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Fiction as a Reflection of Reality:

The Rise and Fall of Totalitarian Regimes in

J. K. Rowling's *Harry Potter* series and in Nazi Germany

British Children's Literature (20th and 21st centuries)

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Abstract

Totalitarian regimes dominated the 20th century in Europe. Germany's Nazism is one of the most prominent examples of such regimes. Nevertheless, these phenomena are not restricted to the real world since they have also been portrayed in fiction. Children's literature has also depicted totalitarian regimes, which means that literature can be used as a tool to introduce children to a form of government that exerts total control over the lives of its citizens. The purpose of this paper is to show the parallels between J. K. Rowling's depiction of the rise of Lord Voldemort's totalitarian regime in the *Harry Potter* series and the rise of Adolf Hitler's Nazism in Germany. The first part of the analysis deals with the figures of Lord Voldemort and Adolf Hitler. The personality traits of these two figures are examined from a psychological perspective. These traits include narcissism, Machiavellianism, and a lack of empathy. The second section analyses the development of the groups led by Lord Voldemort and Hitler: the Death Eaters and the National Socialist German Workers' Party. To this end, this section covers the groups' creation, their attempts to gain power, and their ultimate defeat. Finally, the last section discusses the creation of the 'other', that is, the public enemy of the group, which is established on the basis of blood and racial status. For this purpose, it examines the various discriminatory attitudes and behaviours that the groups led by Lord Voldemort and Hitler hold against people of non-magical origin and Jews, respectively. This paper concludes that these two cases share a common breeding ground, namely the existence of a determined leader, an environment of uncertainty, and a common enemy. Furthermore, it remarks on the importance of employing children's literature to educate children about complex themes and provide foresight into potential social and political threats.

Keywords: children's literature, young adult literature, totalitarian regimes, *Harry Potter* series, Lord Voldemort, Nazism, Adolf Hitler.

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1. Introduction

The 20th century, particularly its first half, has been characterised by the rise of a leader who manages to subdue the masses and seize power over a nation. Examples of this phenomenon include Franco in Spain, Mussolini in Italy, and Stalin in Russia. From the 1930s onwards, various thinkers sought to develop a theory that could explain the new dictatorial regimes that were emerging in Europe, such as Hitler's Germany and Stalin's Russia (Tucker 555). In her book *The Origins of Totalitarianism*, Hannah Arendt examined the patrons of totalitarian regimes (Tsao 579).¹ She concluded that these regimes aim to increase in power and are led by one individual who executes actions following the moral system of the group he leads (Brons 72-75; Tsao 604-606). The leader and his clique aim to establish a mass of followers to indoctrinate them. One of the features of this indoctrination is that they create a common enemy. This creation binds the group in an obsessive hatred towards the opponent, as the latter constitutes an obstacle to achieve the group's goals (Tsao 605; Tucker 559-560). Thus, it is evident that totalitarian regimes arise in a particular breeding ground.

Literature has reflected these regimes, both in more realistic settings and in worlds of fantasy and fiction. One such instance in which this phenomenon can be observed is J. K. Rowling's *Harry Potter* series. These bestselling novels are known worldwide, reaching the top of the sales charts upon their release (Fitzsimmons 78-79). Nowadays, the influence of the *Harry Potter* novels remains visible, and so does the development of its villain, Lord Voldemort, and his followers (Fitzsimmons 102). Even though the *Harry Potter* series is a work of fantasy, the accurate portrayal enables young readers to learn about totalitarian regimes. Regarding a non-fictional dictatorial regime, Nazism is among the most remembered, because of the Holocaust, one of the most gruesome genocides in history. These mass murders took the lives of approximately 6 million Jews solely because they were born Jewish (Landau 3).

This paper aims to demonstrate that J. K. Rowling's depiction of the rise of Lord Voldemort's totalitarian regime in the *Harry Potter* series has many parallels with the rise of Adolf Hitler's Nazism in Germany. Both cases involve an ambitious leader, a climate of uncertainty, and a public enemy; in other words, there is a breeding ground that leads to the domination and corruption of society, and the ultimate destruction of

¹ Arendt, Hannah. *The Origins of Totalitarianism*. Meridian Books, 1958.

that society and its leader. For this purpose, I will present the theoretical background concerning these topics. Then, I will introduce the two themes I will compare: the *Harry Potter* series and the German context. This introduction will be followed by the main sections that constitute my analysis. The section titled "The figure of the leader" will be devoted to analysing the figure of the leader from a psychological point of view. This analysis will focus on the childhood and adolescence of Lord Voldemort and Adolf Hitler and three personality traits of their adult life: narcissism, Machiavellianism and lack of empathy. "Acquisition of power" will focus on how these two leaders acquire their power, starting from the creation of the group until its demise. Subsequently, "The creation of the 'other'" will examine the establishment procedure of the group's enemy. To this end, I will discuss the racial discrimination that pervades the two contexts, including xenophobic remarks, racial ideology in the government, and the pursuit of racial hygiene. Finally, I will provide the conclusions derived from the key ideas of the paper, together with some suggestions for further research. The style guide that I will follow in this paper is the ninth edition of MLA (Modern Language Association).

