

**HBR4930: Harry Potter and the Holocaust: Collective Memory
and Alternative Ways of Talking about Racism and Genocide**

<i>Instructor</i>	Dr. Dror Abend-David
<i>Meetings</i>	M-F 3 rd Period
<i>Room</i>	MAT 0112
<i>Office</i>	Pugh 337
<i>Office Hours</i>	M-F 10-10:45AM, by Appointment
<i>Email</i>	d.abend.1@alumni.nyu.edu
<i>Phone</i>	352-846-3845

Course Description

What is collective memory? And what is the difference between symbol, image, and icon? How do inadvertent visual descriptions compare to direct statements when it comes to speaking to children, adolescents, and even adults about the holocaust? The course will compare the treatment of the holocaust, racism and genocide in books such as *Night*, *The Diary of Anne-Frank* and *Maus: A Survivor's Tale* with a more general discussion of violence and racism in books such as *The Wave*, *Animal Farm*, and *Lord of the Flies* (as well as Shirley Jackson's short story, "The Lottery.") The main texts for this course will be two books out of the *Harry Potter* series (*The Goblet of Fire* and *The Deathly Hallows*), a series which has been intended for children, and which makes almost no mention of historical events and identity while speaking of purity of blood, racial violence and (eventually) state-run racial persecution.

Grades

(1) Class participation, including short weekly assignments (20%); (2) Written assignments (20%); (3) Midterm paper (30%); (4) Final paper (30%)

Grading Scale

100-93	A	A - 4.0
90- 92	A-	A- - 3.67
87- 89	B+	B+- 3.33
83- 86	B	B - 3.0
80-82	B-	B- - 2.67
77-79	C+	C+ -2.33
73-76	C	C - 2.0
70-72	C-	C- - 1.67
67-69	D+	D+ -1.33
63-66	D	D - 1.0
60-62	D-	D- -0.67

S-U 73%

E – 0, WF – 0, I – 0, NG – 0, SU - 0

Texts

* Most of the articles and primary texts for this course will be posted on the course website. *Please Note: The readings from most primary texts will be reduced to short excerpts in order to comply with fair usage, and to maintain a reasonable reading requirement.*

Students are expected to purchase and read the following two books:

Rowling, J. K. (2010). *Harry Potter and the Goblet of Fire* [Paperback]. London: Bloomsbury.
———. (2011). *Harry Potter and the Deathly Hallows* [Paperback]. London: Bloomsbury.

Course Assignments

Participation and Attendance – Class will more often consist of active discussion and various activities than class lecture. Students are therefore expected to come to class prepared and ready to participate.

Attendance is mandatory and will be monitored according to the rules of the School of Arts and Sciences at the University of Florida (<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>). Each three unexcused absences will count for half a grade off the final grade in the course (e.g. from A to A-). Nine unexcused absences will result in a failing course grade.

For an excused absence: Please do not contact the instructor. Contact the office of the Dean of Students at umattter@ufl.edu. The office of the Dean of Students will alert your instructor (and your other instructors for the relevant dates).

Short Assignments – Students will be asked to prepare short assignments, often creative and in groups. These assignments will address reading and/or class discussions.

Written Assignment – There will be a few (three of four) short individual written assignments. In these assignments students will usually be asked to respond to a short text or an article we will later discuss in class.

Midterm and Final Paper – Each student will choose, in consultation with the instructor, a paper topic that addresses some of the topics and texts that are discussed in class. The topics of the midterm and the final papers must be different.

Each of the two assignments (the midterm and final paper) represents 30% of the final grade in the course.

Academic Honesty.

Students are expected to follow University of Florida Academic Honesty Guidelines.

These can be found at <http://www.aa.ufl.edu/aa/Rules/4017.htm>

Students may also wish to consult The University of Florida Student Guide Standard of Ethical Conduct found at <http://www.dso.ufl.edu/stg/>

Students are also expected to follow the Department of Romance Languages and Literatures Academic *Honesty Guidelines*:

Academic honesty and integrity are fundamental values of the University community. An academic honesty offense is defined as the act of lying, cheating, or stealing academic information so that one gains academic advantage. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action.

Violations of the Academic Honesty Guidelines include but are not limited to:

Cheating. The improper taking or tendering of any information or material which shall be used to determine academic credit. Taking of information includes copying graded homework assignments from another student; working with another individual(s) on graded assignments or homework; looking or attempting to look at notes, a text, or another student's paper during an exam.

