1. Course Statement

a. 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 in-fighting 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!

b. 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.

c. Relationship to social work 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.

d. Intensive focus on PODS
This course integrates PODS content and skills with a special emphasis on the identification of practice, theories and/or policies that promote social justice, illuminate injustices and are consistent with scientific and professional knowledge. Through the use of a variety of instructional methods, this course will support students developing a vision of social justice, learn to recognize and reduce mechanisms that support oppression and injustice, work toward social justice processes, apply intersectionality and intercultural frameworks and strengthen critical consciousness, self-knowledge and self-awareness to facilitate PODS learning.

2. Class Requirements

a. Text and class materials

There will be readings and handouts from recent social science/medical journals and pertinent news articles and/or social media publications, 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.

To fully engage in the course topic and become a competent and skilled social work practitioner, it is expected that students will complete all required readings/watchings.

b. Class schedule

Changes in the course schedule due to weather/illness will be given as far in advance as possible; alerts will come over email and changes will be posted to canvas; etc.
Prior to our class, please read:


Day 1 (4 hours) – August 25th, 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

Buzzfeed’s article as connected to social work

Check Out

Homework:

Read (on Canvas)

Bellot, G. (2020). How J.K Rowling betrayed the world she created. Retrieved from: https://lithub.com/how-jk-rowling-betrayed-the-world-she-created/?fbclid=IwAR0umNxpBUXswa_qYQ9eEiFeUOfeXBYEB7ZaqNQ9rLU2adsbqj7FKvVmN\n\n4


**Day 2 (3 hours) – August 26th, 6-9pm**

Check In

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

Who IS represented in Harry Potter?

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

Read during our break:


Connecting HP to social work practice

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

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/reflections.

**August 31st: NO CLASS, ASSIGNMENTS DUE**

*Into the Pensieve Paper Due: 11:59 PM*
Reaction post on Canvas Due: 11:59PM

Sept 7th: NO CLASS, ASSIGNMENT DUE

Harry Potter Character Analysis: 11:59 PM

c. Assignments

**Participation**: 40% (40 points)

**Peer Into the Pensieve Paper**: 30% (30 points)

**Harry Potter Character Analysis**: 30% (30 points)

**Participation – 40%**

Due Date: Throughout our class time

Participation is broadly defined. Participation refers showing up to class (as able), asking questions, applying course concepts to questions about your own experiences, contributing to the learning of others, participating in discussions, providing accurate and respectful feedback to others, identifying any access needs or concerns to the professor, and utilizing virtual 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.

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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<tr>
<th>Criteria</th>
<th>Exemplary Performance</th>
<th>Points</th>
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<tbody>
<tr>
<td>Frequency of participation</td>
<td>Student initiates participation in class session/online discussion, however, quality of comments is weighted over quantity. Student responds actively when invited by the professor to contribute, in person or online. Student does not comment to the exclusion of other learners.</td>
<td>10</td>
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<tr>
<td>Quality of comments</td>
<td>Comments are insightful &amp; constructive. Student uses appropriate terminology when referring to individuals, communities, and cultural contexts. Comments are balanced between general impressions, opinions &amp; specific, thoughtful criticisms or contributions. Evidence is used to support arguments when possible. Comments are informative and relevant to the discussion at hand.</td>
<td>10</td>
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<tr>
<td>Listening Skills</td>
<td>Student listens attentively when others present materials and perspectives, and contribute comments that build on others’ remarks. Student expresses disagreement in a respectful manner.</td>
<td>10</td>
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Peer Into the Pensieve Paper or Video – 30%
DUE – August 31st 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 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 minutes.

Note: This assignment was originally concepted by Dr. Brent Satterly
reflective and vulnerable. It moves beyond simply recitation of facts and identities.

**Clarity and Presentation**

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.

**Total**

30

*Modified from Eberly Center for Teaching Excellence

**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, Harry (you can’t do Harry, since I am using him here). He is incredibly brave, courageous, passionate, and dedicated to creating change in his world. However, he tends to want to do things alone (individualist mentality) rather than in community/with support, acts before he thinks, and much of the way he goes about justice work/creating change involves doing things FOR others, not WITH them (in a disempowering way that doesn’t take other people’s needs and opinions under consideration). I think he could really benefit from work in caucus with others who share similar identities to help him along his journey, as well as maybe
reading some Adrianne 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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<tr>
<td>Authenticity</td>
<td>Accompanying 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 reflexive and support this character in their growth while also offering a realistic view of them.</td>
<td>15</td>
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<tr>
<td>Clarity and Presentation</td>
<td>Accompanying 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. Interviewees pronouns are correctly used.</td>
<td>15</td>
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<td><strong>Total</strong></td>
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<td><strong>30</strong></td>
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*Modified from Eberly Center for Teaching Excellence

d. **Grading**

References; 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.

I try to provide clear, thoughtful feedback that helps you to deepen your awareness of professional social work practice as well as your writing and communication skills. *If I write or say something that confuses or upsets you, please make an appointment so we can discuss it!* If I help you deepen your understanding of something, that is helpful for me to know too.

Occasionally, unforeseen circumstances arise (e.g., illness, mental health, personal, or family related) which may make it difficult for you to complete the assignment by its designated due date time. Should this happen, PLEASE notify me. At my discretion (which is almost always yes), your request for an extension that takes place MORE than 24 hours before an assignment is due will likely be granted, usually for no longer than one week past the original due date. PLEASE ask for an extension in lieu of not turning in an assignment.
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 1 point for each day it is late unless arrangements are made with me for an extension prior to the due date.

Note: 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.

Dependent Care Resources
For students with child or parenting/elder care responsibilities, feel free to consult the Students with Children website (http://www.studentswithchildren.umich.edu). This site is dedicated to the needs of students at UM who juggle parenting/elder care, study, and work. Resources include child care, financial assistance, social support, housing, and health care information. The website was created by the former Committee on Student Parent Issues (COSPI). For additional information on work/life support please also visit the Work/Life Resource Center site (http://www.hr.umich.edu/worklife/) and the UM Child Care gateway (http://www.hr.umich.edu/childcare/).

You are welcome to bring your children to class as needed; I just ask that you do your best to help keep them settled and from disturbing other students' learning processes. Social justice means including families.

Additional School and University policies, information and resources are available here: 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