

The Harry Potter Conference

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

October 19-20, 2018



CHESTNUT HILL COLLEGE

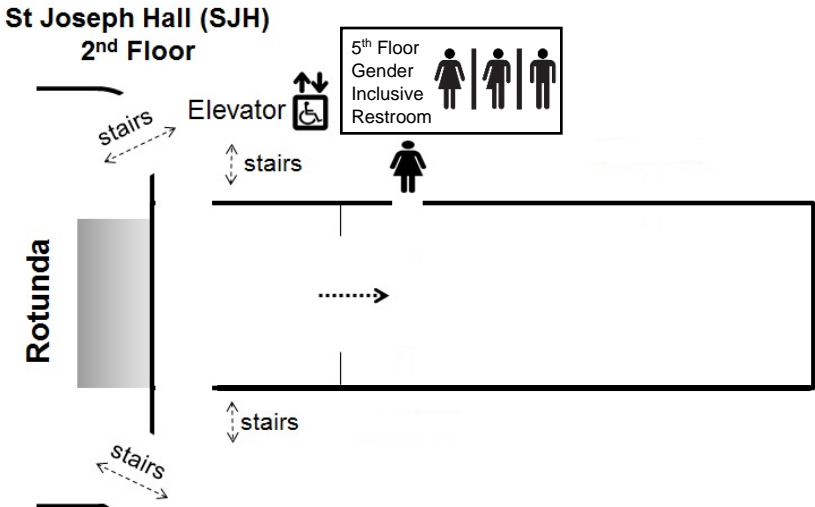
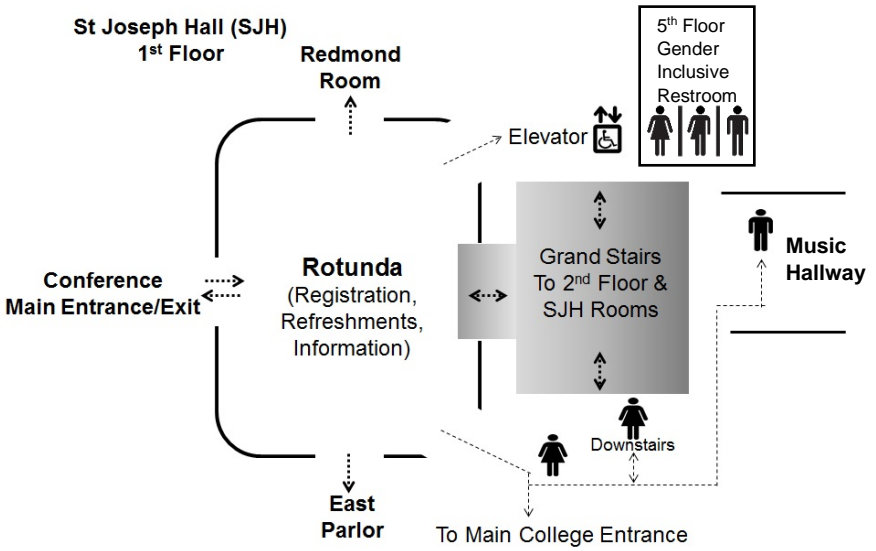
Philadelphia, Pennsylvania

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The Harry Potter Conference at Chestnut Hill College is coordinated by Karen Wendling, PhD (Associate Professor of Chemistry) and Patrick McCauley, PhD (Associate Professor of Religious Studies and Philosophy). The coordinators gratefully acknowledge all the members of the Chestnut Hill College Community, without whom today's conference would not have been possible.

CONFERENCE MAP



CONFERENCE SCHEDULE

Friday, October 19

8:00-8:30 Registration and Refreshments Rotunda
8:30-8:45 Opening Welcome East Parlor

Conference Section 1 (Concurrent Sessions)

Session 1a. Textual Analyses I East Parlor

Moderator: Scheumann

8:50-9:10 Fish, *The Detective Rings in Harry Potter*
9:15-9:35 Dunne, *Re-Examining a Popular Theory of the Tale of the Three Brothers*
9:40-10:00 Scheumann, *Harry Potter: Boy Wizard, Hero, The Chosen One, but not a Fan Favorite*

Session 1b. Character Analyses Redmond Room

Moderator: Camacci

8:50-9:10 Kim, *"And my soul, Dumbledore?": The Dumbledore-Snape Relationship*
9:15-9:35 Khaytman, *Dumbledore's Decoys: Distractions Employed Against the Dark Lord*
9:40-10:00 Candido, *Sympathy for the Dark Lord: An Expansive Character Study of Tom Marvolo Riddle, the Most Infamous Wizard of All Time*

10:05-10:20 Morning Break Rotunda

10:20-10:50 Panel Discussion w/ Audience East Parlor
Hogwarts Faculty Meeting: Teaching Potter

Cecelia Konchar Farr, PhD¹

with Jenny McDougal, MFA¹, Kate Glassman, PhD¹, Patrick McCauley, PhD², Karen Wendling, PhD², Lauren Camacci, PhD³, and Chris Bell, PhD⁴

¹ St. Catherine University, ² Chestnut Hill College, ³ Penn State University, ⁴The University of Colorado

Join several faculty members who have taught Harry Potter 1) in the traditional undergraduate classroom, 2) in an interdisciplinary classroom, 3) as a study abroad course, and 4) as part of a “Gryffindor Tower Living Learning Community”—the panel will invite insights about how these novels function as a foundation for interdisciplinary humanities seminars, theology and cultural studies courses, studies of children’s literature and fantasy writing, even as the focus of upper-level literature courses.

