Harry Potter and Issues in International Politics: Provisional MOOC course syllabus

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Available at: https://works.bepress.com/emma_norman/20/
Harry Potter and Issues in International Politics:
Identity, Violence and Social Control

Proposal for MOOC Production Fellowship 2013/14

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Overview
In this innovative 15-week open online course we explore the fascinating and surprisingly deep connections between many themes in the globally successful Harry Potter series and contemporary issues in international politics and society.

Introduction and Course Rationale
Transnational political issues concerning our group identity(ies), violence in an age of ethnic conflict and counterterror war, and social control by states and the global media involve, affect and intrigue us all. And the global phenomenon of Harry Potter has transcended generations, language barriers and cultural difference, to build discursive bridges, increase literacy, and capture the imagination of millions. By 2013, 450 million copies have been sold worldwide, in 73 languages across 200 territories. The Massive Open Online Course (MOOC) provides the perfect platform to merge these twin subjects, cross geographical, generational and cultural borders and thus bring solid and creative academic study within reach of 1000s of motivated students, and facilitate community-building and shared learning between them.

So why approach international political issues from the perspective of Harry Potter?

There are many reasons for taking the Potter books seriously in an academic setting. While their themes certainly make studying international politics intriguing and often a lot of fun, the alternative angles they offer also help us grasp several facets of our subjects that are often overlooked. E.g., studying state counterterror responses from the perspective of Rowling’s boggarts can deepen an appreciation of the dynamics of group interaction and its relation to fear of the “other” than those offered by more conventional approaches. Your four House professors will show how Rowling’s stories shed additional light on these and many other important global questions today. These include, how is the wizard/muggle divide related to continued discrimination of minorities in current liberal democracies? How does the secrecy that characterizes the wizarding world reflect the declining role of state sovereignty and its replacements on the global stage? How do these books on magic speak to political questions concerning current and future scientific and technological advances? How can studying boggarts deepen our understanding of political responses to contemporary terrorism or help us deal with ethnic conflict? And how does life in Hogwarts help to illuminate the multiple, crosscutting identities produced by...
globalization and the way they now affect contemporary policies on immigration, security, gender issues, or climate change?

Each week we will link a topic or question raised by J.K. Rowling’s magical saga to an issue related to the three main topics of the course: identity, violence and social control. A sequence of short, interactive visual segments guides students through the key concepts, theories and debates that locate these concerns lie at the heart of international political issues today. The visual segments are followed up with closely related individual and group online activities and assignments designed to consolidate learning, promote further student discussion and creative responses to share with the course community, and be a lot of fun to complete. Grading uses a combination of immediate feedback, P2P evaluation and popular vote on creative projects.

Course Duration and Workload
15 units over 15 weeks.
Weekly load: 2.5 hours, on average—plus supplementary viewing/reading/participation for the three major assignments and other creative projects you choose to engage in:

- 50 real-time mins of visual footage
- 5-10 mins immediate feedback quizzes and questions
- 45 mins required reading
- 45 mins average workload for weekly assignments

Course Enrollment Requirements
This introductory course is open to anyone interested in exploring more deeply sociopolitical questions concerning collective identity, nationalism, crossing borders, discrimination, violence, technology and the media from a unique perspective. A competent level of written English, an interest in international political issues and a good knowledge of J.K. Rowling’s Harry Potter books are the only firm prerequisites. Our themes will be particularly suitable for undergraduates studying political science, policy studies, international relations and transnational studies. It will also be pertinent to those in most areas of the social sciences including: sociology, philosophy, communications, journalism, popular culture, psychology, law and contemporary literature and film. However, while prior studies in political science, policy studies or international relations, and experience in writing critical undergraduate social science essays will be helpful, they won’t be necessary. Essay writing guidelines and sample essays for the course will be available for your reference, as well as a host of links to dependable sites and material on good academic writing practice and developing critical purchase.

