

Beyond the Magic: The Psychology of Harry Potter



Course Description:

J.K Rowling's Harry Potter series is the best-selling series of all time. The series is indeed a fine example of captivating storytelling, but it is also rich with examples of critical concepts in the field of Psychology. This seminar will explore concepts in psychological science that are also recurring themes in the Harry Potter series, including development, interpersonal relationships, conflict, personality, resilience, and more.

To get the most out of this course, students should have read the Harry Potter series and/or watched the films. You must be familiar with the characters and major plot points. As we discuss relevant literature, we will delve into the Harry Potter world to discuss examples that illustrate these concepts, and we will seek out examples where the book seems to get the research right as well as examples of ideas that are more fiction than science.

About your Professor

Dr. Kidder is an assistant professor of psychology at Marian University. She completed her Bachelors in Psychology at Lock Haven University in Pennsylvania and her Masters and Ph.D. at the University of Texas at El Paso. There, she taught as a graduate student instructor. Dr. Kidder teaches general psychology, statistics for social science, research methods, social psychology, and history and systems in psychology. She and her family (husband and two kids) have lived in Fond du Lac since 2016. Dr. Kidder is a proud Ravenclaw.

Contact Information

Email: ckkidder08@marianuniversity.edu

Office Hours: Tuesday 1:30-3, Wednesday 11-12, Thursday 1:30-3 or by appointment.
Office: Administration 301E

Required Materials

All readings and videos for this course will be freely available to you on MO2.

You need reliable internet access and a working knowledge of MO2. Because of the nature of technology, you need to anticipate that there are sometimes outages. You should have a back-up plan for technology issues. You will also need to regularly check your university email for course updates

Teaching Strategies

My intention is that this class will run like a seminar, but one where discussion is interspersed with more formal/elaborate consideration from me, as needed. **To make the class format work (and for you to get the most out of the class), you need to come prepared.** See assessment strategies to learn more about how you can come to class prepared.