We intend to share teaching materials and experiences, so that everyone comes away from the panel with a stronger sense of the breadth, depth, and generosity of these texts and how they can enliven our classrooms. We are specifically interested in hearing from Harry Potter scholars who have taught the books, with the goal of encouraging students to approach the novels and films as critical thinkers and scholars, not only as fans or admirers.

Conference Section 2 (Concurrent Sessions)

Session 2a. Textual Analyses II East Parlor

Moderator: Wendling

10:55-11:15 Pillet, *Harry Potter: A Fool and a King*

11:20-11:40 Martin, “*Why So Old-Fashioned?*” *A Note on J.K. Rowling’s World Building*

11:45-12:05 Wendling, *Rowling and Pullman in the Modern Age*

12:10-12:30 Maunder, *More to the Story: Characters’ Complexities and Conundrums*

Session 2b. Harry Potter and Education Redmond Room

Moderator: Camacci

10:55-11:40 Ambrose, *Teaching through Terror: Horror in Harry Potter*

11:45-12:05 Wech & Dolowitz, *Leadership and Followership in Harry Potter and the Deathly Hallows*

12:10-12:30 Satterly, *Dumbledore’s Army: Leadership in Resistance and Authenticity*

12:35-1:45 Lunch

Food Trucks
Eating Area

Rotunda Driveway
Redmond Room

Tables are available in the Redmond Room for eating lunch, as well as conference discussion and debate.

Concert

Rotunda

Choir & Musicians from
Archbishop Carroll High School

Book Signing

Kathryn McDaniel

Rotunda, 2nd Floor

Irvin Khaytman

Rotunda, 2nd Floor

Lorrie Kim

Rotunda, 2nd Floor

Cecilia Konchar Farr


Rotunda, 1st Floor

Patrick McCauley

Rotunda, 1st Floor

Travis Prinzi

Rotunda, 1st Floor



BARNES & NOBLE
CHESTNUT HILL COLLEGE

Visit the Bookstore Table in the Rotunda

Available to purchase:

- Books authored by Conference speakers
- Harry Potter/Chestnut Hill themed merchandise

****Cash and Credit are accepted****
****Open All Day****

Christopher Bell, PhD

Associate Professor, Department of Communication
Director of Graduate Studies
University of Colorado, Colorado Springs

Privileged Potter: Rowling's Critical Whiteness Model

Abstract: If there is one undeniable truth about the *Harry Potter* series, it is that Harry Potter benefits from a remarkable amount of unexamined privilege throughout the seven novels. One explanation for the unexamined nature of Potter's power is the Critical Whiteness Model, which explores four spheres of power that whiteness represents: cultural, social, economic, and political. In this plenary session, Dr. Christopher Bell discusses the nature of Potter's power, the influence this power has on the events of the novels, and the ways in which Potter represents whiteness as a concept in our own world.

Dr. Christopher Bell is an Associate Professor of Media Studies in the Department of Communication at UCCS. He specializes in the study of popular culture, focusing on the ways in which race, class and gender intersect in different forms of children's media. He teaches courses in rhetorical theory, rhetorical criticism,



representation theory, popular culture and mass media. Dr. Bell is a TED speaker, a diversity and inclusiveness consultant for Pixar Animation Studios, a 2017 David Letterman Award winning media scholar, and the 2017 Denver Comic Con Popular Culture Educator of the Year. He serves as the chair of Harry Potter Studies for the Southwest Popular/American Culture Association.

Conference Section 3 (Concurrent Sessions)

Session 3a. Textual Analyses III East Parlor

Moderator: Ryan

2:40-3:25 Ryan, Diaz, & Erksine, *Harry Potter by the Words: A Data-Driven Approach*

3:30-3:50 Lewis, *The Case for Rhetoric in Harry Potter*

3:55-4:15 Paik, *A Comparison Study of Harry Potter and the Sorcerer's Stone with the German and Korean Translation in Communicating Cultural-Specific Items*

Session 3b. Prejudice & Abuse in HP Redmond Room

Moderator: McCauley

2:40-3:00 Camacci, *Dehumanizing the Enemy: Physiognomy in Harry Potter*

3:05-3:25 Wertz, *Harry Potter and the Prisoner of Biological Separations: How Pure-Blood and Half-Blood Labels Disrupt the Wizarding Community*

3:30-3:50 McCauley & Raczak, *Barty's Advice: When Mentors are Revealed as Predators*

3:55-4:15 Fisher, *Who Protects the Magical Children? Child Abuse in the Wizarding World*

4:30-5:00 Panel Discussion w/ Audience East Parlor *Potter Across the Ages*

Lorrie Kim¹ and Irvin Khaytman¹

with Patrick McCauley, PhD², Karen Wendling, PhD², Mia Grogan, PhD², Lauren Camacci³, and Chris Bell⁴

¹ Independent Scholar, ² Chestnut Hill College, ³ Penn State University,

⁴The University of Colorado

How does reading Harry Potter change as we continue to grow and mature? Why do we keep coming back to read these books? This panel explores our continuing relationship with the *Potter* books, specifically how we relate to characters and themes over a lifetime.

