselves through new and enriching experiences to broaden their frames of mind, and actively engage in self-reflection.

**Tentative Course Schedule**

(Work in Progress - to be update when and if course is approved)

<table>
<thead>
<tr>
<th>Dates</th>
<th>Landmark Events</th>
<th>Assessments/Assignments</th>
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| August 24 - September 20, 2015 | Garner interest for the course:  
- Post flyers and posters to advertise  
- Interest sign-up for more information  
- Fall Family Weekend (table set up: Rock Springs environmentalist to teach about and bring owls?)  
- Homecoming (final push for interest) | N/A                                                                                   |
| September 24, 2015           | Informational Meeting  
- Down payment of $___________ due  
- Passport planning and ISIC application  
- Syllabus & course overview | Apply for passport & ISIC; acquire copies of the Harry Potter series and begin reading |
| October 21, 2015             | First Class Session:  
- Assignments  
- Installment payment of $____________ due | Blog (Online Journal)                                                                 |
| November 3, 2015             | Scheduling Day | Meet with your advisor and register for the course.                                      |
| November 19, 2015 @ 5 PM     | Second Class Session:  
- Assignments  
- Planning for Travel  
- Balance of trip due | Writing Assignment                                                                  |
| December 9, 2015             | Virtual meeting (Moodle or Lync)  
- Assignments | Research Project                                                                    |
| January 4-7, 2016            | Campus Meeting Sessions  
- Assignments |                                                                                  |
| January 8                    | Fly to Florida (from STL) |                                                                                  |
| January 9-10                 | Universal Studios - “The Wizarding World of Harry Potter” |                                                                                  |
| January 11                   | Fly to UK |                                                                                  |
| January 12-13                | England  
(Night?) train to Scotland and back England |                                                                                  |
| January 13-14                |                                         |                                                                                  |
| January 15-16                |                                         |                                                                                  |
| January 17                   | Fly back to USA (St. Louis?); Drive to Decatur |                                                                                  |

Last course revision date 05/01/2015
January 20-21, 2016
Millikin Campus | Follow-up class sessions
- Research project/paper due
- Blog due

Early April 2016
(Date TBD) | Face-to-face OR virtual meeting to plan & practice Day of Scholarship presentation

Day of Scholarship in April 2016 | Research Presentation to Campus

ASSIGNMENTS/ASSESSMENTS
(Rubrics will be available when course is approved):

ATTENDANCE AND PARTICIPATION - 15%
Because of the nature of the course, attendance during the January 2016 immersion period is mandatory, and you are expected to attend all scheduled on-campus and virtual class sessions as well as all planned activities related to the travel portion of the course. Your active participation matters and is critical to your success in the course. To complete an immersion course in the abbreviated time frame, think of one day in the immersion class as equivalent to 1-1/2 to 2 weeks of traditional class time. Thus, missing even one class session can affect your overall grade for the course. Missing 2 or more class sessions may result in failing the course.

TRAVEL & READING BLOG (Goal #3) - 20%
Students will blog as a digital form of journaling in which they will record their analysis and discussion of the way power and prejudice are portrayed in the Harry Potter series. Additionally, students will reflect on how the themes of power and prejudice affect them and what their responsibilities as democratic citizens in a global environment would be/should be in similar situations in the real world. For example, one might respond to Harry’s treatment by his uncle, Mr. Dursley, in book 1, and how the power Mr. Dursley enacts over Harry when he is home from Hogwart’s leaves him vulnerable to continued mistreatment. You might also add discussion about how it is your responsibility to advocate for children and report physical and mental abuse &/or neglect of children. Or, you might take a different stance that you should stay out of other people’s personal business when you do not have all the facts of a situation. In either case, you would need to provide support for your viewpoints.

WRITING ASSIGNMENT: WHITE PAPER (Goal #2) - 25%
You have been asked to serve as a member of a consulting team in which the British government is seeking your expertise and advice on the controversy over Scotland desiring to become its own nation. In order to provide sound and logical advice, you must first research the history of Scotland and England’s union. Then, you will want to understand the current state of affairs and what events led to Scotland’s recent referendum for independence from Great Britain. Finally, you will use what you have learned to write a 3-5 page “white paper” with logical reasoning and evidence for this ethical decision in which you provide a final evaluation of the situation. Your “white paper” will address the following thesis statement: “Scotland (should/should not) form its own nation apart from England.”
**Research Project (Goals #1 & 2) - 40%**

Select a global example of how power has historically &/or currently been used to subjugate, control, and discriminate against people who are different from the mainstream. Write a 5-7 page research paper analyzing this global issue from a specific theoretical perspective. Your paper must include an introduction, a well-formed thesis statement or research question, a strong argument that effectively supports your thesis, and use of primary and secondary resources in addition to application of course materials to cite evidence and provide authentic examples (at least 5 properly formatted and scholarly sources cited correctly on your “References” or “Works Cited” page). Moreover, your paper must be well-organized and flow logically. Make sure to include a substantiated judgment about your global issue through a particular theoretical lens. Finally, the paper must be proofread, revised, and edited accordingly. You may be required to take your paper to the Writing Center (depending on hours of operation).