2. Theoretical background

This section introduces the theoretical background of the analysis. On the one hand, it discusses the relevant psychological concepts that may explain the formation of groups and the role of the leader. On the other hand, this section defines the concepts of children's literature and young adult literature.

2.1. The personality of the leader and the psychology of groups

A psychological approach may explain the emergence of phenomena such as Lord Voldemort and Adolf Hitler. While personality psychology addresses the visible personality traits of these two figures, social psychology focuses on aspects of the movement they lead.

According to personality psychology, the parental figure has a significant influence on a child and his or her adult life. When parents implement firm discipline and a caring and supportive attitude, their children are more protected from potential psychopathic tendencies (Salekin and Lochman 167). In contrast, extremely authoritarian parenting creates a feeling of inferiority and helplessness in the child, resulting in trauma and a

future obsession with power (Terman 156). Furthermore, childhood is the period in which vital mental associations for adulthood are formed; hence, this distress may trigger the patterns which will lead to future psychopathic tendencies (Porter et al. 624-625). Narcissism is a personality trait that can be observed in these cases. As a way to compensate for their childhood experience of disempowerment, narcissistic personalities seek prestige and dominance. In addition, narcissism is closely linked to violent reactions, as criticism from other people can trigger the rage experienced in childhood (Bushman and Baumeister 220; Perry 19). Yet aggressive responses are also associated with psychopathy, which is often characterised by a lack of empathy and morality, among other features (Perry 20). Lastly, personality psychology addresses another condition called Machiavellianism, which concerns how these personalities attempt to dominate and manipulate others (Perry 19-20). Indeed, both Lord Voldemort and Hitler exhibit Machiavellian characteristics.

Concerning how groups are formed, social psychology provides insight into certain aspects. According to psychologists Twenge and Campbell, individuals feel the necessity to be part of a group (263). During the formation of the group, some individuals or communities are excluded from this dominant group and eventually become the common enemy. Thereby, in order to avoid being part of the alienated group, people feel the need to be accepted by the strong group and follow its leader (Perry 22; Twenge and Campbell 263). Social psychology has also explored the alienation process of the marginalised social groups. The stronger group creates the 'other', who is seen as the common enemy that displays all the opposite qualities. Thus, a distance is established that results in the dehumanisation of the 'other', which justifies any discriminatory action taken against them (Brons 70-72; Befu 26).

2.2. Children's Literature and Young Adult Literature

Children's literature is defined as literature written for an age-specific audience. In other words, it is literature written and produced for children. This type of literature is often employed to introduce children to the adult world. This introduction avoids creating an overprotected childhood and teaches children how to cope with difficult topics indirectly (Hintz 3-4). A related term is young adult fiction, which targets readers between the ages of 12 and 18. Nevertheless, the distinction between these two types of

literature is blurred; thus, there are books which do not easily fit into one of these categories (Hintz 30-31).

J. K. Rowling's *Harry Potter* series is one of those cases in which the classification is unclear, as there is an interesting development over the course of the novels. While the earlier novels are classified as children's literature, the later novels become increasingly dark and narrate more complex problems. In any case, even the first *Harry Potter* novels contain dark topics, such as racism, the conflict with a powerful villain, and the loss of loved ones (Hintz 30-31; Martín 202).

3. Analysis of the *Harry Potter* series and the German context

The author Joanne Kathleen Rowling, more commonly known as J. K. Rowling, was born on 31 July 1965. She grew up surrounded by books in Gloucestershire (England) and Chepstow (Wales). She studied at the University of Exeter, where she graduated in French and Classics. In 1990, Rowling started conceiving the idea of the *Harry Potter* series and devoted the following five years to creating the whole storyline. Her first novel, *Harry Potter and The Philosopher's Stone*, was published by Bloomsbury Children's Books in 1997. Subsequently, six more publications completed the *Harry Potter* series ("About").

These seven novels narrate the story of Harry Potter and his encounters with the Dark Wizard, Lord Voldemort.² While the latter's power is initially weak, it increases as the story progresses. Furthermore, as Lord Voldemort's power grows, so does the dominance of the Death Eaters, the group he leads. Thus, what initially begins as a brief encounter between Harry Potter and Lord Voldemort becomes a constant battle. Lord Voldemort and the Death Eaters eventually reign over the chaos they have generated and target those who are not of magical origin. The terror culminates with the Battle of Hogwarts, where the resistance claims the life of Lord Voldemort, which leads to the dissolution of his group.

² *Harry Potter and the Philosopher's Stone* (1997), *Harry Potter and the Chamber of Secrets* (1998), *Harry Potter and the Prisoner of Azkaban* (1999), *Harry Potter and the Goblet of Fire* (2000), *Harry Potter and the Order of the Phoenix* (2003), *Harry Potter and the Half-Blood Prince* (2005), *Harry Potter and the Deathly Hallows* (2007).

