SW 510: SEED Week Harry Potter and the Social Justice Stone

Date/Time: SEED Week – see times below
Professor: Dr. Shanna Katz Kattari, PhD, MEd, CSE, ACS (pronouns: she/her/hers)
Office: 4706 SSWB
Email: skattari@umich.edu
Phone: 734.763.0074
Office Hours: By appointment or catch me after class
1 Credit, SEED Week course

Required Text
There will be readings and handouts from recent social science journals and pertinent news articles and/or social media publications, podcast, blogs, and other sources distributed to students via Canvas. This course will also include supplemental videos and social media to enhance and support your learning experience.

Contacting Me
Email is the best way to reach me. I will do my best to respond to any email within 24 hours. I also offer office hours at a set time, and by appointment. Emailing me 10 minutes before class will likely not result in a response before class begins, but you are welcome to touch base with me after class in person.

Course Description
Are you a muggle just now learning about magic? Or a be-robed member of a house well known in the wizarding world? Come one, come all to this three-day exploration of how social justice plays out in the magical world of Harry Potter. Discuss SPEW and how Hermione could have offered a more empowerment focused framework for the liberation of house elves (oh hey White feminism!). Talk about the way that the Muggle/Pureblood divide use a false binary created by those in power to create infighting even among marginalized groups. Debate how existing wizarding policies may reinforce oppressive issues of ageism, racism, sexism, nationalism, and more! Let’s go deep when we talk about how the Hogwarts’ Houses are viewed, and the danger of stereotyping people based on identity groups. Heck; even the Sorting Hat knew to let self-determination pave the way. We’ll even put down our wands for a moment and talk about how J. K. Rowling has retconned characters in order to create a false concept of a “diverse” cast while still upholding eurocentric, ciscentric, heterocentric, and ableist narratives so common in fiction. What would it be like to be a social worker in Harry Potter’s world, navigating issues of privilege, oppression, social justice, and diversity while jumping to client visits using Floo powder and eating chocolate frogs? Put on the sorting hat, grab your robes and wand, and let’s find out!

Course Design
This class will strive to foster a learning environment where each student can reflect critically on their own experiences and messages they have been given from the world, construct a framework for supporting individuals and communities around sexuality, and
examine sources of their beliefs and perspectives, and how they may impact their practice. This course will work to create a climate that supports critical analyses, mutual learning, engaging within and across differences and examining sources of power and knowledge. It involves lectures, discussion, video, and especially participation in experiential activities.

**Relationship to SW Ethics and Values**
The NASW Code of Ethics will be used to give students direction about ethical issues as they relate to the experience of marginalized groups. The course will focus on social workers’ responsibility as professionals to promote general welfare by working toward the elimination of discrimination, expanding choices for all persons, encouraging respect for diversity, advocating for progressive changes in social policies, and encouraging informed participation by the public. Special attention will be paid to sexuality, gender, and other related identities.

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**Grading**
Here is a link to the MSW Student Guide policies on Grades in Academic Courses and in Field Instruction as well as Student Grievance procedures and the policy for grading in special circumstances.

**Course Grades**
This is a pass/fail, satisfactory/unsatisfactory class.

**Laptop Policy**
Laptops may be used for legitimate classroom purposes only, such as taking notes or looking up readings on Canvas. Email, Facebook, instant messaging, online shopping, surfing the Internet, and playing games are not considered legitimate classroom purposes. Such use is distracting to those seated around you, and if I see you using your computer for these purposes, I may ask you to turn off your computer and take notes by hand.

**Inclusivity Policy**
Social and economic justice is one of the key themes of social work practice, research, and education. As a social work community, we must encourage each other to critically examine issues related to power, privilege, and oppression. As a result, there will be class discussions, activities, or assignments that may be difficult or challenging. In order to have the most supportive environment possible, we must all commit ourselves to fostering an inclusive, anti-oppressive space in which each person takes responsibility for their own language, actions and interactions. It is important that we actively listen to each other about how our words and actions are affecting one another and the learning environment, knowing the impact is more important than intent. It can be difficult to navigate the dual priorities of supporting authentic free speech, and holding active
regard for one another being open to diverse perspectives and ideas. I recognize that microaggressions happen (by all of us, to all of us); however, overt slurs in relation to race, sex, age, ethnicity, gender, gender identity, gender expression, sexual orientation, religion/world view, immigration status, size, nationality, dis/ability status, marital status, political affiliation, or any other identities, will be addressed directly. Throughout the course, we will negotiate other guidelines about class discussions. Please bring your best selves to our classroom space.

