

The Harry Potter Conference 2014

*Academic Reflections on the Major Themes
in J.K. Rowling's Literature*



Chestnut Hill College

October 17, 2014

Harry Potter Conference Art Exhibit (Rotunda)

Susan Bradbury, MAOL, Medaille College



“Life Story” (Mixed Media)



“Role Model” (Mixed Media)

Joseph J. Calabresi, BA, Independent Illustrator



“Harry is Alone”
(Mixed Media)



“Expecto Patronum”
(Mixed Media)

Patrick McCauley, PhD, Chestnut Hill College

“Selected Chapter Heading Illustrations for *Into the Pensieve: The Philosophy & Mythology of Harry Potter*” (Schiffer Publishing, 2015)
(Mixed Media)



Conference Overview

Pre-Conference Schedule

11:30AM – 2:00PM: Registration (Rotunda)

**12noon – 1PM: High School Student Conference Presentations
(East Parlor)**

1:00 – 6:00PM: Harry Potter Art Exhibit & Refreshments (Rotunda)

The Harry Potter Conference

**2:00 – 2:10PM: Conference Introduction & High School Student
Conference Award Ceremony (East Parlor)**

2:10 – 2:55PM: Opening Plenary Lecture (East Parlor)

John Granger, Independent Scholar

**“What Cormoran Strike, Private Investigator,
Teaches Us About the Hogwarts Saga”**

3:00 – 5:00 PM: Concurrent Conference Sections

Section A: Gender, Politics & Psychology (East Parlor)

Section B: Philosophy & Literature (Redmond Room)

Section C: Education & History (Second Floor, SJH 245)

5:10 – 5:55PM: Closing Plenary Lecture (East Parlor)

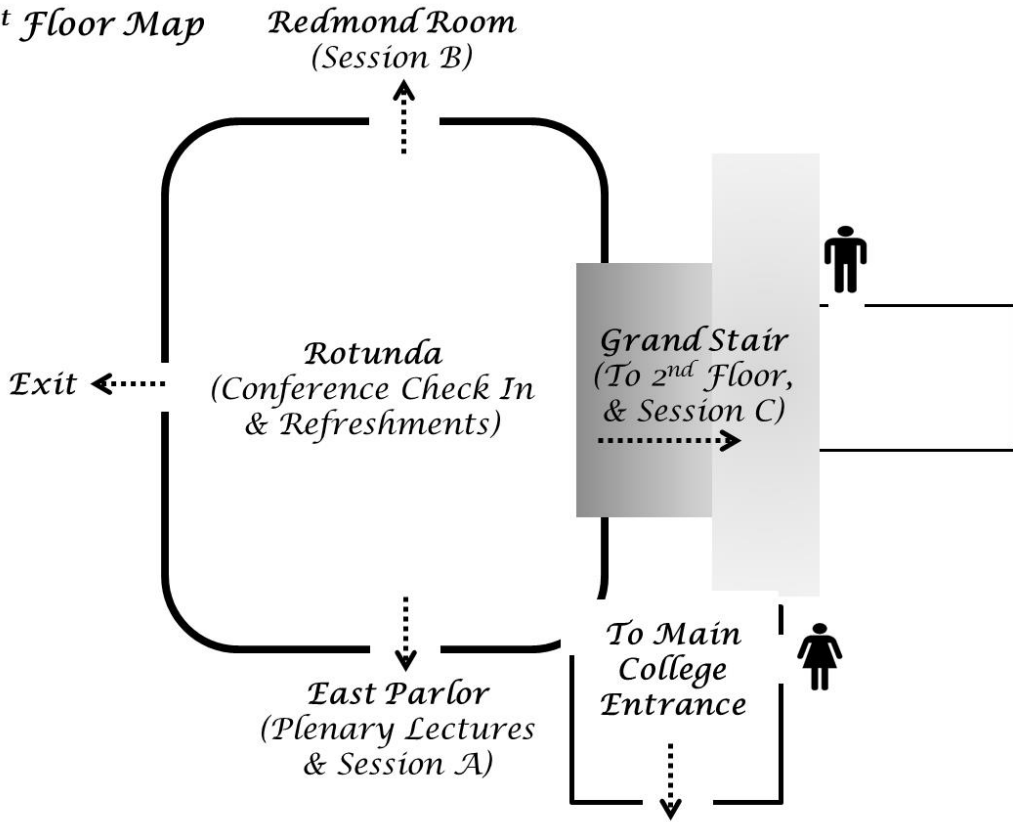
Gregory Bassham, King’s College

“Harry Potter and the Meaning of Life”