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<th>Learning Outcomes</th>
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<td>By the end of this course students should be able to:</td>
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<td>1) Identify how the values encoded in a work of popular culture illustrate, offer useful alternate perspectives on and facilitate critical comment on several core issues in global politics today.</td>
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<td>2) Demonstrate in writing a critical knowledge of a specific sociopolitical issue at the heart of at least two of the three central course themes: identity, violence and social</td>
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3) Utilize a variety of online media to individually and collectively develop, communicate and refine their political opinions and intellectual responses with creativity, and to subject those opinions and responses to critical comment.

4) Comprehend, in some depth, how using different political and international relations theories can raise multiple readings of a text and of practical situations.

5) Understand how using unconventional approaches to serious academic and political issues not only enriches the level of discussion and the creativity of how those issues are approached, but also can help to increase self-motivation, making their academic endeavors a lot of fun.

### Graded Assignments

**Major Assignments (70%) P2P Evaluation**
- Mid-Term Essay (1,500 words, due week 8) (20%)
- Dorm Group Project and Competition (due week 12) (30%)
- Final Essay (1,500 words, due week 14) (20%)

**Minor Assignments (30%)**
- Multiple Choice tests on Reading and Class Material (immediate feedback)
- Critical Comment on set class question(s) (P2P evaluation)

### Assignment Details

**Essays:** A 1,500-word critical essay, chosen from a list of approximately 15 set essay questions provided, is due in week 8 and week 14. Essays should be based on the required reading in your syllabus and the supplementary reading listed at the end of the visual segments, but may also contain relevant independent research and sources found elsewhere in published work, provided it is referenced correctly. All submission deadlines are final. To receive their essay grade, students will anonymously peer evaluate 3-4 other essays fairly and diligently in the week following essay submission (as a listed part of that week’s assignment) and deliver their grade and constructive feedback by the deadline.

**Dorm Group Project:** Collectively devise and test a short game for students to play virtually that offers a fun and dynamic method of engaging with the material or key questions of at least one part of this course while simultaneously communicating (and facilitating learning of) a clear set of related intellectual points. Present your game in the form of a video (3-4 mins – you can edit it on YouTube Editor), including clear instructions, rules, rationale and objectives, necessary graphics and equipment and, if appropriate, a little footage of your group playing it.

**Group Project Rationale and Design:** One of the key elements of this course is the base premise that solid academic teaching and learning can be creatively expressed and a lot of fun! The Dorm Group Project is intended to reflect this, providing you the opportunity to showcase your collective creativity. As a growing number of TED talks reveal, we are now grasping more and more about the understanding, learning, perception-changing and motivating benefits of playing games, including those on
difficult sociopolitical subjects. These benefits increase tenfold when we have a go at designing games too. We certainly don’t expect you to design involved video games with complex graphics, or convoluted RPGs that take a lifetime to complete—but do use the full range of skills, knowledge and creativity of the members of your dorm. Think board games with simple (e.g., printable or online interactive) graphics and course-based questions; decision-making featuring multiple options with diverse consequences; activities drawing from certain principles of TV game shows, online games or your favourite sport; card or children’s games with course-based stakes, internet “treasure” hunts… the list is endless. Games with clear rules and objectives and an intellectual point that can be played virtually by small groups of individuals are what you should aim for.

You may design any kind of game, provided it:

a) can be played virtually, online (e.g., on Skype, Chat forums, Google + Hangout etc.) by a group of 10-30 students taking this course,

b) facilitates learning of the academic course material, or an aspect of it, in an easy and fun manner, and

c) abides by current copyright law.

Guidelines, tips, rules, examples and discussions can be found on the Dorm Group Project page.

Project Grading, Voting and Competition: Games will be graded by group P2P evaluation and should be completed and posted by week 12. In the last three weeks of the course, you will have the chance to view (and play) other groups’ games and vote for your favourite online. Professors will select the winner based on a combination of the popular vote, innovation, learning potential and applicability to the academic objectives of the course. In the final week of the course, the winning group’s game will be showcased by the professors in a live-streamed session (and a prize awarded to the winning dorm).

Multiple Choice and Short Critical Comment Tests: Based on the required reading and class videos, these tests integrate your understanding of the academic material and questions under discussion for the corresponding week to form a basis for subsequent written and participation assignments.