5:00-5:10 Conclusion East Parlor

CONFERENCE SCHEDULE

Saturday, October 20

9:20-9:30	Welcome	East Parlor
9:30-10:15	Featured Speaker	East Parlor

Travis Prinzi, MS, MA

Harry Potter in Room 101:

Government Control in Rowling and Orwell

Abstract: Beginning with a look at Umbridge's torture of Harry in *Order of the Phoenix* and O'Brien's torture of Winston Smith in George Orwell's *1984*, this essay will examine how both authors offer political commentary and criticism through their fiction. The primary focus will be on the use of mind control and manipulation to force the governed into submission. Parallels will be drawn between Books 5-7 of *Harry Potter* and *1984*, touching on the following subjects: mind control spells and the Ministry of Love; Umbridge and O'Brien as torturers; the Daily Prophet and the Ministry of Truth; Voldemort, Fudge, Scrimgeour, and Big Brother; Harry Potter and the Goldstein.

Conference Section 4 (Concurrent Sessions)

Session 4a. Quidditch Studies	East Parlor
	Moderator: Camacci
10:20-10:40	Harper, <i>"Oh, don't start acting as though you understand Quidditch": From the Open to the Close, How the Wizarding Sport People Love to Hate is Quite Possibly the Most Important Symbol in the HP Series</i>
10:45-11:05	Doran, <i>Imagining Competitive Play: Play Frames, Socialization, and the Great Sport Myth in the Triwizard Tournament</i>
11:10-11:30	McDaniel, <i>Quidditch and Cultural Imperialism</i>

Session 4b. HP's Broad Impact Redmond Room

Moderator: Wenocur

10:20-10:40 Gras, *Harry Potter/Fantastic Beasts: The Power of Myth and Magic*

10:45-11:05 Strand, *Droids and House Elves: How Science Fiction Informs Harry Potter*

11:10-11:30 Wenocur, *"Will it Be Alright?": The Clinical and Developmental Significance of the Encounter with the Gringott's Dragon*

12:00-12:30 High School Conference Papers East Parlor

Julianna Taggart, Pennsbury High School

Harry Potter and the Books that Saved Me

Divya Sood, North Penn High School

Mental Health in the Wizarding and Muggle World

12:30-12:35 Conclusion East Parlor

Conference attendees are encouraged to head outside to see the Brotherly Love Cup Quidditch Tournament; tournament play begins at 12:40PM!

ABSTRACTS

Alphabetically by Author Last Name

Jeff Ambrose, MA

Delaware County Community
College

Teaching Through Terror: Horror in Harry Potter

This presentation will focus on the dark elements of the *Harry Potter* series. I will show that they are important lessons for the intended younger age group and beyond. I will first highlight some of the dark elements of depression, fear, abuse of power, and intolerance so as to reveal how these elements play a pivotal role in the eventual development of the corresponding traits such as inner strength, confidence, controlling power and tolerance. Scenes from the films will be used to illustrate some of the main examples.

Christopher Bell, PhD University of Colorado (Colorado Springs)

Privileged Potter: Rowling's Critical Whiteness Model

If there is one undeniable truth about the *Harry Potter* series, it is that Harry Potter benefits from a remarkable amount of unexamined privilege throughout the seven novels. One explanation for the unexamined nature of Potter's power is the Critical Whiteness Model, which explores four spheres of power that whiteness represents: cultural, social, economic, and political. In this plenary session, Dr. Christopher Bell discusses the nature of Potter's power, the influence this power has on the events of the novels, and the ways in which Potter represents whiteness as a concept in our own world.

Grace Candido-Beecher, BS

Independent Scholar

*Sympathy for the Dark Lord: An Expansive Character
Study of Tom Marvolo Riddle, the Most Infamous Wizard of
All Time*

On the surface, Tom Riddle seems to be your simple, stereotypical villain. Upon further examination, I argue that Tom was truly one of the most interesting and successful cases of hostile takeover that has ever graced the literary scene. However, in order to understand what lessons we can glean from our anagram-loving antagonist, there are several aspects to his personality and history that we must first understand. First, we

must recognize the tendency toward inbreeding in the Gaunt family and thus consider the genetic possibility of mental illness deriving from it. We will next consider the degree of neglect and abuse experienced by Riddle in his childhood. We will look into Riddle's suspicion, disdain and distrust for authority figures and consider the effect of wartime London on his childhood. We will look to derive positive insights from this analysis of our favorite psychopathic overlord.

Lauren Camacci, PhD

Penn State University

Dehumanizing the Enemy: Physiognomy in Potter

The text of the *Potter* book series continually stresses that "it is our choices...that show who we truly are, far more than our abilities" (COS, p. 333) and suggests that "the world isn't split into good people and Death Eaters" (OotP, p. 302). The descriptions surrounding these pieces of sage advice, however, expose a contradiction in the text. Physiognomy is a now-debunked theory associated with the eugenics movement in the early 20th century that associated certain physical features with certain character traits. This paper explores the concerning physiognomic descriptions used throughout the books and the role they might play in this children's series.