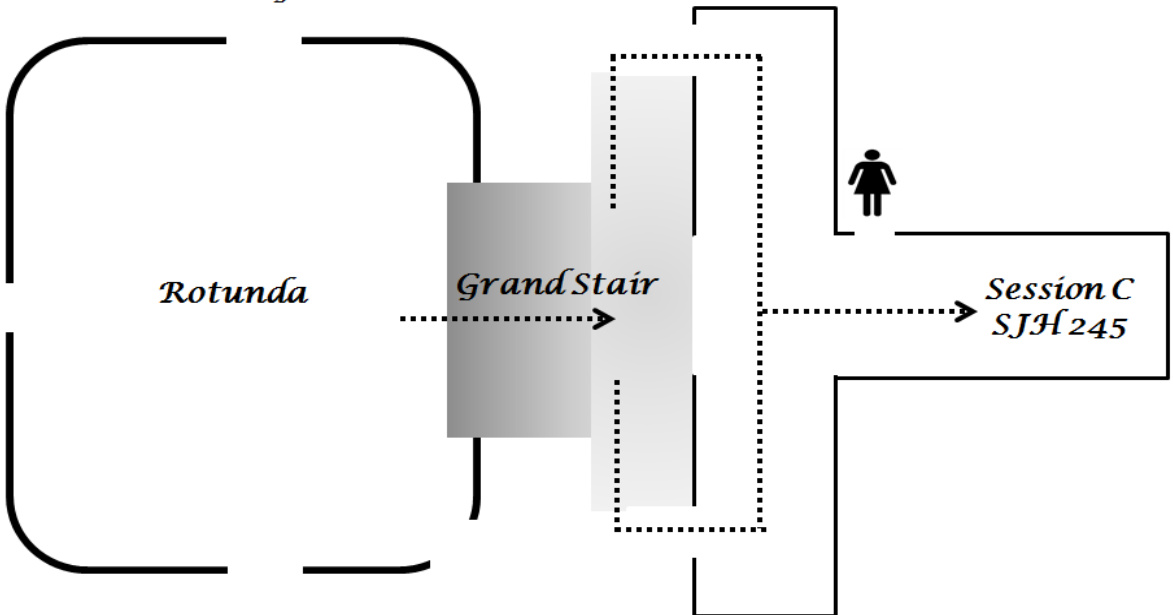
5:55 – 6:00PM: Conference Conclusion

Conference Map

1st Floor Map



2nd Floor Map



High School Student Conference Presentations
12 noon – 1PM (East Parlor)

Rieve Bule

Devon Preparatory School, Grade 12
Of Rats and Men:
An Analysis of Peter Pettigrew

Margaret Mary Burke

Academy of Notre Dame in Villanova, Grade 10
The Dementor: An Entity of Depression

Kerri Czekner

Villa Joseph Marie High School, Grade 10
A Muggle's Perspective on the Influence
of Death in the Wizarding World

Merry Gu

Academy of Notre Dame in Villanova, Grade 10
Nightmares and Darkness:
An Examination of the Origins of Thestrals

Kat Mokrynski

Mount Saint Joseph Academy, Grade 9
What Would Snape See in the Mirror of Erised?

Catherine Oliver

Academy of Notre Dame in Villanova, Grade 10
Shifting Shape: How J.K. Rowling
Modified the Werewolf

Sarah Pennington

Pottsgrove High School, Grade 10
Imperfections Blur the Line Between Reality and Fantasy

Plenary Lectures

2:10 – 2:55PM (East Parlor)

John Granger, Independent Scholar

“What Cormoran Strike, Private Investigator, Teaches Us About the Hogwarts Saga”

John Granger writes and speaks on the intersection of literature, philosophy, faith, and culture. He’s published articles in *Touchstone*, been a Keynote and Featured Speaker at nine academic and fan conferences and at major Universities from Princeton and Pepperdine to Yale and the University of Chicago, and is the author of *Unlocking Harry Potter* (Zossima, 2007), *How Harry Cast His Spell* (Tyndale, 2008), *The Deathly Hallows Lectures* (Zossima, 2008), *Harry Potter’s Bookshelf* (Penguin, 2009), and *Spotlight: An Up-Close Look at the Artistry and Meaning of the Twilight Novels* (Zossima, 2010). *TIME* considers him the “Dean of Harry Potter Scholars.” He lives with his wife Mary and their remnant trio of seven Harry-and-Narnia-loving children in Oklahoma City.

5:10 – 5:55PM (East Parlor)

Gregory Bassham, King’s College

“Harry Potter and the Meaning of Life”

Gregory Bassham is Professor of Philosophy at King’s College (Wilkes-Barre, PA). He earned his PhD in Philosophy from the University of Notre Dame and his MA and BA from the University of Oklahoma. He is the author of numerous books and articles exploring the intersection of philosophy and culture. Most recently he published *The Ultimate Harry Potter and Philosophy* (Wiley, 2010), *The Hobbit and Philosophy* (Wiley 2012), and *The Lord of the Rings and Philosophy* (Open Court, 2003). Gregory has also presented at numerous colleges and Harry Potter Conventions; these talks included *Moral Education at Hogwarts: The Role of Empathy in the Moral Life* (St. Andrews, Scotland, May 2012), *Blurring Genres: How to Read Harry Potter – and How Not To* (Potterfest 2011, Edinboro University), and *Harry Potter and the Metaphysics of Soul-Splitting* (Marymount Manhattan College, 2011).