Suggested Activities: To aid time management and maintain motivation, you should aim to complete at least one of these tasks each week. Doing this should not only keep you on track for successful completion of the course; it will also help you make the most of the participatory and creative aspects of the online course experience.

Class Visual Segments: Dynamic visuals that aid learning and stimulate enthusiasm will be key in these segments. Google Earth will play a large part in helping students to visualize the global issues that transcend state boundaries. Segments will make strong use of Prezi presentations, animations, interactive quick quizzes and questions, dynamic slides, and mini-lectures. Supplementary reading/viewing (a good selection of print publications and one-click online material) for each segment’s topic will be embedded in the video, listed on the video page, or accessible via a quick link back to the Course Outline page at the end of each video.
Week-by-Week Course Outline:

**Harry Potter and Issues in International Politics:**
Identity, Violence and Social Control

This course is designed to stimulate active engagement with the material and each other in a variety of ways—graded and ungraded, individually and collectively. To make the course structure easy to visualize, in the following outline, required tasks and assignments are denoted by the following icons:

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<td>🎨 Multiple Choice Test</td>
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<td>🗝️ Peer-2-Peer Evaluation</td>
<td>🗞️ Participate in an online discussion or video chat (e.g., Skype, Facebook Group, Google + Hangout), post a question/reflection on a message board, add to a course wiki</td>
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<td>⚽ Film Project (upload to YouTube)</td>
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Course Enrollment:

- Virtual Sorting “Ceremony”: On enrollment, students are automatically assigned to one of four Houses equating to the Hogwarts Houses of *Harry Potter*. Automatic emails are sent to each student containing the basic characteristics of their House identity, a set of links to House resources online: message boards, chat “common” rooms and posts/introductory videos from your House Professor (Dr. Mena, Dr. Norman, Dr. Rich, or Dr. Reyes).
- Students set up personal course account and corresponding page (a place to bookmark your course blog, handy links to relevant online film clips, talks, documentaries, podcasts and bibliography lists/wikis you may use and add to etc.)
- Students sign up to an administrative group (for P2P purposes)
- By the end of the first week students will also form smaller “Dormitory” groups of 15-20 members for their Dorm Group project.

These groups are formed for a reason beyond administration. Students should pay attention to, and express (blog/chat/msg) their thoughts on, the emerging identity of their groups, what experiences form that identity, and how they crosscut or otherwise affect each other throughout the duration of the course. Dorms are encouraged to share these experiences in our contemporary global version of Dumbledore’s *pensieve* (YouTube) at the end of the course.

Unit 1: Introduction: “A few start-of-term announcements.”

Visual Segments (3-10 mins each) on:
1. Introduction to the course: Popular Culture and International Politics: Why *Harry Potter*?
2. Comparative House identity traits in *Harry Potter*
3. Identity theory in brief: self v. other, intersubjectivity
4. Group identity formation: similarities and differences, sociological categories, imagined communities (Benedict Anderson on nationalism) and virtual communities

(Quick Quiz on 3 and 4)

Quick Question: What kinds of questions in international politics do these issues of identity pertain that the *Harry Potter* stories highlight? Students type phrasal/sentence answers to see how close they get to the reveal: Reveal the different international political issues and questions that will form Part I of the course.

5. Introduction to the construction of international, national, and other sociopolitical group boundaries and their problems.

Weekly Assignments (ungraded, required):

Identity and virtual groups: participate this week in at least two chat room discussions initiated by today’s class professors, your House members or House Professor, or your group on today’s material and the questions about international political issues it suggests to you.