Kacey Doran, Doctoral Student

Rutgers University

Imagining Competitive Play: Play Frames, Socialization, and the Great Sport Myth in the Triwizard Tournament

The *Harry Potter* series, both through text and film, achieves some of its many charms through its moments of play. Whether organized or spontaneous, these moments are often crucial to the series. While the Triwizard Tournament may not be the quintessential image of play in the series, it certainly fits the bill for important play. Its fictional account of a sports tournament raises the specter of the idealized Great Sports Myth: playing or witnessing a sport leads to a coming together of peoples because sport is above the taint of other elements of civilization (Coakley 403). Because the tournament is inextricably tied to Hogwarts and the two competing schools, the added elements of didacticism and inter-school competition further complicate the play and its interaction with the myth. First, I will identify what designates play and play frames. Through previous discussions of *Harry Potter and the Goblet of Fire* (2005) and the work of Roger Caillois and

Gregory Bateson, I will assess whether or not the teenaged characters are experiencing play, consider whether the play is competitive, and whether it echoes the tenants of the Great Sport Myth discussed by Jay Coakley. Specifically, I will dissect the play frames formed throughout the matches of the tournament. Finally, I'll identify which play elements of the episode and film are potentially didactic; specifically, what the adults intend for the students to learn through the use of their magic powers and creativity in a competitive setting. Through my assessment of the fictionalized tournament, I will interrogate the impact of adult-organized and highly structured play and the resulting socialization of, and risk for, the participating students. By investigating a previously untapped aspect of the series, I hope to add play theory to the interdisciplinary scholarship of *Harry Potter*.

John Anthony Dunne, PhD

Bethel Seminary

Re-Examining a Popular Theory of the Tale of the Three Brothers

There is a well-known fan theory that connects the *Tale of the Three Brothers* as a symbolic representation of the larger story of Harry Potter and the characters within it. The theory holds that Voldemort/Tom Riddle is the first brother, Prof. Snape is the second brother and Harry Potter is the third brother. The figure of Death is understood to be Prof. Dumbledore, the one Harry meets "as a friend" in King's Cross Station. J. K. Rowling's personal tweet on the matter supported the theory. The theory has become so popular that many accept it even in the light of perceived problems with the theory. In my paper, I will explain show how the fan theory breaks down. Voldemort is not the first brother because he does not play the game of Hallows, but Horcruxes. Snape has no obvious connection to the Resurrection Stone, and Harry isn't the third brother because he is the master of Death. He's the one the legend is ultimately about. After making this case, I will then explore the proposal that Dumbledore represents death, and compare this with the way that I contend that the series presents Voldemort as a personification of death. I will argue that Voldemort does not represent Death per se, but Death as a mortal thing that wishes not to die. Dumbledore may indeed represent Death, too, and I'll explore ways in which this may be true. I will reveal tensions within novels that allow the series to hold together diverse reflections on Death as both good and evil.

Brett Fish, MA, Doctoral Student University of Tennessee
The Detective Rings in Harry Potter

John Granger has painstakingly shown that *Harry Potter* is a Chiasitic ring cycle in the same vein as Beowulf or The Iliad. Many scholars have pointed out the mystery elements of the series, particularly scholars working in the early 2000s. My research aims to discover what happens when these two structurally stringent ideas of composition meet in one work. After mapping out the entire seven-book *Harry Potter* series, I will show that it can be understood as an amalgamation that I refer to as the detective ring. Each *Harry Potter* book opens up with a mystery that is solved in parallels. While some are prettier than others, each book follows this model. I will divide up each book into seven sections, with six parallels and one turn. In each case, elements of each book's mystery must show up again in the separate sections with parallels.

Peri Melissa Fisher, BA, NYCPs The College of Staten Island
Who Protects the Magical Children: Child Abuse in the Wizarding World

Child abuse is an obvious factor in *Harry Potter*, so this is hardly a new topic, right? No, of course not, everyone knows about the skinny boy who is forced to live in a cupboard, who is arbitrarily denied meals, who is made to live as a servant and who is barely even addressed by his name. But does Harry's abuse end when he leaves Privet Drive? Could some of the very Witches and Wizards whom Harry believes are saving him from that life be even more dangerous to him than the Muggles he flees? Is Harry the only or even the most severely abused child that JK Rowling created? Even the most casual reading of the Hogwarts Saga reveals that there are children in the Wizarding World with abusive and neglectful families, and that the abuse in the Hogwarts saga touches on almost every form it can take (physical, emotional, psychological, and possibly even sexual), and, since it is well known that Rowling does not casually throw such things into her writing, it is clear that child abuse in the Hogwarts saga demands further exploration than that suffered by Harry himself. So, now let's look at child abuse beyond Harry's life on Privet Drive and examine its impact on the story as a whole.

David James Gras

Independent Scholar

Harry Potter/Fantastic Beasts: The Powers of Myth and Magic

Harry Potter and *Fantastic Beasts* both are filled gloriously with the magic of Myth and legend from J. K. Rowling herself drawing on European, Egyptian, Greek and Roman mythology. Both *Harry Potter* and the new *Fantastic Beasts* series present us with heroic journeys within an enchanted world. This is a world that reflects our own world and one that challenges our values and culture. The creatures and fantastic beasts all play a role in these two epic sagas. We will explore these beasts and their interaction with the main characters of these magical works. As J.R.R. Tolkien tells us, fantasy (faerie) writers are "sub-creators" of a secondary world which the mind and heart of the reader can enter. We will discuss and explore these worlds within the magical worlds of Harry Potter and Newt Scamander and we will see how they use the tools of myth and magical beasts to accomplish their mission to defeat darkness through the power of myth, courage and love.