Some example theses might be:
- Should women in Afghanistan be forced into marriage (or, is this a hidden form of gender enslavement?) → feminist lens, global gender issue
- Should the female genital mutilation of women and girls in Somalia be eliminated (and, is this a form of exerting power and societal control of women’s bodies)? → feminist lens, cultural criticism, health/medical issue

**Grading Scale:**

Course grades and the percentage of points received will be considered as follows:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>PERCENTAGE</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>95-100%</td>
</tr>
<tr>
<td>A-</td>
<td>90-94.9%</td>
</tr>
<tr>
<td>B+</td>
<td>86-89.9%</td>
</tr>
<tr>
<td>B</td>
<td>83-85.9%</td>
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<tr>
<td>B-</td>
<td>80-82.9%</td>
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<tr>
<td>C+</td>
<td>76-79.9%</td>
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<tr>
<td>C</td>
<td>73-75.9%</td>
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<tr>
<td>C-</td>
<td>70-72.9%</td>
</tr>
<tr>
<td>D+</td>
<td>66-69.9%</td>
</tr>
<tr>
<td>D</td>
<td>63-65.9%</td>
</tr>
<tr>
<td>D-</td>
<td>60-62.9%</td>
</tr>
<tr>
<td>F</td>
<td>59.9% and below</td>
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</tbody>
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Grading Policy and Procedures

All assignments are due to the professors the day specified on each assignment sheet. Written assignments should be submitted at the beginning of the class on the date in which the assignment is due. Assignments may be submitted electronically prior to the start of class, for the potential of full credit. Late work will be docked 5% from the total possible points for each day a particular assignment is late. Once the assignment is 5 days late, the assignment will not be accepted.

Attendance Policy

Good attendance is essential for success in college. Likewise, preparation for class and participation during class sessions are necessary components for success in this course. Students earn points for attendance and participation in class. The in-class activities, readings, discussions, presentations, demonstrations, projects, and/or assignments are essential in helping you develop a broader view of the course topic and a deeper understanding of cultural information. Therefore, excessive absences will negatively affect your final grade.

You will be allowed one “free” absence from class for which there will be no penalty. This “free” absence is dedicated for use toward unexpected illness, family emergency, or other severe and unavoidable emergencies only (e.g. car trouble). For subsequent absences beyond your “free” absence, there will be a 5% overall grade penalty for each unexcused absence. You cannot make up quizzes, test/exams, etc. for unexcused absences. For excused absences, you may be allowed to make up missed quizzes and exams but might be given an alternative quiz/exam than the rest of the class was originally given. In-class presentations/performances cannot be made up for any absence regardless of whether or not it is excused.

An excused absence is one for which you can produce valid documentation. The professors must receive documentation for an excused absence within 48 hours or two business days of your return to class and you must obtain make-up work within that time frame if applicable to your situation. If you miss a class session, then you are expected to get notes, instructions, handouts, etc. from a fellow classmate, the Moodle course webpage, &/or by contacting your professor(s) to set up an appointment during office hours (or other agreed upon date and time) to get the missed information &/or materials.

Always communicate with your professors about any absence(s). When possible, please contact us in advance by email &/or phone when you know you are going to be absent.

Campus Resources

University Commitment to Student Success:

Millikin University is committed to the success of all students. As such, the University provides a wealth of services devoted to academic support. The Office of Student Success serves as the hub for these services. The Office of Student Success is located on the lower level of Staley Library. Services include:

• Tutoring
• Supplemental Instruction
• Study Skills Assistance
• One-on-One Advising
• Assistance with Changing Your Major
• Development of Personalized Academic Growth and Success Plans
• Support of Exploratory Studies majors
• Support for students on Academic Probation or Progress Warning
• Accommodations for Students with special learning needs
• Online Resource Library

In addition to the Office of Student Success, the University Writing and Math Centers (both located in Staley Library) offer students intensive support in these subject areas.

Students who are in need of additional academic assistance are also assigned a Student Development Advisor. These advisors work with academic advisors to ensure students receive the attention they need in all aspects of their University experience.

Staley Library
424-6214
Online information for the library can be accessed from the Millikin Home page at http://www.millikin.edu/staley. Please see website for hours of operation, noting that hours may change during the semester.