Regarding the German context, the Great War and the declaration of the Weimar Republic caused an environment of uncertainty in the nation (Shirer 49). Hitler, who was a member of the German Workers' Party, considered the situation suitable for a seizure of power (Shirer 58). However, due to a lack of political backing, the attempt, which was called the Beer Hall Putsch, was unsuccessful and resulted in Hitler's imprisonment (Shirer 67-69). After this initial defeat, Hitler continued his efforts to improve his party's numbers, and he renamed the party the National Socialist German Workers' Party (Shirer 104-105). His fixation stemmed primarily from his belief that he was the chosen one and that he had to accomplish a mission (Terman 162). After the elections of 5 March 1933, the political party led by Hitler gained control of the state power (Shirer 176). Their rule and imposition of xenophobic policies ceased after their defeat in the Second World War, which led to Hitler's suicide and the demise of the National Socialist German Worker's Party (Bullock 797-799; Shirer 1016-1017).

The leader is the driving force of the movement in these totalitarian regimes (Perry 22). Hence, the following section examines Lord Voldemort and Adolf Hitler by analysing their personality traits from a psychological perspective.

4. The figure of the leader

In the growth of a group based on a totalitarian rule, there is one individual who arguably holds a crucial role: the leader. A vital aspect of the leader is that he or she steers the group's current (Perry 22). Each leader is unique and it is the nature of the group that dictates the characteristics that this individual must fulfil. As there is a correlation between the psychology of the leader and that of the group (Terman 158), the figure of the leader should receive considerable critical attention. This section of the dissertation analyses the figures of Lord Voldemort and Adolf Hitler as the leaders of their group. Firstly, the childhood of these two figures and their personality traits are analysed. Then, the second subsection focuses on personality traits that can be observed in their adulthood.

4.1. Childhood and adolescence

The early years of a human being's life are crucial, as children are shaped by the life experiences they undergo. In an attempt to determine the most critical period, Salekin

and Lochman concluded that the first six years in a person's life are the most decisive (167). Considering that the environment in which a child is raised is pivotal, we may assume that the behaviour of his or her parents impacts that child's development equally. If parents are involved in the upbringing by establishing a nurturing home and implementing precise discipline, the child will be less likely to suffer affective psychological harm. Conversely, when this is not the norm, the child is more likely to suffer it (Salekin and Lochman 167).

4.1.1. Family background: Parenting environment

Similarities can be drawn between the early years of the lives of Lord Voldemort and Hitler. Lord Voldemort's childhood is a subject of discussion at several stages in the series (*CS*³ 334; *HBP*⁴ 172-181; *HBP* 217-221). Tom Riddle grows up in the absence of a home and family as he is raised in an orphanage.⁵ He mentions that he was born to an absent non-wizard father and a witch mother, though the latter died shortly after giving birth. Therefore, after being raised without a mother or a father and a loving home, he claims that he prefers to stay at Hogwarts School of Witchcraft and Wizardry during the holidays (*CS* 258).

Similarly, Adolf Hitler's family background has also attracted a considerable amount of interest. Hitler himself depicted his family in his autobiography *Mein Kampf*.⁶ Although he portrayed it as a traditional German family living within a hospitable household, several sources suggest differently (Hyland et al. 60; Terman 161; Terman 164). Hyland et al. claimed that Adolf Hitler confessed that he had feared his father during a private conversation with his secretary Christi Schroeder (60). Whereas his mother, Klara Hitler, was described as a loving and submissive woman, his father, Alois Hitler, was marked by his authoritarianism and rigidity (Hyland et al. 60). Alois Hitler conducted his barbaric behaviour toward people both at his workplace and at home, including physical abuse towards his family members (Terman 161). Therefore, Adolf Hitler was educated in an authoritarian style dominated by total obedience and physical punishment (Hyland et al. 60).

³ The title *Harry Potter and the Chamber of Secrets* is hereafter referred to by the abbreviation *CS*.

⁴ The title *Harry Potter and the Half-Blood Prince* is hereafter referred to by the abbreviation *HBP*.

⁵ Tom Marvolo Riddle decided to shed his name and created the name Lord Voldemort (*HBP* 230; *HBP* 302).

⁶ Hitler, Adolf. *Mein Kampf*. Eher-Verlag, 1925.

From the point of view of psychology, the domestic environment of these two individuals may have contributed to their adult behaviour. Harsh childhood environments may trigger abnormal brain functions, resulting in antisocial and even violent attitudes (Jones and Viding 120). Furthermore, the three previously mentioned issues, that is, the lack of parental guidance, the absence of a loving home, and the feeling of inferiority, could also enhance the individual's lack of empathy and longing for power (Salekin and Lochman 162-163; Terman 156).