Caitlin Elizabeth Harper, MFA

Independent Scholar

*"Oh, don't start acting like you understand Quidditch":
From the Open to the Close, How the Wizarding Sport
People Love to Hate is Quite Possibly the Most Important
Symbol in the Harry Potter Series*

The infamous 150-point Snitch catch and seemingly complicated rules have caused many readers over the years to dread any scenes involving Quidditch - or to skip them entirely. But not paying attention to literature's most magical sport means missing out on one of the most important symbols in the series. In her essay 'The Second War was Won on the Quidditch Pitch of Hogwarts' Emily Strand says the sport can be "mined" in order to shed "light on the Potter story arc, the characters and their roles in bringing important events to pass, and even the alchemical symbolism within the story". In my presentation 'What Happens to the Snitch Doesn't Stay on the Pitch: Quidditch's Narrative Mirroring in the *Harry Potter* Series' at this conference in 2016, I outlined all of the plot mirroring in each book: the micro plot points (such as injuries) that happen in the Quidditch games and in the greater plot and the macro mirrors (such as the order of Gryffindor's matches mirroring the Triwizard Tournament tasks).

But we can go even further. Quidditch provides foreshadowing and historical context, it strengthens the chiasmic structure in the series, and, if you pay attention, you can see the multi-layered metaphorical Quidditch game that is the entire seventh book. Let's talk sports!

Irvin Khaytman, BS

Independent Scholar

Dumbledore's Decoys: Distractions Employed Against the Dark Lord

As we encounter *Fantastic Beast and Where to Find Them*, another story in which Albus Dumbledore attempts to take down a Dark wizard, it may be worth our while to examine how Dumbledore operates. Here, we will examine one of Dumbledore's favorite strategies for dealing with Voldemort: send him chasing after magical artifacts to keep him occupied. Between the Sorcerer's Stone and the prophecy, this strategy was one of Dumbledore's more successful gambits, and reveals a lot about who Dumbledore is and how he operates as a general.

Lorrie Kim, MA

Independent Scholar

"Any my soul, Dumbledore?": The Dumbledore-Snape Relationship

Did Dumbledore use Severus Snape or save him? What was Dumbledore's plan for Snape regarding the Elder Wand? Drawing from the original series as well as *Cursed Child*, *Fantastic Beasts*, and Irvin Khaytman's *The Life and Lies of Albus Percival Wulfric Brian Dumbledore*, we'll examine the highly charged partnership between Dumbledore and his right-hand man.

Lorrie Kim, MA

Independent Scholar

Irvin Khaytman, BS

Harry Potter Across the Ages (Panel Discussion)

How does reading *Harry Potter* change as we continue to grow and mature? Why do we keep coming back to read these books? This panel explores our continuing relationship with the Potter books, specifically how we relate to characters and themes over a lifetime.

Cecilia Konchar Farr, PhD
Jenny McDougal, MFA
Kate Glassman, PhD

St. Catherine University

Hogwarts Faculty Meeting: Teaching Potter (Panel Discussion)

Join several faculty members who have taught *Harry Potter* 1) in the traditional undergraduate classroom, 2) in an interdisciplinary classroom, 3) as a study abroad course, and 4) as part of a “Gryffindor Tower Living Learning Community”—the panel will invite insights about how these novels function as a foundation for interdisciplinary humanities seminars, theology and cultural studies courses, studies of children’s literature and fantasy writing, even as the focus of upper-level literature courses.

We intend to share teaching materials and experiences, so that everyone comes away from the panel with a stronger sense of the breadth, depth, and generosity of these texts and how they can enliven our classrooms. We are specifically interested in hearing from *Harry Potter* scholars who have taught the books, with the goal of encouraging students to approach the novels and films as critical thinkers and scholars, not only as fans or admirers.

Mark-Anthony Lewis, MA

Bristol Community College

The Case for Rhetoric in Harry Potter

Rhetoric has gone from being an essential pillar of the seven liberal arts in the ancient and medieval worlds to a synonym for BS in the modern world. The word is often tossed around by political pundits as a way of dismissing the arguments of opponents, but true rhetoric influences choices and leads to actions. This presentation will argue the case for embracing rhetoric as an essential study through its use (and misuse) by the characters of the *Harry Potter* series. From Dumbledore’s deliberative eulogy of Cedric Diggory to Hermione’s adept rhetorical analysis of the “Progress for Progress’s Sake” speech, we see rhetoric take a more pivotal role in the plot. The battle of magical might gives way to a battle of rhetorical skill, and Harry increasingly finds himself in positions where he must persuade to achieve his ends and analyze the rhetoric of others to make the right choices. Through this reading of the series, we will both

highlight the power of words in the wizarding world, and also find a better understanding of rhetoric in our own.

David M. Martin, MSE

Independent Scholar

Why So Old Fashioned? A note on J.K. Rowling's World Building

The witches and wizards in the *Harry Potter* novels use many "old-fashioned" things, such as quills, parchment, and torches. Some other contemporary fictional representations of witches and wizards (such as "Bewitched" and "Sabrina") show magical folk using telephones and electricity quite routinely. So why did J. K. Rowling build her world so differently? This presentation will show that such old-fashioned things are not the results of arbitrary or whimsical choices. The use of such items follows as a logical consequence of Rowling's decision to include "The International Statute of Wizarding Secrecy" as part of the fictional world she built. That statute may also explain some of the cultural differences between the magical and Muggle worlds.

Katie Maunder, BA

Independent Scholar

More to the Story: Characters' Complexities and Conundrums

It has always seemed puzzling to me how often minor characters of the *Harry Potter* series are taken at face value. However, I believe each character has hidden depths which can be explored. There are many different ways, for example, of interpreting their motivations and decisions. For instance, some of the characters we tend to like may take actions which are morally questionable. On the other hand, some the less favorable characters may display good intentions behind their behaviors. Come with me on a journey, and let us discover more layers of this magical realm.

