

**First Year Seminar  
GNED 1300-14; Spring 2013  
Critical Perspectives on *Harry Potter*  
Dr. Frank Walmsley**

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Office Hours: Tues, Wed. 1:00 – 3:30 pm; others by appointment

Peer Tutor: Lauren Witte  
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Office Hours: Announced weekly

The books to be read will be:

1. *The Eyre Affair* by Jasper Fforde
2. *Hog's Head Conversations* by Travis Prinzi (editor)
3. *Harry Potter & Imagination* by Travis Prinzi

The Trinity Bookstore has been asked to stock these books. Used copies may be available through Amazon.com or other used book dealers.

The purposes of First Year Seminar are:

- To improve communication, both written and verbal
- To develop critical thinking skills
- To learn research skills
- To evaluate materials
- To be respectful of divergent opinions

This class will fulfill these purposes through three types of written papers, discussion of the materials read in the assigned books, and in the research papers. In addition a journal must be kept for the third book and a eulogy will be presented. The authors of the two Harry Potter books give both a literary analysis of the seven volume series and discussions of social and ethical issues. The Jasper Fforde book is included as an example of what is known as popular fiction with a tangential relationship to J.K. Rowling's writing style.

### **Grading**

Class participation: 30%. First paper: 5%. Second paper: 25%. Third paper: 10%. Fourth paper: 20%. Journal: 10%. Oral presentations, including the eulogies, are part of the class participation grade. Attendance at all class sessions is mandatory.

Class Participation. Students are expected to come to each class prepared having read the material carefully, fully, and with thought. Questions raised during the reading should be researched. This will enable everyone to participate in the discussion of the topics for the day. Since class participation is a significant part of the course grade, each student is expected to participate in the discussion by raising questions and by responding to issues. If a topic is controversial, listen carefully, respond politely and recognize that the others may have valid points embedded in their opinions and recognize that maybe you have some invalid points in yours. We are learning together. The nature of the class requires all of this. Accordingly, each unexcused absence beyond two (that is, the equivalent of one full week) will result in the lowering of the course grade by one unit (e.g., from A- to B+). Present your excuse to Dr. Walmsley either in person or via email who will decide whether an absence is excused or not.

Papers. All papers must be written in grammatically correct English. The writing must be clearly understood. For help with these points, consult Dr. Walmsley, Lauren (the Peer Tutor), a writing style guide, or the Writing Center in the library or all of these. Where appropriate, references must be cited completely. References are where specific information is obtained. I believe that general bibliographic listings are not appropriate in this course because they are too vague; citations must be specific. The format for references should be MLA style. The Trinity Library web site has examples of MLA format both for intext citations and end-of-text citations. A sample paper showing the use of references will be placed on T-Learn. All papers must be your own original work. Know what plagiarism and theft of intellectual property are and review Trinity University's rules on academic integrity. All students fall under the University Honor Code and are required to pledge all written work submitted for a grade: "On my honor, I have neither given nor received any unauthorized assistance on this work." and their signature. The pledge may be abbreviated "pledged" with a signature. For work submitted electronically, including "Pledged" on page one or a separate email indicating the paper and the pledge will be sufficient. There is no group work in this class except for the eulogies and group discussion times in class. Consultation with the professor and/or the peer tutor can be invaluable. Read the directions for each paper carefully.

### **Written Papers and Other Assignments**

All papers will be typed, double spaced, with 1" margins on all sides in Calibri, Times New Roman, or Arial font at 10, 11, or 12 point. These are to be turned in via email to both Dr. Walmsley and to Lauren (the Peer Tutor) in MSWord format. Drafts of papers in advance of the due date are strongly encouraged (and required in one instance) and will be evaluated promptly.

First Paper: This will be a summary of an assigned book with a discussion how this relates to *Harry Potter*, *Relationships to Narnia*, or *Lord of the Rings*, or this genre in general may also be included. Finding relationships may or may not be easy so expand what you find in the literature using your own ideas. In looking for references, try including in your search terms words such as orphan, slave, devil, etc. along with "Harry Potter" and some key word from your assigned book. Feel free to talk this over with Dr.

Walmsley, Lauren, your classmates and your friends. It is not necessary for you to read the book; look for a reasonable summary. The paper is to be four (minimum) to six pages double spaced. The writing style should be formal and the paper must contain references. This paper is due by 10 pm Monday, January 28. Each student should be prepared to present the assigned book to the class on Tuesday January 29 or Thursday January 31.

**Second Paper:** This is a major research paper on a topic chosen from a list found at the end of this syllabus. These papers will form a large part of our discussion of the *Harry Potter & Imagination* book. The paper is to be a minimum of 12 pages double spaced and must include scholarly references. The opening of the paper should be a general discussion of some aspect of the topic without reference to *Harry Potter*. The second part should be a discussion of the topic within the context of *Harry Potter*. The style should be that of a formal paper. A draft of the paper is required and the final papers are due as given in the table following the day-by-day schedule. For each topic, the student will give a presentation about the topic followed by or including discussion. For the presentation/discussion, the approach should be formal; use of PowerPoint, pictures, video, etc. is acceptable. Initially, the table is partly blank until topics are chosen.