4.1.2. Personality traits in childhood and adolescence

Certain attitudes from Lord Voldemort's and Hitler's childhood and adolescence may provide a glimpse of their psychological and personality traits. Several details of Lord Voldemort's personality can be inferred from what other characters say about him. One of these characters is Mrs Cole, the Muggle matron of the orphanage where Lord Voldemort lived throughout his childhood under the name of Tom Riddle. Mrs Cole engages in conversation with Albus Dumbledore,⁷ who asks questions about the personality of young Tom Riddle, the soon-to-be Hogwarts student (*HBP* 219-223). She begins her description by stating that he was a peculiar baby due to his lack of crying, and that, once he grew up, he remained that way: "when he got a little older, he was ... odd" (*HBP* 222). Next, Mrs Cole highlights there had been violent incidents with other people that involved Riddle, yet evidence to incriminate him had been impossible to obtain (*HBP* 222-223). Afterwards, in the conversation between Dumbledore and Tom Riddle, the reader can perceive the latter as a boy whose character is marked by distaste for showing respect to others and by a need for superiority (*HBP* 224-228). Moreover, a tendency to feel hatred can also be seen in the figure of Lord Voldemort. While still a teenager, he travelled to Little Hangleton with the goal of revenge by murdering his father and paternal grandparents, his non-magical family (*HBP* 303-306).

As to Adolf Hitler, he had been defined as a hyperactive child obsessed with war games.⁸ By his teenage years, he abandoned his studies and focused on his dream of becoming a successful artist (Terman 162). However, when he received a negative response from the Art Academy, the humiliation he felt made him explode. Believing that the sole purpose of this rejection was to ruin his career, he cursed everyone who

⁷ Dumbledore was a teacher who later became the headmaster of Hogwarts.

⁸ He persisted in playing these games even long after everyone else had grown tired of them (Terman 162).

was a member of the academy, people he described as "old-fashioned fossilised civil servants, bureaucrats, devoid of understanding, stupid limps of officials" (Terman 163).

4.2. Personality traits in adulthood

This section focuses on three personality aspects of Lord Voldemort's and Hitler's adult lives: narcissism, Machiavellianism, and lack of empathy.

4.2.1. Narcissism

Narcissistic personalities are characterised by their perception of their superiority and dominance (Perry 19). Their inflated self-image prompts them to pursue prestige and status while consistently asserting their superiority above others (Bushman and Baumeister 220; Perry 20). These notions may be observed both in Lord Voldemort's personality and in Hitler's personality. In *Harry Potter and the Chamber of Secrets*, Tom Riddle, the creator of the identity of Lord Voldemort, states that he is nothing other than Lord Voldemort, implying that there is nothing more for him to consider: "Voldemort ... is my past, present and future" (331). Other phrases from Lord Voldemort such as "now, Harry, I'm going to teach you a little lesson" (CS 335) and "see the way that fate favours Lord Voldemort" (GF⁹ 551) reveal his inflated perception of himself. One can also perceive this narcissism in Hitler's perception of himself. According to Terman, Adolf Hitler believed that the purpose of his life was to accomplish a singular and personal mission. That is, he considered himself to be the chosen one (162). Other authors, such as Hyland et al., have argued that his narcissism resulted from the trauma caused by his father, who imposed his superiority constantly (59).

However, when narcissistic personalities face failure, their arrogance is replaced by rage. In many cases, they violently blame others for their defeat (Bushman and Baumeister 220-221): "when narcissists confront evidence that disagrees with their self-views, they externalise the blame" (Twenge and Campbell 262). Adolf Hitler, for instance, was incapable of accepting his responsibility, reacting instead by shifting the blame onto others (Terman 164). In addition to blaming others, Lord Voldemort also displays a different reaction in a passage from the second book. Unable to blame anyone as he is alone, Lord Voldemort believes that a defeat against his perceived enemy marks

⁹ The title *Harry Potter and the Goblet of Fire* is hereafter referred to by the abbreviation *GF*.

his doom. Thus, he decides to disappear while the others believe he is powerless: "Harry Potter survived, and the Dark Lord's power was broken" (CS 188).

4.2.2. Machiavellianism: ambition and longing for power

Both Hitler and Lord Voldemort display a persistent desire to dominate others. This phenomenon, called Machiavellianism, is characterised by the use of manipulation and deceit to accomplish the desired goal (Perry 19-20). Lord Voldemort exemplifies this behaviour because he lies to achieve his goals. For instance, while he is a student at Hogwarts, the Chamber of Secrets is opened,¹⁰ resulting in the death of a teenage girl, and Riddle informs Hagrid that he will accuse him, even though Riddle knows that Hagrid is innocent and that he is guilty (CS 261). Concerning Hitler, five experts on his life evaluated his personality. Their assessment suggested that Hitler harboured great expectations (Hyland et al. 61), such as his desire to command (Terman 162). Like Lord Voldemort, he displayed an intense commitment to his goal, which made him capable of doing anything to succeed (Hyland et al. 59).

Furthermore, while Machiavellian people fantasise about their pursuits, they tend to react with violence and aggression to any confrontation (Twenge and Campbell 262). Lord Voldemort is often more straightforward regarding his use of violence as he repeatedly recounts the murders he commits to make himself stronger (*GF* 12-13; *GF* 550). In the case of Hitler, Hyland et al. argued that he was predisposed to violence when he perceived something or someone was interfering with his illusions of achieving greatness. In such cases, he displayed an attitude of superiority and patronisation (61). Considering these two cases, we may conclude that these individuals manipulate and attack others to perpetuate their power.