Assessment Strategies

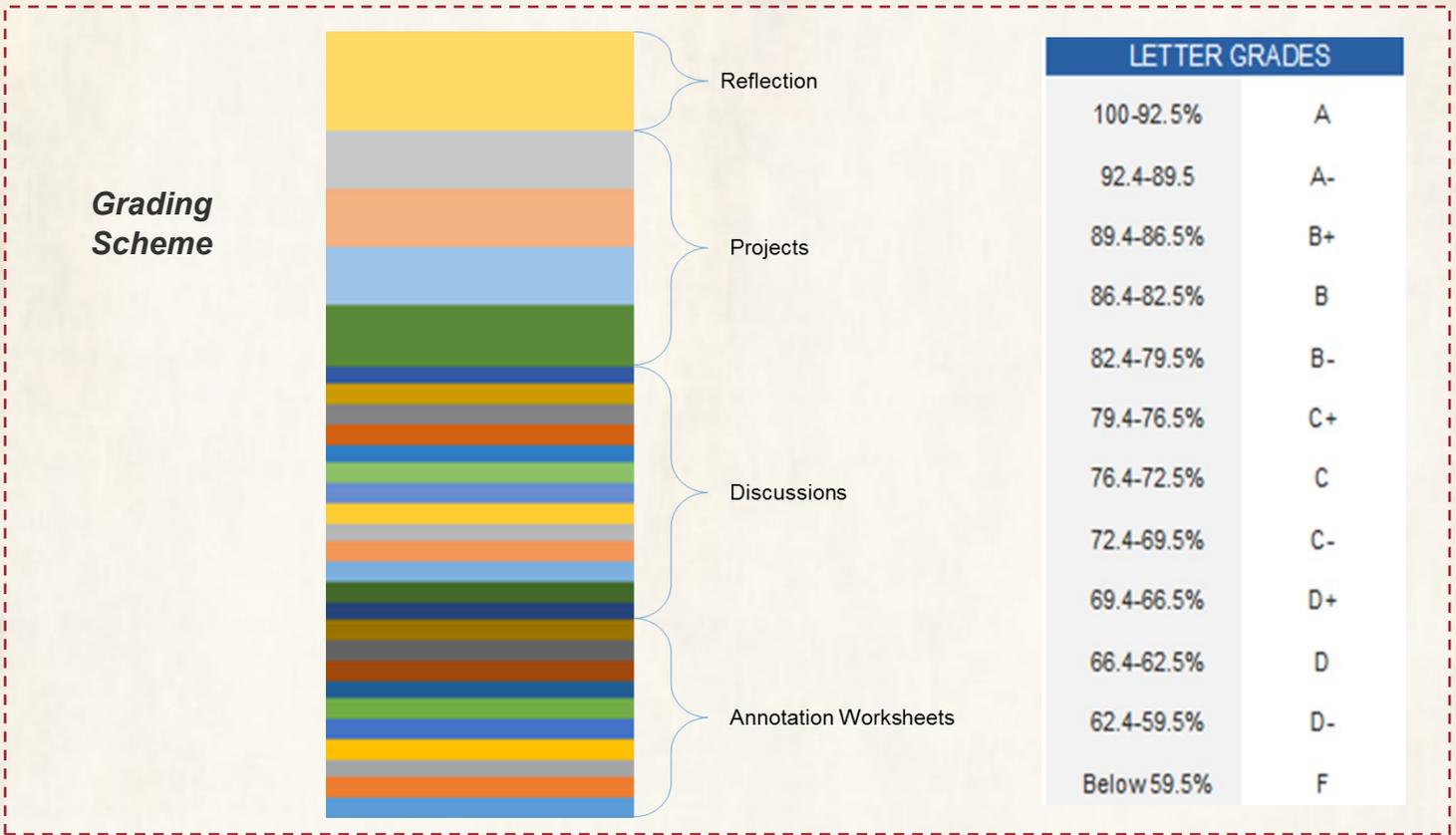
Reading Annotations

In this class, preparation will take place in the form of **reading annotation sheets for readings or videos**. All readings annotation sheets follow the same format and will be submitted on MO2. **Each worksheet is worth 10 points**. Late submissions will earn 0 points, submissions that are incomplete will earn 5 points, submissions with little effort/thought evidenced will receive 6-7 points, submissions with moderate effort/though evidenced will receive 8-9 points, and submissions with well thought out responses will receive 10 points.

Completing the reading annotation forms as noted on the schedule (some weeks 1 is due, other weeks 2 are due, depending on the topics and reading complexity) will keep you prepared with comments and questions. I don't expect you to necessarily come to class with each reading fully understood, but I do expect you to have read and spent time thinking about the assigned material.

Over the course, there are 13 annotation worksheets. **The three lowest worksheets will be dropped from your overall grade.** This will include any you do not complete for any reason.

Reading Annotations make up 25% of your overall grade (100/400 points).



Discussion Participation

Participation in class discussions is another way to measure what you are learning and is an important part of making sure that the class format works. Most day in class, we will be discussing readings, videos, or doing activities. I will be keeping track of your participation using a grading system we will come up with together on the first day of class. **Each period that I grade will be worth 10 points.** There are approximately 16 class periods where I intend to keep track of participation. **I will drop your three lowest participation.** That means that theoretically, you can miss up to three days of class without negatively affecting your grade.

Discussion Participation make up 32.5% of your overall grade (130/400 points).

Projects

You will work on four different projects over the course of the semester that will either demonstrate your learning of the material or examine new information within the context of the class. Each project will have a week dedicated to working on and/or presenting those projects. Each project is described briefly below. Projects are worth 30 points each. More information and grading for each is available on MO2.

Science in Magic: For this assignment, in small groups of 2-3 you will find a journal article that describes or demonstrates the psychological principles of magic. You will present this research and describe the psychological components it describes to the rest of the class during the week of February 18.

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Projects cont.

Symposium Project: In teams you will create a media presentation that ties a specific *Harry Potter* character to topics in this class. You will present this during Academic Symposium. In addition you will submit a 2-4 page paper that provides a narrative for your project. Symposium presentations are April 10.

Create-a-game: In teams of 2-3, you will create a *Harry Potter* themed game about psychology. On May 9th, groups will present their games to the rest of the class.

Projects make up 30% of your overall grade (120/400 points).