**Third Paper:** This paper will be based on your journal entries for one of the chapters in *Harry Potter & Imagination*. It will be an expansion of one or two items you identified as being interesting, confusing, significant, controversial, or even weird. The paper is to be a minimum of 6 pages double spaced and could contain references. The style should be that of a formal paper. This paper is due by 10 pm on Tuesday April 9.

**Fourth Paper:** A fictional story based on *Harry Potter* (or some other novel with Dr. Walmsley's permission) in the genre known as Fan Fiction. Minimum 15 pages double spaced. Fan Fiction, as used here, is a story that takes place outside the story in the book. It can occur before, during, or after the action in the book and is related to some important aspect of the story but does not change the story. This paper is due by 10 pm on April 30.

**Journal:** Each student must keep an intellectual journal during the reading of *Harry Potter & Imagination*. Details are given elsewhere in this syllabus.

**Eulogy:** This is a group effort with 3 or 4 students per group. This activity is to be a eulogy for a character from *Harry Potter* who died during the story. The eulogy will be presented to the class (in University Presbyterian Church) on Thursday April 25 during class time and a printed copy of the eulogy is to be turned in at that time. For the presentation, the audience should be assumed to be friends and family of the deceased. For help in writing a eulogy: [www.speech-topics-help.com/how-to-write-a-eulogy.html](http://www.speech-topics-help.com/how-to-write-a-eulogy.html). Examples of eulogies: Former president Jimmy Carter for former president Gerald Ford [www.cartercenter.org/news/editorials\\_speeches/ford\\_eulogy.html](http://www.cartercenter.org/news/editorials_speeches/ford_eulogy.html) and President Clinton for former president Richard Nixon [www.speaking-tips.com/Eulogies/Nixon-Clinton-Eulogy.aspx](http://www.speaking-tips.com/Eulogies/Nixon-Clinton-Eulogy.aspx)

## Tentative Class-by-Class Schedule

Date	Topic	Date	Topic
R 1/17	Introductions	R 3/14	Spring Break
T 1/22	Witches, Wizards, Wicca; Genre, Plots; MLA	T 3/19	Conversations
R 1/24	Writing Styles; Jane Eyre	R 3/21	TBA
T 1/29	Jane Eyre	T 3/26	HP&I #9 and #10
R 1/31	Related Books	R 3/28	HP&I #11 and #12
T 2/5	<i>Hog's Head</i> ch. 2 & 3	T 4/2	HP&I #13 and #14
R 2/7	<i>Hog's Head</i> ch. 5 & 6	R 4/4	HP&I #15 & #16
T 2/12	Conversations	T 4/9	Conversations
R 2/14	<i>Hog's Head</i> Ch. 7 & 10	R 4/11	Harry Potter and . . .
T 2/19	<i>Eyre Affair</i>	T 4/16	Hogwarts Curriculum
R 2/21	Conversations	R 4/18	To The Rescue
T 2/26	HP&I #1 and #2	T 4/23	Prep for Eulogies
R 2/28	HP&I #3 and #4	R 4/25	Eulogies Presentations
T 3/5	HP&I #5 and #6	T 4/30	Conversations
R 3/7	HP&I #7 and #8	R 5/2	Wrap Up Course Evaluation
T 3/12	Spring Break		

## GNED 1300 Spring 2013 HP&I Discussion Topics

Topic # /Chap.	Topic	Name	Draft due	Paper due	Presentation /Discussion
1 2	Magic & Reality	Caitlin	T 2/19	Sun 2/24	T 2/26
2 3	Fear	Zane	T 2/19	Sun 2/24	T 2/26
3 3	The Soul	Nicole	R 2/21	T 2/26	R 2/28
4 4	Evil	John	R 2/21	T 2/26	R 2/28
5 5	Courage	Victoria	T 2/26	Sun 3/3	T 3/5
6 5	Heroes	Zach	T 2/26	Sun 3/3	T 3/5
7 7	Grief	Jordan	R 2/28	T 3/5	R 3/7
8 8	Sociopaths	William	R 2/28	T 3/5	R 3/7
9 8	Choice	Marcus	T 3/19	Sun 3/24	T 3/26
10 9	Faith & Mercy	Fiona	T 3/19	Sun 3/24	T 3/26
11 9	Love	Allison	R 3/21	T 3/26	R 3/28
12 10	Shapeshifters	Sarah	R 3/21	T 3/26	R 3/28
13 13	Racism	Millie	T 3/26	Sun 3/31	T 4/2
14 14	Gender	Kevin	T 3/26	Sun 3/31	T 4/2
15 16	Death	Garrett	R 3/28	T 4/2	R 4/4
16 16	Imagination	Jose	R 3/28	T 4/2	R 4/4

## Outline of a Typical Paper

### Persecution

This example shows a way to plan the content of Paper 2 using the topic of Persecution.