Plagiarism. The attempt to represent the work of another as the product of one's own thought, whether the other's work is oral or written (including electronic), published or unpublished. Plagiarism includes, but is not limited to, quoting oral or written materials without citation on written materials or in oral presentations; submitting work produced by an online translation service or the translation feature of an online dictionary as your own.

Misrepresentation. Any act or omission with intent to deceive a teacher for academic advantage. Misrepresentation includes lying to a teacher to increase your grade; lying or misrepresenting facts when confronted with an allegation of academic honesty.

Bribery, Conspiracy, Fabrication. For details see website below.

The UF Honor Code states: "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity."

On all work submitted for credit the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Violations of this policy will result in disciplinary action according to the judicial process.

For more details go to: <http://www.aa.ufl.edu/aa/Rules/4017.htm>

Students with Disabilities.

Students requesting classroom accommodation must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation.

Weekly Schedule:

First Week:

Introduction; Definitions: Image, Symbol, Fetish, Romanticism, Modernism ("Imagism") and Cultural Studies

- Edgar and Sedgwick: *Cultural Theory*
- Fenollosa: *The Chinese Written Character*
- Teller: Three Jewish Boys

Visual Imagery, Photography and Collective Memory

- Barthes: Rhetoric of the Image
- Sontag: *On Photography*
- Sontag: *Regarding the Pain of Others*

Imagery in Children Literature

- Nel: The Fall and Rise of Children's Literature.
- Ramos: Ecoliteracy through Imagery
- Kidd: Harry Potter and the Functions of Popular Culture

Second Week:

Rowling: *The Goblet of Fire*

Third Week:

Harry Potter Scholarship: Gender, Education, Politics and the Holocaust

- Cherland: Harry's Girls
- Dickinson: Harry Potter Pedagogy
- Glanzer: Harry Potter's Provocative Moral World
- Curthoys: Harry Potter and the Holocaust (audio file)
- Curthoys: "Harry Potter and Historical Consciousness"
- Deets: Wizarding in the Classroom: Teaching Harry Potter and Politics
- Barratt: *The Politics of Harry Potter*. Chapter 3 (p. 27-59). Available at <http://lib.myilibrary.com/Open.aspx?id=418004>.

Fourth Week:

Children Literature and the Holocaust

- Jordan: Educating Without Overwhelming
- Goldstein: Realism without a Human Face
- Wiesel: *Night*.
- Frank: *The Diary of a Young Girl*
- Spiegelman: *Maus*

Children Literature and the Holocaust – inadvertent treatment

- Strasser: *The Wave*
- Golding: *Lord of the Flies*
- Orwell: *Animal Farm*

- Jackson: *The Lottery*

Fifth Week:

Rowling: *The Deathly Hallows*

Sixth Week:

Harry Potter and the Holocaust on Film

- Columbus: *The Sorcerer's Stone; The Chamber of Secrets*.
- Newell: *The Goblet of Fire*
- Yates: *The Deathly Hallows 1 & 2*.

Student response and summation

Bibliography:

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- Fenollosa, Ernest (1918). *The Chinese Written Character as a Medium for Poetry*, Ed.. Ezra Pound. San Francisco: City Lights Books.
- Frank, Anne (2010). *The Diary of a Young Girl*. New York: Everyman's Library.
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- Place for Good and Evil in Moral Education?" *Phi Delta Kappan*, Vol. 89 Issue 7.
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- Golding, William (2011). *Lord of the Flies*. New York: Perigee Trade.
- Jackson, Shirley (2007). *The Lottery*. Logan, IA: Perfection Learning.
- Jordan, Sarah D. (Sept. 2004). "Educating Without Overwhelming: Authorial Strategies in Children's Holocaust Literature." *Children's Literature in Education*, Vol. 35, No. 3. 199-219.
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Summer 2016 Calendar –
Harry Potter and the Holocaust

	Monday	Tuesday	Wednesday	Thursday	Friday
Wk I	05.09	05.10	05.11	05.12	05.13
Wk II	05.16	05.17	05.18 1st Written Assignment	05.19	05.20
Wk III	05.23 Midterm Abstracts	05.24	05.25	05.26	05.27 Midterm Paper
Wk IV	05.30	05.31 2nd Written Assignment	06.01	06.02	06.03
Wk V	06.06	06.07 3rd Written Assignment	06.08	06.09	06.10
Wk VI	06.13 Final Abstracts	06.14	06.15	06.16	06.17 Final Paper