4.2.3. Lack of empathy: psychopathic tendencies

The final trait to be discussed is the lack of empathy of these two leaders, as they seem to feel no regret for their actions. In many instances, Lord Voldemort exhibits this lack of compassion and appears to enjoy the distress and misery he causes. One example is what he says in one of his attempts to kill Harry Potter, who survives: "I'm going to sit here and watch you die, Harry Potter... defeated at last by the Dark Lord he so unwisely

¹⁰ The secret chamber lies beneath Hogwarts and is home to the basilisk, which kills students of non-magical origin (CS 159; CS 307).

challenged" (CS 339). A further example that demonstrates this lack of empathy and sentiment occurs in *Harry Potter and the Goblet of Fire*, in which Lord Voldemort shows no remorse towards the murder of his own father and of Harry's mother:

'You stand, Harry Potter, upon the remains of my late father ... A Muggle and a fool... very like your dear mother. But they both had their uses, did they not? Your mother died to defend you as a child... and I killed my father, and see how useful he has proved himself, in death...' (543)

Concerning Adolf Hitler, historians have emphasised his cold and apathetic personality (Hyland et al. 60). Moreover, Hitler has been portrayed as inhuman and capable of doing anything needed to achieve his goal: "a singular purpose of establishing the Third Reich" (Hyland et al. 59). Therefore, both Lord Voldemort and Hitler viewed other humans as mere tools they could exploit as they pleased to achieve their goals, without feeling any remorse for doing so.

The lack of empathy that both leaders display may be a symptom of their psychopathic tendencies. Psychopathy may cause the individual to be impulsive, apathetic, and merciless, besides building a propensity for manipulation (Jones and Viding 118; Perry 19-20; Porter et al. 611). We can observe all these features in both Hitler and Lord Voldemort as leaders.

Leadership is necessary for an organised group to advance and achieve its objectives. Yet when it comes to leaders with psychopathic and narcissistic tendencies, these individuals will attribute every accomplishment to themselves, creating a heightened state of superiority (Perry 22-23). However, to accomplish these successes, these leaders require a group under their control and a closer group at their service whom they can manipulate, such as the Death Eaters for Voldemort and Himmler and Goebbels for Hitler (GF 544; Martín 35).

5. Acquisition of power

Similarities can also be found in the process of acquiring power. Lord Voldemort's acquisition of power in the *Harry Potter* series runs parallel to the development of

Nazism: the creation of the group, the first attempt to seize power, the reorganisation of the group, the group's acquisition of power, and the final battle.

5.1. The creation of the party

The creation of the group constitutes an important phase in the group's process of acquiring power. Different individuals unite under the guidance of a leader and evolve into a group aimed at attaining power. This initial establishment of a group may be observed in the two cases.

5.1.1. The Death Eaters

In the *Harry Potter* series, Lord Voldemort, who during his childhood and teenagehood is known by his birth name (Tom Riddle), finds several people who want to stand by him as he begins his educational journey at Hogwarts. After growing up in an orphanage and dealing with troubled relationships with the rest of his peers, he first forms his group of friends at Hogwarts (*CS* 258; *HBP* 219-228). According to headmaster Albus Dumbledore, they are a miscellaneous group and recognise Riddle as a leader, even though the latter exhibits no affection for them (*HBP* 301). Moreover, Dumbledore believes that "they were the forerunners of the Death Eaters" (*HBP* 301).

5.1.2. National Socialist German Workers' Party

Concerning the Nazi movement, the group's establishment takes place in Munich, Germany. After his post-war period in hospital, Adolf Hitler returns to the city in November 1918. During a lecture in a course of political instruction, Hitler speaks against the Jews after positive statements are made about them. His anti-Semitic language captivates the superior officers who are there, and they name him an educational officer. This upgrade is his first recognition in his political career and an opportunity to enhance his public speaking skills (Shirer 30-32). A year later, in September 1919, Hitler is instructed to attend a meeting of a small political party in Munich, the German Workers' Party. This is his first encounter with what is going to become his group (Shirer 32-33). Although he initially hesitates to join the organisation, Hitler becomes the seventh member of the party committee. In 1920, he becomes responsible for the party's propaganda, and six years later, the party is renamed the National Socialist German Workers' Party (Shirer 34-37).

5.2. The first attempt to gain power

The next step that the two groups carry out in the process of acquiring power is an unsuccessful attempt to achieve it. That is, the two groups revolt against the social system in an effort to obtain leadership. However, in both cases, it results in an unsuccessful attempt that leads to the temporary disappearance of the movement's leaders.

5.2.1. The First Wizarding War

After gathering sufficient followers soon after he finishes school, Lord Voldemort commences his attempt to rule the world. The members of the magical community become wary as they do not know who is part of Lord Voldemort's clique. Moreover, anyone who dares to confront him is murdered (*GF* 512; *PS*¹¹ 59). At that point, society becomes a panic-driven environment: 'You're scared for yourself, and your family, and your friends. Every week, news comes of more deaths, more disappearances, more torturing' (*GF* 444).