Concurrent Session A (East Parlor)
Gender, Politics & Psychology
(Moderator: McCauley/West)

- 3:00 – 3:20PM: Patrick McCauley, PhD, Chestnut Hill College
Violence Against Women in the Harry Potter Series
- 3:20 – 3:30PM: Elizabeth Yohannes, Chestnut Hill College
Thus Hogwarts School Began: How a Sanctuary for Young Sorcerers Deteriorated into a Breeding Ground for Intolerance
- 3:30 – 3:40PM: Bridget Rose Nolan, PhD, Bryn Mawr College
Is Voldemort a Terrorist?
- 3:40 – 4:00PM: Lauren Camacci, MA, Pennsylvania State University
Snitches Before Witches: An Exploration of Variant Masculinities, Male Homosocial Relationships, and Male Sexuality in Harry Potter
- 4:00 – 4:20PM: David Martin, MA, Montgomery County Community College
The Representation of Mental Processes in the Harry Potter Series
- 4:20 – 4:30PM: Christen Dixon, Chestnut Hill College
Harry Potter and the Lens of Political Theory
- 4:30 – 4:50PM: Louise Freeman, PhD, Mary Baldwin College
The Last Wizard in the Forest: Harry Potter and Nature Deficit Disorder
- 4:50 – 5:00PM: Claudia González Rivas, BA, Villanova University
Harry Potter's World: Beyond Rowling's World

Concurrent Session B (Redmond Room)

Philosophy & Literature

(Moderator: West/McCauley)

- 3:00 – 3:20PM: Natassia Lei, MA, McMaster University
The Serpent and the Eagle: An Aeschylean Reading of Harry Potter
- 3:20 – 3:30PM: Brian Langdon, Chestnut Hill College
Radical Free Will, Uncertainty, and Responsibility in Harry Potter and Hamlet
- 3:30 – 3:40PM: Alicia Valere Morgan, MA, Liberty University
Harry Potter as Outlier and Chosen One
- 3:40 – 4:00PM: Matthew Chominski, BA, Archmere Academy
Hogwarts as Anamnesis
- 4:00 – 4:20PM: David Gras, Christ Community Chapel
Harry Potter and the Bridge Between Two Worldviews
- 4:20 – 4:30PM: Sarajane Sein, BA, Delaware County Community College
Miracles, Magic, and the Murderous Crowds: Biblical Parallels in the Harry Potter Series
- 4:30 – 4:50PM: Susan Bradbury, PhD, Medaille College
Understanding Harry Potter Through the Hero's Journey Myth
- 4:50 – 5:00PM: Rebecca Leap, Gardner-Webb University
Wrocking Out: Musical Expression in the Harry Potter Fandom

Concurrent Session C (SJH 245)

Education & History

(Moderator: Wendling)

- 3:00 – 3:20PM: Denise Buzz, PhD, West Chester University/Camden County Community College
Harry Potter and the Humanistic Learning Model
- 3:20 – 3:30PM: Hillary Mohaupt, MFA, Independent Scholar
The Order of the Phoenix: Fiction, History, and Resistance Movements
- 3:30 – 3:40PM: Amanda Finlaw, Chestnut Hill College
The Power of Books and Reading in the Harry Potter Series
- 3:40 – 4:00PM: Karen Wendling, PhD, Chestnut Hill College
Lessons from Hogwarts: Science, Magic, and the Nature of Science Education
- 4:00 – 4:20PM: Tolonda Henderson, MA, MLIS, George Washington University
“Glad of Your Absence,” Or, Why No One Writes about Ron
- 4:20 – 4:40PM: Jeff Ambrose, MA, Delaware County Community College
Knowing Names: Philology in Harry Potter
- 4:40 – 5:00PM: Lorrie Kim, BA, Independent Scholar
Unforgivable

Author Index

Ambrose, Jeff

4:20-4:40PM, Session C, SJH 245

“Knowing Names: Philology in Harry Potter”

From school names, to creatures, to spells, to characters major and minor alike, J.K. Rowling very carefully created the names for everything in her wizarding world. While not all names are metaphoric, ironic or telling of that character, quite a lot of them are. This presentation will not only explore the origins of many names in the series, it will also argue that Rowling uses these names to help ignite readers' interest in further reading and education beyond the books.