IMPORTANT: form or join a small dormitory group (up to 20 members), agree on a name for your group, and begin to think collectively about your Dorm Group Game Project.
Part I: Identity

Unit 2: Transfiguration I (Identity 101: From individuals to groups)

Required Reading:
http://books.google.com.mx/books?id=DKcWE3WXoj8C&pg=PA103&source=gbs_toc_r&cad=4#v=onepage&q&f=false

Visual Segments on:
1. Transfiguration and identity issues in the HP books and their relation to real world identities.
   Quick Question: Do brave people get placed in Gryffindor (Yes > link to video 2a, followed by 2b), or do Gryffindors become brave (Yes > link to video 2b, followed by 2a)?
2a. Essentialist approaches to identity
2b. Social constructivist approaches to identity
3. Positions on identity and free will of both approaches and their political implications
   (Quiz on 2a, 2b, 3, 4)
5. How does this relate to real-world situations in international politics?
   Choose at least two of the following Focus Issue videos:
   a. Clash of Civilizations?: Jihadist v. western values, Power, development and the North-South global divide
   b. Security Issues, Economic Climate and Immigration Policy: US, Canada, European rejection of Multiculturalism
   d. Realism in International Relations vs. The liberal fantasy of Harry Potter

Weekly Assignment: Short Multiple Choice Test on Reading and Class videos.

Suggested Activities:
• Begin a personal blog (on your course account page) on the development of, and interaction of, the identity of one’s course House, group and, if applicable, dormitory. This can contain notes on your reading, reflections on present and past experiences, further reading, useful links on key questions, and provisional ideas and arguments for essays. Guidelines and initial questions to get you started can be found on your House page.
• Complete supplementary reading for at least one of the segments of this week’s classes and add notes to your blog, contribute to a course wiki or initiate a group discussion on your reflections.
• Review the Dorm Group Project guidelines and videos and start a brainstorming session with your dorm members (e.g., on Google + Hangout) on your Dorm Game. Which course topics appeal to you the most and why?

Unit 3: Transfiguration II (Changing identities in a Globalized World)

Required Reading:

http://books.google.com.mx/books?id=oP3yYvrJhDYC&pg=PA9&source=gb_s_toc_r&cad=4#v=onepage&q&f=false

Visual Segments on:
1. Multiple, Crosscutting Identities in the *Potter* books and their consequences: hybridity, blood status and identity conflict
2. Google Earth presentation: Global dislocation and multiple, crosscutting identities in contemporary sociopolitical practice: how has the ‘nature’ of collective identity transformed over the last three decades?

(Quick Quiz on 2, 3)

4. How do the concepts of time and space in the HP books differ from our own? In what way do these concepts affect the concept of community and belonging?
5. Can re-imagining the way we negotiate space in the books be a useful metaphor for how globalization has transformed our views of crosscutting identities, and ways of managing them?

**Weekly Assignment:** Write and submit a short (2-page) *critical* comment on one of the Unit 3 questions drawn from the class videos and listed on the Course Home Page. Make good academic use of required and any supplementary reading on your chosen question and reference it correctly.

**Suggested Activities:**
• Complete supplementary reading for at least one of the segments of this week’s classes and add notes to your blog, contribute to a course wiki, or initiate a group or House discussion on your reflections.
• Review the Dorm Group Project guidelines and videos and start/continue a brainstorming session with your dorm members on your Dorm Game. Search for useful articles and wikis on *How to Design a Classroom Game*, and adapt it for virtual use.

Unit 4: Transfiguration III (The Public and the Private Transfigured)

Required Reading:


Visual Segments on:
1. Public and Private in the Magical world – Given that the magical community has to hide itself from the muggle world, does this constitute a lack of public authenticity?

   Quick Question: Why should we be worried about this apparent lack?

2. Changing understandings of public and private in contemporary socio-political practice: from blurred at the edges to inter-constituted.

3. Other crosscutting identities: In what sense could this theme in HP be a metaphor for other communities that have not always been traditionally accepted by mainstream culture? Coming out of the broom closet. Gender, LGBT issues, discrimination and the importance of public recognition.

4. Gender issues within and beyond Harry Potter

   = short case study followed by Quick Quiz

5. LGBT issues within and beyond Harry Potter

   = short case study followed by Quick Quiz

Weekly Assignments (ungraded, required):

- P2P evaluation responsibilities – complete by the deadline to receive feedback and peer grade on your own critical comment.
- Post a question based on your reflections on the course material so far on your House message board, review other questions and vote for your favourites—top questions will be answered by the House professors in next week’s live-streamed class.