However, these years of panic and slaughter cease when Lord Voldemort faces something more powerful than himself. On 31 October 1981, Lord Voldemort travels to Godric's Hollow to exterminate the Potter family, that is, Harry's parents. First, he uses a Killing Curse to kill James Potter. Yet, when he attempts to murder Harry Potter, his mother Lily gives her life to protect him. With this deed, Lily creates the strongest magical protection that exists, as it is rooted in true love. This protection reverses the Killing Curse and causes Lord Voldemort to vanish, marking the First Wizarding War's end (*GF* 549; *PS* 60).

5.2.2. Beer Hall Putsch

After the declaration of the Weimar Republic in Berlin in November 1918, revolution reigns in the city as many are against this declaration (Shirer 49). The atmosphere of uncertainty persists, and by 1923, Hitler considers the state of society to be a good opportunity for an attempt to overthrow the Republic (Shirer 58). To do so, Hitler understands that he will have to boost his party's numbers by uniting all the anti-Republican Bavarian forces under his command (Shirer 58). Simultaneously, he contemplates heading a demonstration in Berlin, following Mussolini's example in the

¹¹ The title *Harry Potter and the Philosopher's Stone* is hereafter referred to by the abbreviation *PS*.

Italian capital the previous year (Bullock 180; Shirer 58). While Hitler's plan is being refined, Bavaria is "under the dictatorial control of a triumvirate: Kahr, the State Commissioner, General Otto von Lossow, commander of the Reichswehr in Bavaria, and Colonel Hans von Seisser, the head of the state police" (Shirer 61). These three leaders disregard the orders from Berlin, and as a result, Berlin warns them that any kind of revolution will be forcefully repressed. This threat makes the three Bavarian leaders cease to contemplate the Nazi leader's plan. Nevertheless, Hitler knows that he needs their backing to pursue the process and he refuses to accept defeat (Shirer 61-62).

On 8 November 1923, while Kahr is delivering a speech to an audience of three thousand people, Hitler's troops seize the Bürgerbräukeller carrying weapons. There, he proceeds to execute his plan. He leads Kahr, Lossow, and Seisser into an adjacent room and attempts to bribe them. Although the three leaders refuse all his offers, Hitler lies to the entire audience, boasting that he has the support of the leaders (Shirer 63-65). The following day, Hitler and his clique lead a march headed by a swastika flag. When they reach the broad Odeonsplatz, the march is stopped by the police force. Thus, the putsch results in a failure, which leads to the party's dissolution and the discrediting and arrest of Hitler (Shirer 67-69).

5.3. Reorganisation of the party

After the initial defeat and the temporal absence of the leader, these groups need to be reorganised. Such reorganisation commences with actions such as a regathering of the members and a modification of the group's strategy.

5.3.1. Meeting in Little Hangleton

The reorganisation of Lord Voldemort and the Death Eaters occurs in *Harry Potter and the Goblet of Fire*, thirteen years after the end of the Wizarding War. Lord Voldemort chooses Little Hangleton, the town where his maternal family originated, as the meeting place (*GF* 535-537; *GF* 543-544). The leader opens his speech by reprimanding his followers for their disloyal attitude during their defeat: "I smell guilt ... There is a stretch of guilt upon the air ... I ask myself... why did this band of wizards never come to the aid of their master, to whom they swore eternal loyalty?" (*GF* 545). After hearing these words, his followers beg for his forgiveness. Through this meeting, Lord Voldemort succeeds in securing the loyalty of his former followers (*GF* 545-548).

While he criticises the behaviour of some of the Death Eaters, Lord Voldemort also expresses his approval of others. On the one hand, Lord Voldemort mentions the Lestranges, the couple of Death Eaters who were devoted to him and were imprisoned: "The Lestranges should stand here ... They were faithful. They went to Azkaban¹² rather than renounce me... when Azkaban is broken open, the Lestranges will be honoured beyond their dreams" (*GF* 547). On the other hand, the leader displays his trust in Severus Snape, the former Death Eater who allegedly infiltrated Hogwarts as a teacher: "one, who remains my most faithful servant, and who has already re-entered my service" (*GF* 548).¹³ In conclusion, the meeting in Little Hangleton provides a chance for the group to realign itself to prepare for its second bid for power.

5.3.2. The new beginning of the Nazi Party

The years from 1925 to 1929 are not the most favourable for the Nazi party. But, although the electoral record is poor, the party's membership is steadily growing. In addition, Hitler's former newspaper, the *Völkischer Beobachter*, reappears under the title "A New Beginning". On 27 February 1925, the Nazi party conducts its first mass meeting since the Beer Hall Putsch. There, a crowd of four thousand people listens to Adolf Hitler's words, and they are captivated by his oratory. Hitler employs the meeting for two purposes: stating that all the authority lay firmly in his hands and restoring the National Socialist German Workers' Party as a party that remains within the law (Shirer 103-105).

Following the mass meeting, Hitler and the party leaders proceed to implement measures to transform the party into a more potent political force. On the one hand, they focus on recruiting more dues-paying members: they increase the numbers from 27,000 in 1925 to 178,000 in 1929. Simultaneously, they focus on organising the party's structure. For this purpose, the country is divided into districts called Gaue (region); these are, in turn, divided into sections called Kreise (district). Each Gaue and Kreise have a head selected by Hitler (Shirer 105).