Millikin University Writing Center
424-6353
(if WC workers are working with students, you may not get an answer – leave a message).
Location: Staley Library, room 203
Please call the Writing Center for hours of operation, noting that hours could change during the semester.

It is highly suggested that you call or e-mail at wcenter@mail.millikin.edu for an appointment any time you want to use the Writing Center. Walk-ins will be welcome BUT only if there are no scheduled appointments. It is suggested that adult (PACE) students who need an appointment with the Writing Center ask to meet with one of the professors.

Writing Center hours may change during the semester and during breaks and holidays. Please call the writing center or visit their website at http://www.millikin.edu/academics/cas/muwc/Pages/default.aspx for specific details regarding hours.

NOTE: For assignments in which you are required to take them to the Writing Center, it is advised that you schedule a date/time in advance of the due date to give yourself time to make the suggested revisions to your work before you submit it. Also, you must notify Writing Center staff that you need for your professor to receive email verification that you attended your appointment with them.
Information Technology:
The Information Technologies (IT) Department, located on the first floor of Shilling Hall, provides services and support to Millikin University administration, faculty, and students. The Helpdesk can be reached in SH 114 at 362-6488 or through email at infotech@millikin.edu.

There are “Help & How To” instructions to many common computer processes available at http://it.millikin.edu/. Their hours may be found at this website as well. Please note that IT and the Helpdesk hours may change throughout the semester.

MU Bookstore (This info might need updating in lieu of the new e-Campus)
424-6221
You can purchase your textbooks, course materials, and school supplies from the Millikin University Bookstore. The bookstore is located at 210 N. Oakland. You can also access more information about required course texts and how to purchase them through e-Campus (see icon in MyMillikin portal).

Moodle
Moodle is web-based course management software that will be used to coordinate the efforts and centralize the communication process for this class. Access your courses in Moodle through the MyMillikin portal.

General Guidelines and Procedures
Academic Integrity
The intellectual and moral integrity of an academic community depends upon an uncompromising commitment to honesty that guides the actions of all its members. Any disregard for this threatens the unrestricted and honest exchange of knowledge. The Faculty has the right and the responsibility to hold students to high ethical standards in conduct and in works performed, as befits a scholar at the university. Violations of academic integrity include, but are not limited to:

• Cheating
• Collusion
• Electronic Dishonesty
• Grade Falsification
• Plagiarism

Faculty members have the responsibility to investigate all suspected breaches of academic integrity that arise in their courses and shall have the authority to decide whether the student(s) has violated the Academic Integrity Policy. If it is determined that the violation occurred, the faculty member will decide the consequences, taking into account the severity and circumstances surrounding the violation, and will inform the student in writing, forwarding a copy of the letter to the Registrar and to the Dean of Student Development.

Consequences to an academic integrity violation include, but are not limited to:
• A letter in the student’s academic file
• Failure on assignment(s)
• Failure in the course
• Issuance of an XF for the course
• Conduct hearing with Student Development

If a student received an XF, this remains as a permanent grade and cannot be removed from the official transcript. Some programs and majors have more explicit ethical standards, which supersede this Policy, and violation of which may result in dismissal from some programs or majors within the University.

The complete policy may be found at www.millikin.edu/handbook.

**ADA and Academic Accommodations/Disability Accommodation Policy**

Please address any special needs or special accommodations with me at the beginning of the semester or as soon as you become aware of your needs. If you are seeking classroom accommodations under the Americans with Disabilities Act, you should submit your documentation to the Office of Student Success at Millikin University, currently located in Staley Library 014.

**Disruptive Behavior Policy**

Students who exhibit behaviors that are considered to obstruct or disrupt the course goals or learning environment are subject to student conduct action per the University Standards of Conduct. Behaviors that are considered disruptive include, but are not limited to: tardiness, sleeping, inappropriate use of mobile or electronic devices, use of language that is offensive or discriminatory, excessive interruption, and/or repeated violation of faculty or classroom expectations which are stated in the course syllabus. Students who exhibit such behavior may be dismissed from the class on a temporary basis and referred to Student Development.

**Dropping a Course & University Withdrawal Policy**

There is an add/drop deadline for each academic term. During the allowed period, students may elect to add or drop courses by completing the proper form and requesting signature from the instructor or department chair as required. (Forms are available in Registrar's Office). Faculty members reserve the right to permit dropping or adding courses after the set deadline. Courses dropped during the appropriate period result in a W on the student transcript. Courses dropped after this period will result in the earned grade at the time of drop.