Suggested Activities:
- Review the Essay Guidelines page and read at least one sample essay.
- Continue adding your reflections to your blog, or add to a course wiki.
- Continue discussions with your dorm members on possible Dorm Game themes.

Unit 5: Live-streamed discussion with the professors. Top Questions answered.

😊 No Required Reading
Weekly Assignment (ungraded):

Respond to the live-streamed session discussion on any of the course message boards either during the session or afterward.

Choose Essay 1 title from the list on the Course Home Page and conduct research for it, starting with the supplementary reading given in the corresponding unit(s).

Suggested Activities:

- If you are having trouble deciding on an essay title, or getting started on your essay plan, consult course discussion boards, or post a question for ideas.
- Review the Essay Guidelines page and read at least one sample essay.
- Continue discussions with your dorm members on your Dorm Game. Decide jointly on a topic, begin supplementary reading on that topic.
- Complete supplementary reading for at least one of the segments of this week’s classes and add notes to your blog, contribute to a course wiki or initiate a group or House discussion on your reflections.

Unit 6: Transfiguration IV (Ethics, Identities, and International Relations)

Required Reading:

Visual Segments on:
1. Choosing between Good and Evil in Harry Potter
2. Theories and Policies attempting to deal with contemporary identity difference: Overview.
3. Liberal Multiculturalism in theory and practice (Quick Quiz on 3)
4. Constructing the Other as “Enemy”: Introducing Carl Schmitt’s Friend-Enemy distinction in international politics
5. Schmitt’s “Friends and Enemies” in World Politics and International Relations. Recent National Policy and Rhetoric: Axes of good and evil? (Quick Quiz on 4, 5)

Weekly Assignments:

Short Multiple Choice Test on required reading/class videos

Suggested Activities:

- Complete supplementary reading for Essay 1 and begin draft.
• Review and, ideally, contribute or find a source to add to one of the course wikis.
• Continue discussions with your dorm members on your Dorm Game. Decide jointly on a topic, begin supplementary reading on that topic.

Part II: Violence

Unit 7: Defense against the Dark Arts I (International Boggarts)

Required Reading:


Visual Segments on:
1. Magical Monsters: The boggart metaphor in Harry Potter
2. Identifying the other and the enemy: fear and paranoia in international relations theory and practice.
   a. Carl Schmitt’s theory
   b. Realism, fear and security
   c. Terrorism in Harry Potter and beyond
   d. Practical Politics: Brief examples using Google Earth: Cold War, Preemptive Strikes, Missing WMDs, Guantanamo Bay and Abu Ghraib, treatment and detention of terrorist suspects, “old” and “new” “suspect communities”

(Quiz on 2, 2a, 2b, 2c, 2d)

Quick Question: How do different perspectives and particular identities frame and change our collective fears?
3. Who or what would a boggart be for your society? Would it be the same for all the crosscutting groups you belong to? Professors discuss this question and give an overview of the Video Poll Challenge.

Weekly Assignment (ungraded):
Video Poll Challenge: Discuss the above 2-part international boggart question with your dorm group, Housemates or independently and upload a simple, short (1-2 min) video giving a considered individual or group answer to YouTube. Post a link to it on the Course Boggart message board. You can also individually write a 1-paragraph answer on the board if you prefer.

Suggested Activities:
• Continue writing Essay 1.
• Continue discussions with your dorm members on your Dorm Game. Assign and begin project duties for each dorm member.
Unit 8: Defense against the Dark Arts II (National Boggarts)

Required Reading:


[http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=1729884](http://journals.cambridge.org/action/displayAbstract?fromPage=online&aid=1729884)


Visual Segments on:

1. Conflict, power and the state in *Harry Potter*. How significant is the absence of the state in magical conflict?
2. Hannah Arendt’s Strange but Still Relevant Reflections on Violence
3. Absolutes in Politics and the Banality of Evil (Arendt, Bernstein)
   (Quiz on 1, 2, 3)
4. The Enemy within: Conflict within nations: Genocide, Ethnic Cleansing and beyond. The Final Solution.
5. Choose 2 or more of the following short Focus Issues presented via Google Earth:
   a. Kosovo
   b. Rwanda, Darfur, Somalia
   c. Immigration in NA and EU
   d. Femicides of Cd. Juarez, Mexico