On the other hand, Hitler founds several organisations within the party to ensure everyone has a place in the party, such as The Hitler Youth, the National Socialist

¹² Azkaban is the prison in the magical community.

¹³ Severus Snape operates as a double agent. While Voldemort considers him to be a faithful supporter, Snape is loyal to Hogwarts Headmaster Albus Dumbledore and the resistance.

Women's League, and a Nazi cultural association. Furthermore, to have a strong support group available, the Nazi leader creates the SS (Shirer 106).¹⁴ Throughout this process, two figures can be emphasised alongside Hitler. One of these people is Heinrich Himmler, who becomes the leader of the SS and ensures that the organisation terrorises society. The other person is Joseph Goebbels, who is named the district leader of Berlin in 1926 (Shirer 106; Shirer 114).

5.4. The acquisition of power

The next step that these two groups achieve is to seize the authority of official organisations and, more specifically, of the government. While Lord Voldemort and his clique infiltrate the Ministry until they gain complete control of it, Hitler and his party manage to win a democratic election (*OP*¹⁵ 142; *DH*¹⁶ 127; Shirer 173).

5.4.1. Lord Voldemort and the Death Eaters

Lord Voldemort and his followers gradually gain control of the Ministry of Magic in the *Harry Potter* series. The process begins with the infiltration of Death Eaters into the Ministry, while further support from other groups in the magical society, such as the giants, is actively sought (*OP* 142; *OP* 188; *OP* 399). Once Lord Voldemort starts controlling the Ministry, he begins to have control over all the magical society (*OP* 719-742; *HBP* 12). This control is visible in the streets of the magical community. Diagon Alley, the lively and colourful commercial street that all the wizards and witches used to visit and where the students from Hogwarts bought their school supplies, is suddenly devoid of life, as many of the businesses that used to enliven the street are now closed (*HBP* 92).

The total overthrow of the Ministry occurs after the assassination of the Minister of Magic at the time, Rufus Scrimgeour (*DH* 127). After that, chaos dominates the magical and non-magical world. Lord Voldemort and his followers employ violent means to eliminate those who challenge them or those who embody the society they detest, that is, those of non-magical origin (*HBP* 393; *HBP* 485-508).

¹⁴ The SS is an abbreviation that stands for Schutzstaffel, which means 'protective echelon'.

¹⁵ The title *Harry Potter and the Order of the Phoenix* is hereafter referred to by the abbreviation *OP*.

¹⁶ The title *Harry Potter and the Deathly Hallows* is hereafter referred to by the abbreviation *DH*.

5.4.2. Hitler and the National Socialist German Workers' Party

By the decade of 1930, the National Socialist German Workers' Party has become the most dominant political party in Germany (Bullock 169). On 28 January 1933, Hitler demands the position of Chancellor of the Republic. A day later, while he is with his clique, the leader is informed that he has been appointed chancellor by President Hindenburg (Shirer 3-4; Shirer 166). Thus, on 30 January 1933, the Third Reich begins, and Hitler starts to implement changes twenty-four hours later. He aims to place the party in total control of the state to initiate the Nazi revolution (Shirer 167).

Elections are set for 5 March. The party is aware of the campaign resources that are at its disposal (Shirer 168). Indeed Goebbels writes about it in his diary: "Now it will be easy ... We shall stage a masterpiece of propaganda. And this time, naturally, there is no lack of money" (Shirer 168). During the election campaign, the Nazi party targets the other parties. For instance, they prohibit their opponents' meetings or violently attack them during these meetings (Shirer 169). All these strategies prove successful as the National Socialist German Workers' Party leads the elections with over 17 million votes. Hitler soon establishes several laws that favour his interests, such as the "Law for Removing the Distress of People And Reich" on 23 March, which provides the legal foundation for his dictatorship. Moreover, four months later, Hitler declares the Nazi party the only legal political party in Germany (Shirer 176-178).

5.5. The Final War

In the two cases analysed, the process of acquiring power culminates in a final conflict. This final dispute represents the most significant defeat of the group and leads to its downfall and disappearance. Furthermore, both Lord Voldemort and Hitler are defeated by their opponents.

5.5.1. The Battle of Hogwarts

The final conflict in the *Harry Potter* series is the Battle of Hogwarts, which unfolds on the grounds of Hogwarts School of Witchcraft and Wizardry (DH 496-613). In this battle, Lord Voldemort and his troops fight against the wizards and witches – among them, students – who are willing to defend Hogwarts and oppose his tyranny. Before the beginning of the battle, the resistance at Hogwarts learns that Lord Voldemort and his clique are heading for the school. They spend the time preparing defensive measures to

delay Lord Voldemort's entrance into the school's territory (*DH* 489-492; *DH* 506-507). The defences succeed in delaying it, but they soon collapse under the strength of the Death Eaters: "yells and shouts and the unmistakable noises of duelling filled the corridor ... Death Eaters had penetrated Hogwarts" (*DH* 519).