Bassham, Gregory

5:10 – 5:55PM, Closing Plenary, East Parlor

“Harry Potter and the Meaning of Life”

The *Harry Potter* stories are more than just entertaining and action-packed yarns. Like all works of great literature, they have important things to say about the Big Questions. What is it to live a good life? What things are most worth caring about? Does life have meaning? How can I find happiness and fulfillment? In this talk I explore the big life lessons of J. K. Rowling's *Harry Potter* tales.

Bradbury, Susan

4:30 – 4:50PM, Session B, Redmond Room

“Understanding *Harry Potter* as the Hero's Journey”

Harry Potter is the defining social and cultural compass of the present college generation. While creating an Advanced College Writing course I was troubled by a question that kept haunting me: Why do people from around the world love Harry Potter? I began to re-examine Rowling's work through Joseph Campbell's *The Power of Myth* and an idea germinated into a very popular course at the college. Presenting Harry as the role model in defining our heroic journey to both Potterfiles and students who had not read the books has proven one thing - the meaning and scope of the Potter series touches lives as remarkably today as it did when the books were first published. Sharing the incredible world and characters created by Rowling continues to challenge and empower students to live their own heroic journey.

Buzz, Denise

3:00 – 3:20PM, Session C, SJH 245

“Harry Potter and the Humanistic Learning Model”

Beneath the surface of J.K. Rowling's lively magical world lie significant meditations of key issues that relate to our modern ("Muggle") world. One of those key issues deals with the ongoing debate over the value of a liberal arts education. This lecture will look at the concepts of the Humanistic/Liberal Arts Learning Model that I feel are evident throughout the *Harry Potter* series. I will focus on two areas: 1) the evolution of the Humanistic curriculum from Erasmus to modern Liberal Arts institutions and 2) Hogwarts as a Liberal Arts institution.

Camacci, Lauren

3:40 – 4:00PM, Session A, East Parlor

“Snitches Before Witches: An Exploration of Variant Masculinities, Male Homosocial Relationships and Male Sexuality in *Harry Potter*”

Numerous studies of gender in *Harry Potter* have focused on the female characters. This paper, by contrast, explores the persuasive rhetorical messages of masculinity in the *Harry Potter* book series. Using queer and performance theories, this paper deeply interrogates the descriptions, dialogues, and attitudes of the male characters in the *Harry Potter* series, exploring the different ways the characters express a wide variety of traditional and nontraditional masculinities. This presentation specifically discusses male homosocial relationships in the series and the muted presence of sexuality and sexual exploration, which both have vital ties to varying expressions of masculinity in the *Harry Potter* books.

Chominski, Matthew

3:40 – 4:00PM, Session B, Redmond Room

"Hogwarts as *Anamnesis*"

Of the many qualities possessed by Hogwarts School of Witchcraft and Wizardry, essential to its abiding presence in the wizarding world is its being a living memory, or perhaps more accurately, a vessel and vehicle of memory. The facets of this role of living memory are impossible to miss throughout Rowling's narrative. A short list of such features would have to include the castle's ghosts, the portraits scattered about the school, Dumbledore's Pensieve, and the Sorting Hat.

This presentation will explore what is arguably one of Rowling's most intriguing and compelling creations, Hogwarts, and how it stands and acts as a living and cultural memory. Serving in such a way does not confine the school to being solely a reminder of a time now gone and removed, but also includes its expressiveness of the past's relationship with and impact on the present.

Dixon, Christen

4:20 – 4:30PM, Session A, East Parlor

“Harry Potter and the Lens of Political Theory”

If the *Harry Potter* series were to be read through a political lens, each of the four houses at Hogwarts could represent a different political or philosophical ideology, and the students who are sorted into them could be seen as subscribing to those ideals. Gryffindors can be seen as anarchists, Hufflepuffs as Marxists, Ravenclaws as Platonists, and Slytherins as Machiavellian. The series also uses certain characters, notably Harry, Tonks, Luna, and Lord Voldemort, to demonstrate to readers the possible outcomes of each of these political affiliations.

Finlaw, Amanda

4:30 – 4:40PM, Session C, SJH 245

“The Power of Books & Reading in the Harry Potter Series”

The *Harry Potter* series shows readers the importance and power of books and reading. There are many examples of the significance of books and words throughout Rowling's series. For example, during one of her many trips to the library, Hermione turns to *Hogwarts: a History* in an effort to uncover key information about Nicholas Flamel. The *Monster Book of Monsters'* cover is a lifelike reference to the dangerous information within. Tom Riddle's diary directly impacts Ginny Weasley, and the books in Hermione's enchanted bag help the trio while far away from Hogwarts' library. J.K. Rowling shows us that books are more than words on a page and they can be transformative in both instructive and destructive ways.

Freeman, Louise

4:30 – 4:50PM, Session A, East Parlor

“The Last Wizard in the Forest: Harry Potter and Nature Deficit Disorder”

Richard Louv's *Last Child in the Woods* (2005) describes “nature deficit disorder” as modern children's increased tendency to spend time indoors. Louv argues that isolation from nature leads to problems such as obesity, reduced attention and lower academic achievement.