**Weekly Assignment:** 1000-1500-word essay chosen from the titles for Essay 1 (found on the course home page).

**Suggested Activities:**

- Check out some of the Video Polls on the international boggart question and vote for your favourite answer.
- Add your reflections on the boggart videos, or other aspects of the course material so far to your blog.
- Continue working on your Dorm Group Project.

Unit 9: Muggle Studies (Discrimination)

Required Reading:


*Slack, Andrew, “Harry Potter and the Muggle Activists,” Available at [https://www.inthesetimes.com/article/3365/harry_potter_and_the_muggle_activists/](https://www.inthesetimes.com/article/3365/harry_potter_and_the_muggle_activists/)*

*Good, if superficial, blog on HP and political action [http://www.opednews.com/hersh1103_harry_potter.htm](http://www.opednews.com/hersh1103_harry_potter.htm)

Visual Segments on:
1. Discrimination themes in the Harry Potter series. How well do these themes reflect the main problems we still face with discrimination in contemporary western democracies today?
3. Choose three or more of the practical examples from the following short Focus Issue videos using Google Earth, each of which is followed by a Quick Quiz:
   a. Immigration legislation in the U.S.: Arizona and Alabama
   b. Administrative Detention in the U.K.
   c. The Roma in France
   d. Racial Segregation
   e. Freedoms of Speech and Religion
   f. Gender Equality
   g. LGBT discrimination
   h. Discrimination at the World Bank
4. Revisiting Hermione’s S.P.E.W: Political Activism as a corrective to Discrimination

Weekly Assignment (ungraded, required):

P2P evaluation responsibilities – complete by the deadline to receive feedback and peer grade on your own essay.
Post a question based on your reflections on the course material so far on your House message board, review other questions and vote for your favourites—top questions will be answered by the House professors in next week’s live-streamed class.

Suggested Activities:
• Students are encouraged to discuss their P2P learning experience and reflect on their feedback on any of the course message and chat rooms, or independently and add a record of your learning experience to your personal blog.

Unit 10: Discussion with the professors: Top questions answered and best international boggart responses discussed.
😊 No Required Reading

Weekly Assignment (ungraded): Respond to the live-streamed session discussion on any of the course message boards during or after the session.

Suggested Activities:
• Choose Essay 2 title from the list on the Course Home Page and conduct research for it, starting with the supplementary reading given in the corresponding unit(s).
• Continue in earnest with your Dorm Group Project.
Part III: Social Control: Now and the Future

Unit 11: Charms I: Social Control through Government Authorities

Required Reading:
http://archive.org/stream/frommaxweberessa00webe/frommaxweberessa00webe_djvu.txt

Visual Segments on:
2. Weber on bureaucracy: Power and Control
3. Foucault on Social Control
   (Quick Quiz on 2, 3)
4. Where should we draw the public/private divide? State Security vs. Individual Privacy
5. Contemporary Police Procedures and Government Surveillance: examples from around the world.

Weekly Assignment: Multiple Choice Test on Required Reading/Class Videos.

Suggested Activities.
• Continue researching for and writing Essay 2.
• Finish your Dorm Group Project for submission next week.

Unit 12: Charms II: Weapons of Mass Deception: The Global Media in International Politics

Required Reading:

Visual Segments on:
1. How and where do we derive knowledge and how dependent are we on those who make it available to us? Control through the Media in Harry Potter: media shaping of public perception concerning social and political issues.
2. How important is it to control the kind, the flow, and the spread of information both socially and politically in today’s world? How politically independent should the media be?

3. Should the media give the public what it wants, or should it be educational even if this is NOT what the public wants in a world of endless choices? What implication does this have for the role of the state: in *Harry Potter* and the ‘real-world’?