**University Design for Learning**
I am committed to moving towards universal design for learning (UDL). If you have suggestions for how I can improve our classroom space, activities, and/or assignments to be more accessible now or in the future, please do not hesitate to let me know! This also means that you are welcome to eat/drink in our class, take breaks/move your body as needed, choose where to sit, etc. I will also be asking everyone to share about their access needs (if your access needs have already been met, you can simply say that) to help normalize this in social work spaces.

**Parenting/Children**
I recognize that many of the students in this class may be parents and/or caretakers for children. While this class is not designed to act as a space for child care, I understand that life happens and do not want you to have to choose between parenting/caretaking and learning. If your child care fall through or cancels, you are welcome to bring your child(ren) to class as needed on occasion, as long as they are able to sit quietly in the corner or the hall. I’d ask that if they are crying, you move out with them into the hall. Please recognize that some members of our community are immuno-compromised, and so I asked that you not bring children if they are sick. Additionally, topics covered in class may be more mature in content; please assess this when deciding whether or not to include headphones when you set them up prior to class.

Additional School and University policies, information and resources are available here: [https://ssw.umich.edu/standard-policies-information-resources](https://ssw.umich.edu/standard-policies-information-resources). They include:

- Safety and emergency preparedness
- Mental health and well-being
- Teaching evaluations
- Proper use of names and pronouns
- Accommodations for students with disabilities
- Religious/spiritual observances
- Military deployment
- Writing skills and expectations
- Academic integrity and plagiarism
Course Schedule

Prior to our class, please read:


Day 1 (4 hours) – August 27th, 5-9pm

House Sorting

Introductions

Group Agreements

Discussion of Houses

Placing famous social justice types into houses

Chris Crass’s writing → Group activity

Analogies and allegories in the magical world

Who IS represented in Harry Potter?

Check Out

Homework:

Read (on Canvas)


Day 2 (3 hours) – August 28th, 6-9pm
Check In

Who don’t we see represented? How are things problematically represented?

Retconning, TERFy-ness, and Appropriation, oh my!

Connecting HP to social work practice

Retconning with a social work lens – how might things have gone better?

Buzzfeed’s article as connected to social work

Check Out

Homework:

Listen to ONE Harry Potter and the Sacred Text Podcast episode (of your choice) from EACH of the FIVE seasons (total of FIVE episodes) and write a 500-1000 word post on Canvas with your reactions/reflecti ons.

August 31st: NO CLASS, ASSIGNMENTS DUE

Into the Pensieve Paper Due: 11:59 PM

Reaction post on Canvas Due: 11:59 PM

Sept 7th: NO CLASS, ASSIGNMENT DUE

Harry Potter Character Analysis: 11:59 PM
Assignments

**Participation:** 40% (400 points)
**Peer Into the Pensieve Paper:** 30% (300 points)
**Harry Potter Character Analysis:** 30% (300 points)

**Submission of Assignments**

*All assignments must be submitted online via Canvas at or before the time it is due as indicated on the syllabus.* If you are unable to submit online for any reason, email me your assignment directly. If you do not contact me to explain that Canvas is not working, and do not email the assignment, your assignment will be considered late.

Any late assignment will lose 3 points for each day it is late unless arrangements are made with me for an extension prior to the due date. Occasionally, unforeseen circumstances arise (e.g., illness, personal or family emergency) which may make it difficult for you to complete the assignment by its designated due date time.

Should this happen, it is YOUR responsibility notify me. At my discretion, your request for an extension of an assignment past its due date may be granted, usually for no longer than one week past the due date. I reserve the right to deduct points for late assignments.

**Participation – 40%**

Due Date: Throughout our class time

Participation is broadly defined. Participation refers showing up to class (in a timely manner), asking questions, applying course concepts to questions about your own experiences, contributing to the learning of others, participating in online discussions, providing accurate and respectful feedback to others, identifying any unique learning needs or problems to the professor, and utilizing office hours/email communication when necessary to ask for clarification or assistance in fulfilling course expectations and assignments. Class contributions should focus on relevant course concepts and professional practice experiences. Monopolizing space or contributing off topic is not considered participation. Participation can and should be done both in the classroom and on the discussion boards online. One piece of this is posting a 500-1000 word response/reflection to the FIVE Harry Potter and the Sacred Text Episodes you listened to for homework on Canvas.