In *Harry Potter*, natural environments are associated with freedom, growth and fulfillment. Both Muggles and the hardcore purebloods live in oppressive and dangerous dwellings, isolated from the natural world. Once liberated to Hogwarts by the outdoorsman Hagrid, Harry studies his newfound world through nature-oriented classes (e.g., Herbology, Care of Magical Creatures). Rowling considers the “Forbidden” (but frequently entered) Forest her favorite part of Hogwarts. Harry’s understanding of magical plants, animals and other forest creatures are crucial to his triumph over adversity in every book in the series.

Harry frequently seeks refuge in the Burrow and Shell Cottage: Weasley family homes built in beautiful, untamed settings and named after animal dwellings. He receives essential help from Neville and Luna, who have special fondness for exotic plants and animals, respectively. Through contacts with the natural world, Harry finds the knowledge and social support he needs to evolve from the “Boy Who Lived” to the man who would ultimately triumph over evil.

Granger, John

2:10 – 2:55PM, Opening Plenary, East Parlor

“Harry Potter and the Lens of Political Theory”

Why should *Harry Potter* readers care about the Cormoran Strike detective novels of J. K. Rowling? This lecture suggests that Rowling is writing a key to the Hogwarts Saga adventures inside the peg-leg private eye's mysteries -- and that with the publication of the third Strike novel, we will witness a second Rowling-induced literary mania. This talk is focused on re-discovering the real magic of *Harry Potter*: the literary artistry and profound meaning of stories told right.

Gras, David James

4:00 – 4:20PM, Session B, Redmond Room

“Harry Potter and the Bridge Between Two Worldviews”

In J. K. Rowling’s interview with Shawn Adler of MTV News, she is quoted as saying: *Deathly Hallows* itself begins with two religiously themed epigraphs, one from *The Libation Bearers* by Aeschylus, which calls on the gods to “bless the children”; and one from William Penn’s *More Fruits of Solitude*, which speaks of death as but “crossing the world, as friends do the seas.” No other book in the series begins with epigraphs — a curious fact, perhaps, but one that Rowling insists served as a guiding light. “I really enjoyed choosing those two quotations because one is pagan, of course, and one is from a Christian tradition. They just say it all to me, they really do,” she added. Does J. K. Rowling, like C. S. Lewis, provide a bridge between two worldviews to bring the message of the “good news” (Christian gospel) to the reader through the world of Harry Potter by presenting the mythology of the pagan world within Harry’s journey?

Within my discussion of this subject I will look into the revelation in “Deathly Hallows” chapter 16, “Godric’s Hollow” and Rowling’s reference to the basis of life after death and her direct quotes from the Christian Bible – I will discuss these verses in relation to Harry’s struggle to understand the life after death question. I will draw upon the discussion so to gain an understanding of the Christian faith of J. K. Rowling and its effect upon the reader in a secular, post-modern world.

Henderson, Tolonda

4:00 – 4:20PM, Session C, SJH 245

“Glad of Your Absence,” Or, Why No One Writes about Ron

It is not surprising that there is a good deal of scholarship on Harry Potter as a literary character. Hermione Granger also gets her fair share of academic ink, but it is very difficult to find journal articles or chapters of books that focus on Ron Weasley. Is this because, as Gloria Andrade suggests, he is more of a sidekick than a co-conspirator? This paper will explore the paradigm and literary function of the sidekick and discuss the extent to which Ron fits this model.

Kim, Lorrie

4:40 – 5:00PM, Session C, SJH 245

“Unforgiveable”

Crucio. Imperio. Avada Kedavra. For the characters in the *Harry Potter* Series, Unforgivable Curses incur a lifetime sentence in Azkaban. What sets these three curses apart from all other Dark Magic? A close look can help us answer the following questions: why these curses are called "Unforgivable," what to make of all the Unforgivable Curses in *Deathly Hallows*, whether Snape split his soul when he cast an Unforgivable, what spell Molly Weasley used to kill Bellatrix Lestrange, why only Harry could get the memory from Slughorn, why Dumbledore didn't expect Phineas Nigellus Black to understand that and why Voldemort's Killing Curses never worked on Harry?

Langdon, Brian

3:20 – 3:30PM, Session B, Redmond Room

“Radical Free Will, Uncertainty, and Responsibility in *Harry Potter* and *Hamlet*”

The protagonist characters Harry Potter and Prince Hamlet are both tragic heroes. Harry is a hero not only in that he has special powers that set him above the rest, but also in that he does not let his superiority get the better of him. He acknowledges his limitations, and puts a high value on friendship and family ties. Hamlet is a hero in that he descends from nobility and he is charged with the task of righting an apparent wrong. He is highly intelligent and capable of devising masterful plans that deceive others in order to reveal truths. Yet while they are undoubtedly heroic, they both suffer from tragic flaws intrinsically related to privileged information. Harry is driven by the Prophecy connecting him to Tom Riddle while Prince Hamlet is driven by the ghost of his father. This paper will explore the radically different character reactions to these pieces of privileged information.

