

Course title::	The Theology of Harry Potter
Course Number (if unknown, use 1xx, 2xx, 3xx, 4xx, 5xx, or 6xx)::	391
Course Prefix::	Religious Studies (RELS)
Grade Mode:	Standard (letter grades)
Units/Credits::	1 Unit
Course Type::	Seminar (must be selected if FSEM/JSEM)
Instructional Method::	DI-Discussion Intensive
Course Description (approximately 100 words). This will display in the catalog ::	In this course, we will consider the various religious themes that permeate the Harry Potter book series including sacrifice, good and evil, salvation, justice, love, and prophecy. After a quick review of Books 1-3, we will focus on Books 4-7 to analyze the development of the struggle to overcome evil drawing on classical categories such as the hero and the devil to understand how author J.K Rowling uses them to tell the story of Harry Potter.
Please list any prerequisites for this course::	none
Does this course require international travel?:	No
Please state the justification for this new course::	I was told we need JSEMs.
Does this course have an equivalent in another department?:	Not to my knowledge. No other department would teach such a course.
Does the subject matter of this course overlap with an existing course(s) in another department? Does the course potentially affect other departments in other way(s)? If yes : list courses, department chair and date of conversation. :	No.
Does course involve change to degree requirements (prerequisites, co-requisites, major or minor or other program and/or degree)? :	No
Does this course affect students in any other program or department outside of the college/school?:	No
Please list the learning outcomes of this course::	Students will gain an understanding of basic religious themes and will see those themes as portrayed in the Harry Potter book series. Students will also improve critical thinking skills,

	<p>writing skills, and oral communication skills. Students will be able to explain the ways the behavior of individuals affects the community in both positive and negative ways.</p>
<p>Will this course have a General Education designation?:</p>	<p>Yes</p>
<p>Which designation are you seeking for this course?:</p>	<p>JSEM- Junior Seminar (includes WE)</p>
<p>Please describe how this course will meet the Personal and Social Responsibility outcome: Students can recognize a complex personal, professional, or public issue related to Environmental responsibility, ethical or spiritual reflection, health and wellness, human diversity, or social justice; analyze that issue; and argue effectively for a personal position on it.:</p>	<p>The Harry Potter series is focused on the battle between good and evil. We will consider what constitutes "good" and what constitutes "evil" in the context of interpersonal relationships (e.g., between Harry and Prof. Snape), and between communities (e.g., humans and elves). We will also consider the relationship of the individual and the community where individual behaviors have an effect on the community (e.g., Harry's turning himself over to Voldemort) and where the community plays a role in shaping the individual (e.g., the Muggle community fascinating Mr. Weasley to the point that he shapes his career around that community).</p>
<p>Please select the following designation for your Stetson Values course::</p>	<p>J- Social Justice</p>
<p>Please go to the Writing Program website for additional information on Writing Enhanced courses. Your proposal will be sent to the Director of the Writing Program for approval. Referring explicitly to the goals of a WE course, explain how the course merits the WE designation::</p>	<p>JSEM courses are, by requirement, WE courses. Students will have multiple opportunities to write essays and will be expected to take the instructor's comments on previous essays into consideration when writing current essays. Students will be expected to substantially revise some of their writing based on instructor feedback and resubmit the work for a grade. Students will be expected to write argumentative essays in which they propose a thesis, make their case using primary and secondary sources, and consider opposing arguments. Over the course of the semester, students will write three essays that are between 1,500 and 2,000 words in length. They will finish the semester with a research paper of about 4,500 words in length.</p>
<p>Describe how this course serves to strengthen student written communication or what specific disciplinary writing features the course teaches::</p>	<p>Students will have to read the texts carefully to make their arguments strong. They should strengthen their reading skills and then strengthen their critical thinking skills by engaging what Rowling and secondary authors</p>

	have written as students form their own arguments.
Describe how revision is incorporated into writing assignments; which writing projects will require revisions; and how feedback will be provided and by whom::	The instructor will provide thorough, written feedback on each essay students write. Students are expected to take the professor's comments on previous essays into consideration when writing current essays. Students will be encouraged to bring drafts to the professor's office for early consideration and discussion and will also be encouraged to visit the Writing Center often. Students also will be required to substantially revise some of their written work based on instructor feedback and resubmit that work for a grade.
Describe how students will be finding, evaluating, and incorporating outside source material into their written texts::	Students will use research skills to search online databases provided by our library. They will be expected to browse the shelves around titles they find in the database. They will be encouraged to contact librarians to help with their research. They will be expected to turn in a bibliography with each essay and a preliminary bibliography before they turn in their final paper. Students will use secondary sources to guide them in their thinking or to strengthen or challenge their arguments. Students must be able to explain why they use or reject the argument of a secondary source as it pertains to the primary text they are analyzing.
Describe how much students' written work will count toward the final grade::	Written work will count for 75% of the student's final grade.
Explain the specific components of the course that meet the learning outcomes for a Junior Seminar. The learning outcomes are listed below.:	Students will read Books 4-7 of the Harry Potter series and write essays that require them to analyze the texts from a critical perspective using primary and secondary sources to argue their theses. The classes will be discussion-based seminars where each student will be expected to participate in the class discussions on a regular basis. We will use the disciplines of religion, philosophy, sociology, history, and psychology to analyze settings, characters, and plots.
Which designation are you seeking for this course?:	V- Stetson Values (You will select R, E, D, W, or J on the next screen)
Please explain how specific components of your course will help students achieve the Social Justice learning outcome?:	There are many ways the Harry Potter book series raises the issue of social justice. An obvious way is the treatment of elves by members of the magical community. This is a

	<p>thinly-veiled metaphor for slavery and the mistreatment of one class by another. The view of some magical people that Muggles (non-magical people) are a lower class of humans is evident throughout the series and is a thinly-veiled metaphor for racism. We will analyze these metaphors in the texts and discuss ways that we encounter such discrimination and oppression in our own culture. Going beyond analysis, students will be challenged to propose a way forward to overcome the oppression of one group by another.</p>
Are you seeking a Writing Enhanced designation for this course?:	Yes