In my thinking, I worked backward from 4 to 1 below, and then wrote the Summary. I kept in mind that I wanted to end with persecution in *Harry Potter* and how it compared to some group being persecuted. In thinking about the methods of persecution in *Harry Potter*, I thought about the Spanish Inquisition which is 3. Going more generally, I thought of specific groups that were persecuted in the Spanish Inquisition. Then I went back even more generally and thought about what was happening during the time period (number 1).

Remember that this paper requires literature searching and citation of references found and used.

#### Outline

##### 1. Introduction

Three important things happened in Spain in 1492 C.E.

##### 2. Narrow the introduction to persecution of groups, specifically Jews and Muslims

##### 3. Narrow the group to a specific time period (that includes 1492): the Spanish Inquisition

##### 4. Relate to *Harry Potter*

Groups persecuted (Mudbloods in particular)

Methods of persecution

Similarity of Spanish Inquisition and *Harry Potter*

##### 5. Summary

### Topics Available for Second Paper

Choose your topic and notify Dr. Walmsley in class or by email (You might want to choose more than one in priority order in case your first choice is taken by the time you ask). One person per topic; first request gets the topic. Note that the topics are in the order of chapters which is the order of discussion. Anyone who has not chosen a topic by Feb. 5 will be assigned a topic.

<i>HP&amp;I</i> Chapter	Topic	Student
1	Facts and Myths	
2	Magic and Reality	
3	Fear	
3	The Soul	
4	Evil	
5	Courage	
5	Heroes	
6	Atonement	
7	Baptism	
7	Grief	
8	Sociopaths	
8	Sin	
8	Choice	
9	Faith and Mercy	
9	Forgiveness	
9	Love	
10	Teachers	
10	Shapeshifters	
12	Fabians	
12	Libertarians	
13	Racism	
14	Gender	
15	Freedom	
16	Death	
16	Imagination	

# An Intellectual Reading Journal

## Introduction

People keep journals for a variety of reasons. Some are like diaries chronicling day-to-day activities. Some are used to record thoughts about life. Some are a memory device, jotting down ideas for a poem, for a home project, for something to be used in the future. Intellectual reading journals are used by students (and other serious readers) to aid in understanding their readings.

Keeping a journal as described here helps the reader to (1) organize thoughts, (2) clarify the subject, (3) make connections, (4) be intellectual, and (5) be a memory jogger. The bottom line is that a good intellectual reader journal helps understand the reading and remember the important parts. Albert Einstein said, "You don't really understand something unless you are able to explain it to your grandmother." That's what the goal of academic reading should be: to learn a subject well enough to explain it clearly to your grandmother.

The journal is to be kept for reading *Harry Potter & Imagination* and will help you in preparations for papers 2 and 3 as well as for the class discussions.

## Journal Contents

Here are some suggestions as to the contents of your journal. These lists are not to be considered limiting.

Short Notations:

- new or important words (with definitions)
- key ideas
- places where there is a lack of clarity
- interesting ideas

Medium Notations:

- Assumptions the author makes
- Perceived errors the author makes
- New ideas (new to you from the author and new to you from your own thinking)
- Expansions on the interesting ideas

Long Notations

- Reflection and explorations of ideas
- Alternatives to the author's ideas
- Things that are practical and may be useful to you now or in the future
- Chapter summaries

## The Journal

The journal must be kept for any 12 of the 16 chapters in the book (this may change depending on the topics chosen) and must contain short notations and could contain medium and long notations. The chapter from which you choose your Second Paper must also contain medium and long notations, especially as related to your topic. The chapter you choose as the basis for your Third Paper must also contain medium

and long notations. It is possible that both the second and third papers could be based on the same chapter but it is not necessarily so. Notice that the author provides chapter summaries in Chapter 16; do you agree with those? As you work on your second and third papers, you may want to make additions to your journal. The more you read carefully and think while reading and the more detailed the notes, the better you will be prepared for discussion and writing.

### **How and When to Turn in the Journal**

For each chapter that you keep a journal, the copy is due by class time on the day the chapter is discussed in class. In order to allow flexibility and personal preference while still maintaining order, there are several ways for you to turn in copies of your journal. Each way allows for additions and corrections to be added at a later time.

1. Hand-written. If you prefer to take hand-written notes as you read, that is acceptable. Please write legibly and use 8 ½ x 11 paper either plain or lined. Be sure to include your name and the chapter number on each sheet. Drawings and sketches can be used when notes are written this way. There will be folders on the table just inside the classroom door for you to turn in your entries. Additions may be added to the folder at any time. Make yourself a photocopy before you turn the pages in.
2. Using MSWord. This is similar to hand-written notes but limits drawings and sketches. It can be done and you can surely figure out how to do that.