Patrick McCauley, PhD

Chestnut Hill College

Gwendolyn Raczak

Barty's Advice: When Mentors are Revealed as Predators

Harry Potter becomes an Auror. His ambition in this direction began during a conversation he thought he was having with Mad-Eye Moody. He was, in fact, talking to and being inspired by Barty Crouch, Jr., a dark wizard with the intent of bringing Harry to his doom. What do we do with good advice we get from bad people? Many of those who read the *Harry Potter* series can relate to

Harry's situation. We rarely get to choose those who influence us and we will often find ourselves having to make the most out of regrettable influences. This presentation will explore the personal resilience required to find effective personal inspiration in the ashes left by predators and abusers.

Kathryn McDaniel, PhD

Marietta College

Quidditch and Cultural Imperialism

J.K. Rowling's ancillary text *Quidditch Through the Ages*, a parody sports history, displays the rise and spread of the wizard sport Quidditch occurring on a common timeline with European global domination and the rise of the British Empire. According to "author" Kennilworthy Whisp, Quidditch spread from England's Queerditch Marsh in the middle ages to the rest of Europe in the early modern period. Analyzing the imperial and "civilizing" role the sport plays in wizard history, political scientist David Long (2006) has discussed how Quidditch helps to give Harry Potter his first international understanding of the wizarding world. Since the publication of the last book, Rowling's Pottermore entries similarly continue this imperial story (which has garnered fan criticism), conveying a message of European colonial influence through the technology of Quidditch (namely, the broomstick) and the sport itself. A new story for global Quidditch has emerged, however, in the form of "muggle Quidditch." The wizard sport has been translated to our non-magical setting and has also spread, this time from the United States to the international community, giving rise to the International Quidditch Association (IQA) who serves more than 20 member countries on 5 continents and sponsors various global competitions. Does the expansion of muggle Quidditch also do the work of colonization, or is it part of a more nuanced (though similarly fraught) process of globalization through sport? Analyzing the strange but essential role of the broomstick in muggle Quidditch and the motivations of international players helps us to explore the cultural power of sport in the past and the present, in both Harry Potter's realm and our own.

Seo Yeon Paik, MA

Binghamton University

A Comparative Study of Harry Potter and the Sorcerer's Stone with the German and Korean Translation in Communicating Cultural-Specific Items

This paper examines German and Korean translations of J.K. Rowling's *Harry Potter and the Sorcerer's Stone*. To be specific, this paper will analyze the issues arising when translating culture-specific items in a modern British children's literary work into German and Korean. The analysis quantifies and describes the different translation procedures used and contrasts different strategies. It also outlines the reasons for the choices made when creating a text adapted for German and Korean audience.

As I am working with children's literature, the Skopos theory suggested by Hans Vermeer, emphasizing the aim of the translation determines the translation strategies that are used to produce a functionally sufficient result in the target text. Also, Skopos theory accounts for the function of the target text and provides an insight into the nature of translation. Vinay and Darbelnet's model inspired the theoretical framework of this paper. I have used a combination of applied transliteration, literal translation, free translation, equivalence and adaptation. Furthermore, I used strategies such as preservation, substitution, localization, omission, and expansion such as footnotes and glossaries. The terms substituted and localized are only revealed in cases such as names, food, goods and magic terms, partially to allow readers to get the flavor of the original text. This study shows that the frequency of each translation procedure depends on the type of culture-specific item, and the chosen translation method. I conclude that the essence of the original is largely preserved in the translated version, which has preserved the real beauty and creativity of the original work.

Eglantine Pillet, MA

University of St. Andrews

Harry Potter: A Fool and a King

J.K. Rowling's fantasy series of novels is playful through and through, in meaning as well as in tone. Not only are characters constantly seen playing games, and learning how to navigate the wizarding society through games or sports such as Quidditch, the tone of the series itself is playful, bursting with humour and clues designed by the author for the game of cat and mouse she plays

with her readers. While Harry and his friends are seen playing throughout the series, the use of games in *Harry Potter* goes beyond mere allusions to referential games, and in this paper, I will demonstrate how games are woven into the very structure of the story. In this presentation, I will point out the ways in which J. K. Rowling uses symbols and elements from two actual, real-life games that were created and developed in the Middle Ages: tarot and chess. I will call attention to the tarot symbols that can be found throughout the series. Some are hidden in plain sight, while others operate on deeper layers of the story, such as in the characterization of various characters or the sequence of certain events. I will show that Harry's adventures unfold like a tarot reading. In parallel to the many tarot symbols, I will also show how Rowling weaves elements of the game of chess into the story. Seen in that light, the entire war between the Dark wizards and those who oppose them in *Harry Potter* can appear constructed as a game of chess.

Travis Prinzi, MA, MS

Independent Scholar

Harry Potter in Room 101: Government Control in Rowling and Orwell

Beginning with a look at Umbridge's torture of *Harry in Order of the Phoenix* and O'Brien's torture of Winston Smith in George Orwell's *1984*, this essay will examine how both authors offer political commentary and criticism through their fiction. The primary focus will be on the use of mind control and manipulation to force the governed into submission. Parallels will be drawn between Books 5-7 of *Harry Potter* and *1984*, touching on the following subjects: mind control spells and the Ministry of Love; Umbridge and O'Brien as torturers; the Daily Prophet and the Ministry of Truth; Voldemort, Fudge, Scrimgeour, and Big Brother; Harry Potter and the Goldstein.