Leap, Rebecca

4:50 – 5:00PM, Session B, Redmond Room

“Wrocking Out: Musical Expression in the *Harry Potter* Fandom”

In its many years of popularity, the *Harry Potter* series has managed to transcend pages and movie screens to expand into a thriving fandom. One aspect that sprung from that community of *Harry Potter* superfans is the phenomenon known as wizard rock (“wrock” for short). Since it began, wizard rock has remained a core part of the fandom, becoming a bright spot at conventions and other fan gatherings. Wrock has enjoyed great success for more than a decade, perhaps because of its ability to engage J.K. Rowling's characters, settings, and themes in a different way. This presentation examines the rise of wizard rock as a form of fan expression, and, using selections of wrock repertoire, demonstrates the different ways wizard rock allows participants to more deeply engage the text as readers. This is accomplished by wizard rockers' inhabiting personas within Rowling's world, exploring new perspectives on the series' events, and by sharing those personas, perspectives, and their passion for the books with the greater *Harry Potter* fan community.

Lei, Natassia

3:00 – 3:20PM, Session B, Redmond Room

“The Serpent and the Eagle: An Aeschylean Reading of *Harry Potter*”

In the epigraph to *Harry Potter and the Deathly Hallows*, J. K. Rowling includes a passage from Aeschylus' the *Libation Bearers*. Using this passage as a starting point, this study explores the Harry Potter series through the interpretive framework of the Oresteia. In particular, it examines how both Aeschylus and Rowling employ the serpent and the eagle to symbolize the generation and intra-house conflicts. Although both authors initially suggest a complete triumph over the serpentine forces, they eventually unite the two through their respective protagonists, Orestes and Harry, who are identified with both the serpent and the eagle.

Martin, David

4:00 – 4:20PM, Session A, East Parlor

“The Representation of Mental Processes in the *Harry Potter* Novels”

Near the end of the *Harry Potter* series, in the scene at King's Cross, this exchange takes place:

“Tell me one last thing,” said Harry. “Is this real? Or has this been happening inside my head?”

Dumbledore beamed at him, and his voice sounded loud and strong in Harry's ears, even though the bright mist was descending again, obscuring his figure.

“Of course it's happening inside your head, Harry, but why on earth should that mean that it is not real?” (*Harry Potter and the Deathly Hallows*, page 723)

Things that happen inside the head, mental processes, are real. To include such things in her novels, J. K. Rowling created magical objects and creatures which embody them: depression (dementors), irrational fears (boggarts), daydreaming (the Mirror of Erised), and more. In reading about these magical inventions, one can discover important truths: 1) that some people do lose their lives in daydreaming, 2) that we can confront our fears - at least some of them - by discovering that they are ridiculous, and 3) chocolate really does help with depression. This presentation explores these representations. What does Rowling have to say about her imaginary creatures/objects and how does this relate to their underlying psychology?

McCauley, Patrick

3:00 – 3:20PM, Session A, East Parlor

“Violence Against Women in the *Harry Potter* Series”

J. K. Rowling read Jessica Mitford’s *Hons and Rebels* at the age of fourteen and was deeply affected by it. The social critic and feminist Mitford was to become something of a role model for Rowling. Both Mitford and Rowling handle the presentation of women with a certain sophistication, delicate grace and seriousness. Careful and subtle presentations of violence perpetrated on women haunt both *Hons and Rebels* and the *Harry Potter* series. From Katie Bell to Dolores Umbridge and The Grey Lady, Rowling presents her reader with implications of violence and male control. Further, the plot lines of Albus Dumbledore and Harry Potter are both initiated by acts of violence perpetrated by males on female characters. Both of these writers use the lens of misogyny to highlight the profound importance of what Mitford called our “instinctive respect for the fundamental dignity of every other human being,” and it is on this principle that both of these women ground their written work.

Mohaupt, Hillary Moses

3:20 – 3:30PM, Session C, SJH 245

“*The Order of the Phoenix*: Fiction, History and Resistance Movements”

In the *Harry Potter* novels, the Order of the Phoenix is a resistance group that resembles many of the underground groups that have resisted totalitarian regimes throughout modern history. The Order’s work is legendary, fodder for the future historians of Harry’s world. In *The Chamber of Secrets*, Hermione asks Professor Binns, “Don’t legends always have a basis in fact?” The novels chronicle some of the facts of the history of the Order, but they also illustrate the human element of the Order’s work and, by extension, of the work of other resistance movements throughout the twentieth century. This presentation will examine how the depiction of the Order personalizes the history of resistance movements in Europe, and brings to life the history in the way that only fiction can. By creating a palpable connection between the past and the present, fiction can make clear the lasting impressions of a historic moment and populate a historic landscape, bringing to life what might otherwise seem stale beneath the glass of an exhibit cabinet or within the pages of a textbook.