(Quick Quiz on 2, 3)

4. Social Networks, the media, and technology

5. International Implications: role of the media in defining our social, national and international fears/priorities—in some cases leading to increased discrimination. Choose one or more of the following short Focus Issue videos:
   a. 9/11 and other acts of terrorism
   b. 2009 Swine Flu Epidemic and its aftermath
   c. Responses to Haiti Earthquake and Hurricane Katrina

**Weekly Assignment:** Submit Dorm Group Project

**Suggested Activities**

- Continue writing Essay 2.
- Post or answer a question on any of the course message boards if you are having difficulties.

**Unit 13: Divination I (Rationality and Decision Making in Contemporary Policy)**

**Required Reading:**

**Visual Segments on:**
1. Crystal Balls: Predicting the Future in HP
2. Rationality in Decision Making
3. Cognitive Biases
4. Practical Policy Implications. Choose two of the following Focus Issues:
   a. Environmental Policy and Climate Change
   b. Health Policy and Obesity
   c. Immigration Policy
   d. Security Policy

**Weekly Assignment:** P2P group evaluation duties — complete by the deadline to receive the grade for your own Dorm Group Project

**Suggested Activities**

- Continue writing Essay 2.
- Critically assess and, above all, *enjoy playing* the Dorm Group Projects you are assigned to evaluate, and any others that look promising. Add to your blog, discuss with your dorm, or comment on YouTube on the
following questions: Was it fun and useful? Were the instructions and objectives clear and easy to follow? How much did you learn about the course topics from playing other dorm games? Did it reinforce things you already learned, or teach you something new, interesting and relevant?

Unit 14: Divination II (Science, Technology and the Future)


Visual Segments on:
1. Mastery over matter and life: Magic as a metaphor for technology
2. Technological advances and human evolution: Overview. “Apparition” and the “Floo Network”: Deterritorialization and Digital Communications. Choose at least two of the following short Focus Issues, each followed by a Quick Quiz:
   a. Real invisibility cloaks and invisible cars
   b. “Skelegro”: Organ Printing and Health Technologies
   c. “Wingardium Leviosa!”: Robotics and other practical “magic”
   d. “Horcruxes”: Genetic Modification and Cloning
   e. Magical Mastery: Artificial Intelligence and Transhumanism
   f. Economics for the 21st Century: The egalitarian potential of “Free” information and education

Quick Question: How far do technological advances promote globally inclusive policies and practices? What, in your view, is obstructing them?

3. Traversing state borders with magic and technology (Google Earth and beyond)

Weekly Assignment: Submit Essay 2

Suggested Activities:
- Using our contemporary global equivalent of Dumbledore’s pensieve (YouTube), what memories of this course would you choose to store for future recall? This course has intended to take the experience of shared course engagement to the next level and we’d love you to share your results visually. Over the next two weeks, individually or in your dorm groups, create and upload a short video to YouTube (post a link to it on your House Message Board) of the experiences you had in this course that you would like to share with other course members. This time the content need NOT be academic. A few ideas include: Project blooper reel; evaluate the course’s good and bad points; the highs and lows of dorm life; a thank you to your dorm’s “Hermione”; Malfoys of the world, unite!; illustrate the magic of virtual communication/community/education using Google Earth; crosscutting House/Group/Dorm identities (friends or enemies?); the long, dark night before the deadline; best impressions of your professors…
Unit 15: Conclusion: Harry Potter and International Politics

1. Course Conclusions: Overview
2. Transfiguration: International Politics and Identity
3. Defense Against the Dark Arts/Muggle Studies: Violence and Discrimination
5. Popular Culture and Issues in Global Politics.

Weekly Assignment: P2P Evaluation responsibilities – complete by the deadline to receive feedback and peer grade on your own essay, and final grade for the course.

Your Creativity Showcased
Live-Streamed Discussion:
Professors view and discuss the best Dorm Group Games and announce the runners-up and winners.

Suggested Activities:
• Using our contemporary equivalent of Dumbledore’s pensieve (YouTube), what memories of this course would you choose to store for future recall? (see Unit 14 suggestions for details).