Lindy Ryan, EdD

Montclair State University

Chantel Diaz

Cordell Erksine

Harry Potter by the Words: A Data-Driven Approach

With over 1 million words of text across seven books and eight film adaptations, *Harry Potter* is more than a literary phenomenon. It is a dynamic and culturally powerful data goldmine for advanced analytics. Using each of the series' seven manuscripts, we've

transfigured the entire *Harry Potter* series into raw data to unravel its spells and recast the Wizarding World through visual analytics. By integrating data science techniques like natural language processing, sentiment analysis, Python, and Tableau, this presentation will be a magical storytelling experience told through data-driven divinations and stunning interactive visualizations that explore lexical diversity, sentiment and emotions, and character relationships in *Harry Potter*, effectively proving that wizards aren't the only ones with a little bit of magic!

Brent A. Satterly, PhD, LCSW

Widener University

Dumbledore's Army: Leadership in Resistance and Authenticity

For over two decades I learned how to be a good liar. In a world where being a gay sissy boy is often met with hostility, rejection, and even violence, I learned how to hide. The closet is indeed a lonely place, but it taught me that embracing authenticity is a form of resistance to injustice. When I started working at Widener University, I had to figure out who I would be as a faculty member, as a colleague, as a leader. And while I sometimes struggled with many a Dolores Umbridge, I looked to my students as my teachers. And they were Dumbledore's Army, the secret student organization in the *Harry Potter* series as a form of resistance to systemic injustice. My students taught me that being oneself is the easiest answer to the question of personal and professional House identity. This lecture will specifically address three strengths gleaned from Dumbledore's Army: (1) interpersonal humility; (2) courageous self-awareness; and, (3) a cultural flare. In the spirit of Dumbledore's Army, authenticity as resistance has empowered me to face the Dementors of oppression.

Molle Scheumann, BA (MA Student)

University of Memphis

Harry Potter: Boy Wizard, Hero, The Chosen One but not a Fan Favorite

Harry Potter is the central figure in the Potter-verse, yet through research it has become apparent that he is not the most discussed character in the world of academia, nor does he seem to be a favorite. It would seem that as readers we have followed this journey but still categorize Potter as a typical Hero, who often fits into the fairytale categories. While Harry Potter is relatable to those who read him, it is important to understand why. In *Harry*

Potter: Fairy Tale Prince, Real Boy, and Archetypal Hero (2002), Grimes states, "he always triumphs, no matter how misunderstood or mistreated, no matter how gloomy the outlook at any time." The maturation of Harry Potter through the books makes him a winner across the board, but the real struggle is why is there not more written on him specifically in the world of academia. He is after all this time, the Boy who saved the Wizarding World. I argue that while the Potter-verse is focused on Potter, the world of academia has sought to separate itself from the boy for whatever reasons. The focus of this paper will explore not only Potter's many redeeming and wonderful qualities, but it will also examine why there is such little written on him. This paper will further move to attempt to sway the audience to actually becoming a Harry Potter fan instead of merely a broad fan of the series. Taking Harry Potter out of the 'hero' mold enables us to see him as a character with his own agency and personality. Across the board, Harry Potter is hardly anyone's favorite character, but when an entire franchise is based on your efforts, how can that even be possible. Seems riddikulus to me.

Emily Strand, MA

Mt. Carmel College of Nursing

Robots, Droids and House Elves: How Science Fiction informs Harry Potter

Science fiction author Arthur C. Clarke has famously argued that "Any sufficiently advanced technology is indistinguishable from magic." Where is the line between science fiction and fantasy, and how might science fiction literature influence Harry Potter? This presentation will begin to answer these questions by examining the construal of house elves in *Harry Potter*, tracing their origins to an unlikely source: the classic science fiction trope of the robot, droid or "created servant". As it turns out, Dobby may be more robot than elf.

Barbara A. Wech, PhD

University of Alabama at Birmingham

Annetta Dolowitz, MPH, MSW

Leadership and Followership in Harry Potter and the Deathly Hallows

Popular cultural artifacts (PCA) are growing in importance as a method to increase student engagement and learning. PCAs are recognized and accepted representations of cultural importance and shared meanings. For example, *Harry Potter* is a global PCA.

There are approximately 500,000,000 HP books in print in 80 languages (Pottermore, 2018). As of 2015, the *Harry Potter* movie series was the second-highest grossing film franchise of all time having grossed more than \$7.7 billion worldwide (not including the new *Fantastic Beasts* series) (Forbes, 2017). Students can identify discipline-specific theories in PCAs and, in turn, be able to apply said theories in work contexts, developing theory-to-practice thinking (Callahan, et al., 2007). We identify various leadership theories in connection with numerous characters and situations in *Harry Potter and the Deathly Hallows*. The material can be used to highlight leadership theories in courses dealing with the topic of leadership. The *Deathly Hallows* book is significant in terms of leadership for several reasons. The characters we have watched grow up in the series are finally young adults. Now faced with deadly situations, we are given the opportunity to identify what kinds of leaders and followers they have become. The major leader throughout the series to this point, Albus Dumbledore, is dead. How will his death and absence impact his followers and his enemies? The three main characters, Harry, Ron, and Hermione, are not in attendance at Hogwarts. How will this impact their leadership outside of school and how will their absence impact the students remaining at Hogwarts? As with Dumbledore, in the absence of these characters, we come to see who steps up to take a leadership role now that Hogwarts has fallen to the dark side.