Morgan, Alicia Valere

3:30 – 3:40PM, Session B, Redmond Room

“Harry Potter as Outlier and Chosen One”

Harry Potter is an outlier because of the extraordinary circumstances surrounding him from birth and the advantages he is afforded through his friendships and allies. According to Malcolm Gladwell, for an outlier, "normal rules do not apply" (7). Harry is abnormal in the real world, but he is also extraordinary in the wizarding world. He is famous before he can walk or talk because his mother's love protects him from Voldemort's killing curse. Harry is also able to remain an outlier because of patronage. Unlike Ron, whose family is poor, Harry has a small fortune that never dwindles. He's also given a fair amount of helpful presents such as the owl Hedwig, his father's Invisibility Cloak, and a Nimbus 2000 broomstick. Harry's exceptional opportunities help him make the choices necessary to become an extraordinary wizard. Because Harry is protected from Voldemort through his mother's love, and given certain advantages through his friendships, he is an outlier and thus he resonates strongly with an American audience.

Nolan, Bridget Rose

3:30 – 3:40PM, Session A, East Parlor

“Is Voldemort a Terrorist?”

Defining “terrorism” is often fraught with difficulty and contradictory implications in the academic world; the same can be said of terrorism in Harry Potter’s wizarding world. J.K. Rowling has said that “what Voldemort does, in many senses, is terrorism” that she “wanted Harry to leave our world and find exactly the same problems in the wizarding world” (see the-leaky-cauldron.org, 2005 and 2012). But are Voldemort and his Death Eaters truly terrorists? Though Rowling never uses the word “terrorism” in the novels, Voldemort’s and the Death Eaters’ ideology, strategy, and tactics certainly create widespread terror in the wizarding community and are therefore worthy of a discussion about the definition of terrorism. This presentation, given by a former Central Intelligence Agency counterterrorism officer, will explore the definition of terrorism as it applies to the wizarding world in general and Voldemort in particular. It will also explore the similarities and differences between Muggle terrorist groups and the Death Eaters, including the processes of radicalization, recruitment, and retention. Finally, the presentation will look for clues within these sociological processes for how terrorism can be most effectively defeated.

Rivas, Claudia González

4:50 – 5:00PM, Session A, East Parlor

“Harry Potter’s World: Beyond Rowling’s Word”

Rowling created Harry and Hogwarts, along with all the rules and limitations of the Wizarding World. At first the books existed by themselves. However after Rowling created this fantasy world, legions of fans (“Potterheads”) have decided to follow in her footsteps and take part in creating aspects of this fictional world. The writings of these fans is termed “fanfiction.” The popularity and variety of this fanfiction proves that the Harry Potter phenomenon has gone beyond a mere passive reading of the text. It has inspired all kinds of people to start developing their own creativity.

Sein, Sarajane

4:20 – 4:30PM, Session B, Redmond Room

“Miracles, Magic, and Murderous Crowds: Biblical Parallels in the *Harry Potter* Series”

This presentation examines a number of Biblical parallels found in the *Harry Potter* series. In particular, this presentation will discuss the overarching theme of Harry Potter himself as a Christ figure, Peter Pettigrew as an archetype of Judas Iscariot (though with surprisingly fewer morals!), and Neville Longbottom as a parallel to John the Baptist. Various themes in the series were related to similar questions of faith and solidarity that appeared in the Gospels, including the formation of Dumbledore’s Army, the repeated symbolism of numbers within the series, and presentation of such figures as the seductive Veela. The parallel culminates, of course, in the two heroic sacrifices on which freedom and, in many cases, redemption, rests for the world in which they live.

Wendling, Karen S.

3:40 – 4:00PM, Session C, SJH 245

“Lessons from Hogwarts: Science, Magic, and the Nature of Science Education”

The magic inherent to J.K. Rowling’s wizarding world is fundamentally governed by several laws. These include the First Law, Galpalott’s Third Law, and Gamp’s Law of Elemental Transfiguration. These fundamental laws can be interpreted as analogous to the laws that govern the physical (non-magical) world, such as the Laws of Thermodynamics. All students of science are expected to be familiar with the most important laws governing matter and energy. However, apparently very little educational emphasis is placed on learning the magical laws at Hogwarts School. Additionally, with the exception of the “unforgivable” curses, instruction focusing on the ethical use of magic seems to be missing from the Hogwarts curriculum. Magic in the wizarding world, like science and technology in our world, is a tool that can be used to produce both beneficial and destructive effects. While the largely technical training received by students at Hogwarts School seems to be deficient in certain key areas, Harry’s work with Professors Lupin and Dumbledore highlight the pedagogical importance of “internship experiences” outside of the classroom.