Reflection Paper

To wrap of this course, you will write a 6-7 page paper reflecting on what you have learned in this course focusing on the role of *Harry Potter* and psychology in your life. This paper will be due during our final exam period during which we will be watching and discussing various film clips as they relate to the course material.

The reflection paper makes up 12.5% of your overall grade (50/400 points).



Class Learning Objectives

The overall course objective is to provide instruction in the organized knowledge about psychology and to provide students with an increased understanding of psychology as a science. Upon successful completion of this course, students should have:

- Familiarity with major concepts, perspectives, findings, and trends in psychology.
- Understanding of psychology as science.
- Critical thinking skills regarding psychological issues.
- Skill in applying psychological principles to life issues.
- Greater awareness of the values and ethics that are required in the field of psychology.
- Awareness of differences between people due to differences in culture and race.
- Develop logical solutions and practice creative problem solving regarding psychological issues.

Attendance and Late Work

Attendance is reported to various offices on campus. As indicated previously discussion is a significant part of this course. You will be able to miss up to three discussion periods without affecting your grade. After that you will begin losing points.

I understand that things happen in your lives. Because of that, you have ONE, 48hr extension on any project (except symposium), no questions asked. If you wish to use this extension, simply send me an email 12 hrs. before or after the due date and time, to let me know that you are using your free pass. All other late work will be accepted only on a case-by-case basis.

Expectations, Honesty, & Accessibility

Classroom and Campus Expectations. Students are encouraged to maximize their learning experience at Marian University. Ideal learning takes place in an environment where trust, mutual respect and active engagement are valued and observed by all participants. Students at Marian University are expected to conduct themselves in a manner appropriate to a professional setting. Students are expected to be respectful of the learning environment established by the instructor. No student has the right to be disruptive, disrespectful or uncivil in their conduct – including language – in any setting at Marian University, including online, Facebook, and other web-based venues. A student who the instructor believes is acting inappropriately in the classroom may be asked to leave the class for a session or longer, or may be administratively withdrawn by University officials.

Academic Honesty. The rules and procedures dealing with academic honesty set forth in the Marian University Academic Bulletin will be followed in this class. Students are expected to have familiarized themselves with these rules and procedures. This applies to cheating, plagiarism and intentional misrepresentation of the truth. If a paper is prepared by a student for this class, it is expected that the paper will be the student's own work and that any use of the work of another in a student's paper be properly quoted and cited.

Statement Regarding Accessibility Resources. Marian University will provide reasonable accommodations to qualified people with disabilities. If you feel you need accommodations to fully participate in this class, please contact Lisa Olig, Director of Accessibility Resources, at 920-923-8951.

Marian University Credit Hour Policy

According to commonly-accepted collegiate academic practices, success in this 3-credit course requires work equivalent to a minimum of 135 hours of work: With just with 14 weeks of class of class, that's as many as 6.5 hours out of class time a week! Much of your out of class work will be spent reading and preparing for class discussions and project. Coursework includes: annotation worksheets, discussion, projects, and the final reflection.

Course Schedule

Week of	Tuesday	Thursday
Jan 28-1	Your Letter to Hogwarts	You're a Wizard Harry (Science v
Feb 4-8	Fantastic Beasts and How They Think (Comparative Psychology)	
Feb 11-15	Seeing the Leaky Cauldron (Sensation and Perception)	
Feb 18-21	Project 1: The Science of Magic	
Feb 25-1	The Sorting Hat (Personality)	
Mar 4-8	Dumbledore's Army (Relationships)	
Mar 12-14	Project 2: Close Reading	
Mar 26-28	Believe in Magic (Psychology of Extraordinary Beliefs)	
Apr 2-4	Tales of Beedle the Bard (The Psychology of Fiction)	
Apr 8-12	Project 3: Symposium Presentations	
Apr 16	J.K. Rowling Film	
Apr 23-26	The Boy Who Lived (Trauma)	Harry and Fawkes the Pheonix (Resilience)
Apr 29-3	On Being Voldemort (Evil)	The Chosen One (Heroism)
May 6-10	Project 4: Create-a-Game	
May 13-18	Finals Week	