Students who leave the University during or at the end of the semester must report to the Registrar’s Office to complete the necessary procedures and forms. Students who withdraw from the University will receive a refund of charges assessed by the University through the refund schedule posted in the Academic Bulletin. After week six of any given semester, there is no refund. Students may also be involuntarily withdrawn if they engage or threaten to engage in behavior that poses a danger of causing physical harm to self or others. The Involuntary Withdrawal Policy may be found in the Student Handbook.
**Student Conduct and Class Policy**

Violation of the student code of conduct or acting on behavior that is unbecoming of a Millikin Student, will result in activation of the student conduct process upon return in the United States. For more information regarding the student code of conduct, please visit: 
http://www.millikin.edu/handbook/Pages/UniversityJudicialSystem.aspx.

**Email**

Students are responsible for routinely checking their Millikin University e-mail account for important messages and course information from the professor(s) or university representatives. Email addresses, other than students’ Millikin email addresses, will **NOT** be used for communication purposes. Failure to follow instructions left via email is unexcused.

Please allow at least 24 hours response time on email during the weekday and consider that weekends and holiday breaks may or may not be optimal times for email correspondence. When in doubt, ask the professor when (s)he thinks (s)he can get back to you, or provide a time frame in which you would like a reply. Students are expected to communicate professionally and effectively to professors in written form as well as orally.

**Course Evaluations**

Millikin University utilizes online course evaluations that are available beginning in the last week of each course term. Students may log into their MyMillikin portal to complete course evaluations. Evaluations are considered an important part of the teaching environment and students should feel comfortable giving thoughtful, honest feedback without fear of retaliation.

**Syllabus Amendments**

The information in this syllabus is subject to change in extenuating circumstances. Changes to the course syllabus will be provided in ample time for students to adjust their coursework and comply with deadlines and expectations.

**Expectations**

**Participation**

The discovery of knowledge is a shared process, as we all carry various expertise and ideas. It is expected that you will share your opinions and ideas pertaining to class topics and discussions within the context of this course. Your views will help to facilitate learning for others in this course, and provide a holistic perspective. We ask that you respectfully give your opinion, with the awareness that it may be opposing other perspectives in the class. Please be mindful to help create an inclusive and supportive learning environment for everyone. Threatening or hostile outbreaks will not be tolerated, and the student will be dismissed for that class period.
Required Course Readings

Students must complete all required readings by assigned due dates. The bulk of the reading material for this class will be from children's literature, professional readings/articles, and online resources. You are expected to have the required course materials with you for each class session. You are encouraged to annotate your reading material to assist with class discussion.

Technology Use

Technology use is encouraged throughout the course to assist in class discussion and research of course-related content. However, the use of technology unrelated to the course is prohibited in the classroom. The use of cell phones for calling, texting, or socializing, are strictly prohibited. Students should refrain from the wearing and using of headphones during class. The use of technology will be especially helpful when traveling so that you can create and update your blogs regularly, communicate electronically with professors and classmates when necessary, and conduct research.

Demonstrate professionalism by turning cell phones to silent and putting them away, refraining from text messaging and reading/posting on Facebook or other social media, checking email, or other distracting uses of technology that are not related to the course. Do these things on your personal time, not during class time. These disrespectful behaviors will not be tolerated, and you may be asked to leave class if you do not follow these guidelines.

Respect

Professional behavior during class is important for all students. Respect to faculty and fellow students should be demonstrated by not carrying on side conversations during class when someone else has the floor, by being prepared for class and small group meetings, making your fair contribution to the classroom community, and responding professionally to challenges. Additionally, secure proper childcare unless an extreme emergency arises. Err on the side of caution in decisions about respect of others and the classroom learning community. When in doubt, ask.

Written and Oral Communication

Students are expected to demonstrate exemplary written and oral communication skills. Papers, assignments, presentations, etc. should reflect effective use of grammar, spelling, and content as appropriate for American Standard English. College students are expected to proofread, edit, and revise written work before submission. If you submit work that is below expectation, the assignment may be returned to you. Excessive issues in student writing will negatively impact your grade. If you know in advance that you have a serious writing deficit, please contact the Office of Student Success and always seek assistance from the Writing Center &/or writing guides. There may be assignments that you are required to take to the Writing Center.

Research, Writing, and Citing

Students are encouraged to utilize the resources available to assist in written projects and assignments. The Staley Library has various resources for students when it comes to researching, including one-on-one help from a professional librarian. You can find citation information here: https://www.millikin.edu/staley/research/Pages/default.aspx.
Students can receive additional assistance with the Purdue Online Writing lab (OWL) at https://owl.english.purdue.edu/owl/.

~J.K. Rowling, *Harry Potter and the Prisoner of Azkaban*