Yohannes, Elizabeth

3:20 – 3:30PM, Session A, East Parlor

“Thus Hogwarts School Began: How a Sanctuary for Young Sorcerers Deteriorated into a Breeding Ground for Intolerance”

The four founders of Hogwarts comprise some of the most historical elements of the Harry Potter Series. These historical figures affect the series in both apparent and subtle ways. The conflicts that existed between the founding figures of the school are reflected in the wizard-Muggle tensions throughout the series. These tensions are manifested in countless hate crimes against those of Muggle descent, and all at the hands of witches and wizards who maim and plunder in the name of Salazar Slytherin’s ideal. But what was Slytherin’s ideal? Was a pure-blooded wizard race really his ultimate goal, or was it a desperate defense against the dangers Muggles posed at the time of the founders?

Conference History

The Harry Potter Conference has its origins in an Interdisciplinary Honors course for undergraduate students developed by Professors McCauley and Wendling and taught at Chestnut Hill College (Philadelphia, PA). This IDHP course used the *Harry Potter* series as an example of *Bildungsroman* literature to study the often competing influences of science and philosophy/religion on the development of personal truth and meaning. The course was taught from Fall 2009 through Spring 2012 and is currently being offered. During this time, independent of the course, Chestnut Hill College students formed their own Quidditch team and began to compete in the national arena ... and to host their own tournament, the Brotherly Love Cup. Then the town of Chestnut Hill, located next to the college, got involved. Already a beautiful community boasting unique restaurants and shops, the town "converts" for one weekend in October into all things Harry-related. The Annual Harry Potter Conference was first held in October 2012 as part of Chestnut Hill's Harry Potter Weekend to provide an academic outlet for a serious - but always enjoyable - study of the themes in the *Harry Potter* series. The conference was well attended and presentations were made by area students, faculty, and community members.

Further Information

Information on the 2015 Harry Potter Conference will be posted on the conference website as it becomes available.

www.harrypotterconference.com

Professors McCauley and Wendling are offering their Interdisciplinary Honors Course at Chestnut Hill College for the Fall 2014-Spring 2015 academic year and plan on offering it for the next academic year. Please see the IDHP website if you are interested in being a part of the Interdisciplinary Honors Program at Chestnut Hill College.

www.chc.edu/interdisciplinaryhonorsprogram/

Notes

Harry Potter Weekend Events

All Weekend: Enjoy shopping and dining in the town of Chestnut Hill ... transformed into the world of *Harry Potter*, plus the *Bales of Cornwall Hay Maze* at the Woodmere Art Museum

Friday, October 17th

12 noon – 6PM: *The Harry Potter Conference* (CH College Rotunda & Adjacent Rooms)

7:00PM: Wizard Wrock Concert featuring *Harry and the Potters* and *Lauren Fairweather* (CH College Sorgenti Arena, \$7/ticket)

Saturday, October 18th

9:45 AM: Opening Ceremony, CH College Softball Field

10AM - ~4PM: *The Brotherly Love Cup Quidditch Tournament* (including food & souvenir vendors) (CH College Softball Field)

11AM – 4PM: At Chestnut Hill Town: “*Hunt for the Horcrux*” Activity, Scarecrow Walk (Morric Arboretum), Complementary Knight Bus Trolley, Defense Against the Dark Arts Classes, Sorting Hat Demonstration, Hedwig’s Hollow Selfie Park (at Buckley Park) ... plus fortune tellers, face painters, magicians, caricatures, food, games and photo opportunities!

Most events are free of charge!



Chestnut Hill College

The mission of Chestnut Hill College is to provide students with holistic education in an inclusive Catholic community marked by academic excellence, shared responsibility, personal and professional growth, service to one another and to the global community, and concern for the earth.

Chestnut Hill College, founded by the Sisters of Saint Joseph in 1924, is an independent, Catholic institution that fosters equality through education. Faithful to its strong liberal arts tradition, Chestnut Hill College offers academic programs of excellence in the areas of undergraduate, graduate, and continuing studies.

Conference Coordinators

Patrick McCauley, PhD

Assistant Professor of Religious Studies and Philosophy

Patrick McCauley received a PhD in Philosophical Theology and Literature from the University of Iowa, an MA in English Literature from Binghamton University, and a BS in Cinema Production from Ithaca College. He teaches religion, literature and philosophy at Chestnut Hill College as well as interdisciplinary courses.

Karen Wendling, PhD

Assistant Professor of Chemistry

Karen Wendling received a PhD in Chemistry (with a specialization in Analytical Chemistry) from the University of North Carolina at Chapel Hill and a BS in Chemistry and Environmental Science from Chestnut Hill College. She teaches chemistry and interdisciplinary courses at Chestnut Hill College.