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<th>Criteria</th>
<th>Exemplary Performance</th>
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<td><strong>Frequency of participation in class</strong></td>
<td>Student initiates contributions more than once in each class session/online discussion, however, quality of comments is weighted over quantity. Student responds actively when invited by the professor to contribute, in</td>
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person or online. Student does not comment overzealously or to the exclusion of other learners.

| Quality of comments | Comments in person and online are always insightful & constructive. Student uses appropriate terminology when referring to individuals, communities, and cultural contexts. Comments are balanced between general impressions, opinions & specific, thoughtful criticisms or contributions. Evidence is used to support arguments when possible. Comments are informative and relevant to the discussion at hand. | 100 |

| Listening Skills | Student listens attentively when others present materials and perspectives, and contribute comments that build on others’ remarks. Student expresses disagreement in a professional and respectful manner. | 100 |

| Canvas post regarding podcast | Student offers self-reflexive thoughts, responses, and reflections. Writing indicates that multiple episodes were listened to and engaged. Response involves connection to social justice. | 100 |

| Total | 400 |

*Modified from Eberly Center for Teaching Excellence

**Peer Into the Pensieve Paper or Video – 30%**
DUE – Sept 4th 11:59pm

Each student has a story to tell. While the Sorting Hat identified your House, providing the class with a background of your own magical tale is an excellent exercise for any social justice activist.

Prepare a 5-7 page paper or 15-20 minute video identifying your own House characteristics, your own passions for social justice, and your professional goals as a magical social worker.

Share some of your own backstory, identify and discuss your goals as a magical social worker, identify a social justice issue important to you as it relates to social work. Next, explore some of the following as it relates to this issue. For example:

- What magical items will you need? Why?
- What is your Boggart? Why?
- What is your Patronus? Why?
- What course at Hogwarts will you need to take to accomplish your goals? Why?
- What spells might assist you? Why?
- What career path in social work might you pursue? Why?
- What wizards or witches (real and fictional) might you seek assistance from to help you
- in this pursuit? Why?
Feel free to be creative and use technological resources as you wish.

**Expected Length:** Papers should be 5-7 pages (Times New Roman 12, double spaced, 1” margins) and in APA format. No citations are needed – this should be 100% based on reflection of your own identities and experiences in moving through the world. Video should be approximately 15-20 minutes.

Note: This assignment was originally concepted by Dr. Brent Satterly

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<td>Authenticity</td>
<td>Paper represents the author’s ideas, thoughts, or conclusions accurately, fairly, and eloquently. It is authentic to the author and their own experiences, and not regurgitating thoughts already shared in the class or from others. It shows willingness to be self-reflexive and vulnerable. It moves beyond simply recitation of facts and identities.</td>
<td>150</td>
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<td>Clarity and Presentation</td>
<td>Paper consistently uses precise and unambiguous wording. It has clear and lucid sentence structure. It has minimal use of quotations and effectively frames first-person perspective in the text. It is clean, correctly formatted in APA style (12-point font, Times New Roman or Arial, 1” margins), and written in full sentences, reaching minimum page length. There are virtually no spelling or grammatical errors.</td>
<td>150</td>
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**Harry Potter Character Analysis – 30%**

**DUE – September 7th, 11:59pm**

For this assignment, I am asking you to choose a character from Harry Potter (any of the books or movies including Fantastic Beasts; not an original character or fanfic). As no individual should either be put on a pedestal nor viewed as irredeemable, I'd like you to take what we know about this character, and really dig in deep. Think beyond what we know of them on the pages and screen, and really assess who they are, how this connects to social justice and PODS, and then think about how you would help support them in their social justice journey.

For the first page of your paper, I want you to describe that character as you feel the world sees them. If you are more of a macro type social worker, think about perhaps how someone might describe a fellow community organizer or a legislator. If you are more interpersonal focused, this might look like how someone would describe a client when referring them to you on the surface level.
The next two pages should explore this character’s strengths and challenges. Some of these may be more obvious and surface level, while others might require a stretch and deeper exploration. What are they, how do they show up (specific examples are appreciated), and how do they help and/or hinder this character’s journey.

Finally, the last page will be a set of recommendations for this character about how they can progress towards doing more justice work. Community activities, therapy, resources (to read, hear, experience, etc.), are all welcome, as well as any tips you’d pass onto them.

For example, Hermione (you can’t do Herminone, since I am using her here). She is incredibly smart, courageous, passionate, and dedicate to creating change. However, she can be a bit of a know it all and not open to outside thoughts, and much of the way she goes about justice work involves doing things FOR others, not WITH them (in a white feminism, disempowering way). I think she could really benefit from work in caucus with others who share similar identities to help her along her journey, as well as maybe reading some adrienne maree brown, and watching some documentaries about community organizing that starts from communities themselves.

**Expectations:** The ideal paper will be approximately four (4) pages, Times New Roman or Arial, 12-point font, double spaced, 1” margins. Please use APA to cite any sources used.

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<td>150</td>
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