Karen S. Wendling, PhD

Chestnut Hill College

Reading Rowling and Pullman to Find Meaning in a Secular Age

Science as a way of knowing, first clearly demonstrated by Galileo, fundamentally disrupted one's certainty: certainty of place in the universe, certainty of role in society, certainty of Authority-based ethics, and certainty of one's meaning and purpose in life. While disrupting all of this personal, non-physical certainty, science did not and (and by definition) cannot offer anything in its place. In their book *All Things Shining: Reading the Western Classics to Find Meaning in a Secular Age*, authors Dreyfus and Kelly describe how Western classical literature can be used to help restore personal belief and understanding in a secular age. I take this reading further to suggest that popular, anti-nihilistic books such as Rowling's *Harry Potter* Series and Pullman's *His*

Dark Materials series can help readers find personal meaning and ethical advice. Additionally, the community surrounding these books may offer readers an outlet for joy, awe, and shared experiences – providing a secular, yet still sacred, community that many once looked for in religious settings.

Katherine Wenocur, DSW

Independent Scholar

“Will it be Alright?”: The Clinical and Developmental

Significance of the Encounter with the Gringott’s Dragon

During their hunt for horcruxes in *Deathly Hallows*, Harry, Ron, and Hermione encounter an aging and nearly blind dragon deep in the recesses of the Gringott’s vaults. Scarred and pale-scaled, the dragon was presumably trained through aversive conditioning to expect pain at the sound of goblins’ clankers. The dragon learned to either lash out in the presence of others or to retreat in response to clankers, effectively providing security for Gringott’s higher value vaults. Hermione is horrified by the dragon’s plight and, with Harry and Ron’s help, facilitates the dragon’s escape.

The action of recognizing the Gringott’s dragon as a sentient being and freeing the dragon from abusive conditions is symbolic of the heroes’ struggle against dark forces. The heroes’ empathic response to the dragon stands in contrast to the years of abuse and trauma it has suffered, and in response, the dragon entrusts the heroes with its rescue. The experience underscores the danger in repeated exposure to trauma but reinforces the transformative power of loving kindness. Each of the heroes has suffered considerable loss and trauma in childhood but has endured those experiences with the support and care of loved ones, mentors, and friends.

The heroes’ arcs in *Deathly Hallows* is evocative of the journey that children and adolescents may take in the context of trauma therapy. In therapy, a child learns to recognize their own inner strength and re-frame a story of trauma to be a story of survival, often through play or other symbolic means. The specific example of the Gringott’s dragon represents an emerging practice in the treatment of children trauma: Animal Assisted Play Therapy™ (AAPT). AAPT is an integration of play therapy and animal assisted therapy and taps into the therapeutic potential of cross-species play. Under the guidance of a skillful clinician, children

learn to engage with therapy animals in an empathic and positive manner and in turn, learn to have empathy for themselves.

This presentation will introduce the Gringott's dragon as a powerful clinical metaphor for childhood trauma. Drawing from her work as an AAPT clinician for traumatized children, the presenter will re-frame the heroes' rescue of the dragon as a symbol of the internal struggle that children exposed to trauma withstand, and the challenges inherent in the path towards healing.

Olivia Wertz, BA, MS Student West Virginia University
*Harry Potter and the Prisoner of Biological Separations:
How Pure-Blood and Half-Blood Labels Disrupt the
Wizarding Community*

To be a wizard or witch one must simply be a wizard or witch. Magic can be performed by pure-bloods, half-bloods and Muggle-borns alike. The ability to perform magic determines one's ontology as a wizard or witch, not one's blood status. The qualities that individualize these magical beings are the things that are inherently unrelated to wizardry: For example, personalities, appearance, quirks, beliefs, etc. While these attributes may determine one's house, these facets are not at all dependent on one's status as a wizard. Therefore, there should be no categorical separation by birth status. Rather than pure-blood and half-blood, why can't these witches and wizards not just simply be witches and wizards? These identifies create oppressive regimes that divide the wizarding world into best and better, worst and worse. In this paper, I will examine the detrimental effects of biologically categorizing wizards, and will present examples from the books that illustrate the oppressive features of doing such labeling.

Wands and Wizards Festival

The following businesses have offered a 5-15% discount to conference attendees during the Festival weekend. Just show your conference badge to get the discount! A special thanks to the Chestnut Hill Business Association for these discounts.

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Chestnut Hill Brewing Company
Coco Blue Nail Spa
CURE de Repos
DanceFit Chestnut Hill
El Quetzal
Foodery Chestnut Hill
Gravers Lane Gallery
Mango
Oxford Circus Toys
Quelque Chose
Rebel
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TC Unlimited
The Antique Gallery
The Art Shop
The Jerk Pit, LLC
The Stagecrafters
Trolley Car Diner
Weavers Way Coop

CHESTNUT HILL COLLEGE

Welcomes you to the seventh annual
Harry Potter Conference



The Harry Potter Conference is an annual academic conference held at Chestnut Hill College in Philadelphia, Pennsylvania. This interdisciplinary conference provides a forum for scholarly presentations arising out of the series of books by J.K. Rowling.

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. Sponsorship of the Harry Potter Conference is just one of the many ways in which Chestnut Hill College demonstrates its commitment to its mission: to provide students with a holistic education in an inclusive Catholic community marked by academic excellence, shared responsibility, personal and professional growth, service to one another and the global community, and concern for the Earth.

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