After the Death Eaters break into Hogwarts, the battle escalates into a raging and violent one (*DH* 520-530). While the majority of wizards and witches continue to fight arduously, Harry Potter sets off in pursuit of the enemy leader (*DH* 525-537). During their encounter, Lord Voldemort tries to kill Harry and he thinks he has succeeded when a member of his clique announces his death (*DH* 574-575). However, Harry does not perish and he pretends to be dead while he is carried into the centre of Hogwarts under the gaze of all the wizards and witches who have participated in the battle. When Harry reveals that he is alive in front of a raging Voldemort, the battle ensues and, during the duel between Harry and Lord Voldemort, the latter is defeated (*DH* 592-608): "Tom Riddle hit the floor with mundane finality, his body feeble and shrunken, the white hands empty, the snake-like face vacant and unknowing. Voldemort was dead" (*DH* 608). In conclusion, the death of Lord Voldemort marks the end of the Second Wizarding War. Yet the battle claims many innocent lives.

5.5.2. World War II

On 1 September 1939, Hitler invades Poland, which causes France and Britain to declare war on Germany (Bullock 537; Bullock 550-554; Shirer 545-549). Thus, September 1939 marks the beginning of World War II. Over the next months, the Soviet Union and Germany, who are allies at this moment, occupy several countries, including the Baltic states and Denmark (Shirer 567; Shirer 605; Shirer 639). At this time, Hitler forms an alliance with the fascist Italian dictator, Benito Mussolini, by signing the "Pact of Steel", prompting Italy to enter the war (Bullock 507-509; Shirer 431-432).

From this point onwards, Germany targets the nations that lay in its path. Hitler and his troops conquer Belgium, the Netherlands, and France in May 1940 (Bullock 585-587; Shirer 583; Shirer 674). Two months later, Germany makes an aerial attack on Britain, and the so-called Battle of Britain results in Germany's first defeat as they fail to defeat Britain's Royal Air Force (Bullock 596-597; Shirer 696-702). Moreover, in June 1941, Hitler initiates Operation Barbarossa, which leads to his defeat in the invasion of the Soviet Union. These two states have become enemies following Germany's declaration

of invasion (Bullock 640; Shirer 713-728). In addition, between 1941 and 1943, Japan and the United States enter the war (Shirer 783-793). As Germany begins declining in power, its defeat becomes inevitable. Hitler loses the ground he has occupied during the previous years. On 30 April 1945, Hitler commits suicide in one of his bunkers (Bullock 797-799; Shirer 1016-1017). Thus, the Second World War ends in 1945 (Shirer 1022).

In conclusion, the groups led by Voldemort and Hitler undergo a parallel process. After the creation of the group, they carry out an unsuccessful attempt to acquire power. Afterwards, they reorganise the group and seize political authority. However, both groups are defeated in a final battle, which also results in the leader's demise.

6. The creation of the 'other'

The process of demonising a specific group of people who have shared features is a common procedure in any community. Individuals who may represent what is contrary to the ruling social moral system are seen as demonic figures, implying that they represent the evil of the world (Befu 17-20). Today, this process of demonization is explained by the Theory of the Other. The creation of the other entails two processes: while consolidating the idea of the self and enhancing its characteristics, it simultaneously creates otherness while emphasising the loathsome traits of the 'other' (Brons 70). In other words, it distinguishes 'us' from 'them' (Befu 22).

As a result, the targets of the othering are alienated and dehumanised in this environment (Brons 72). They are depicted as the enemies who violate the main group's moral values and as something that does not belong to humanity at all (Befu 16). As the creation of the other is a process of exclusion and discrimination against the lower group, the actions of the dominant group are justified by their moral system (Brons 72-75).

This phenomenon may be observed both in the society depicted in the *Harry Potter* series as well as in the society of Nazi Germany. This section examines the rejection of the 'other', which is based on race.

6.1. Race theory

Race theory dictates that different races exist and that each race is characterised by its specific traits. It also maintains that there is a hierarchy of races based on their value. Consequently, a predominant group assumes that its value is above all others and uses this belief to justify its right to exploit and discriminate against other groups (Wistrich 2).

6.1.1. Pure-bloods, Mudbloods, Half-bloods, and Squibs

In the *Harry Potter* universe, J. K. Rowling divides society into two main groups: wizards and Muggles. Wizards are people with magical abilities, while Muggles are non-magical people. The latter are unaware of the existence of the magical world. This ignorance is evident at the beginning of the book, as Harry Potter is unaware of magic and lives with his Muggle family, the Dursleys (*PS* 19-53). Furthermore, various terms are employed throughout the story that are derived from blood status, which is based on the degree of magical origin. 'Pure-blood' is employed to refer to the individual born into a magic family; for example, Draco Malfoy, a student at enmity with Harry Potter, is pure-blood as all his family members have magic powers and were former students of Hogwarts (*PS* 83). Another term is 'half-blood', which refers to people born to a Muggle and a wizard or witch. Such is the case of Seamus Finnegan, one of Harry Potter's classmates: "Me dad's a Muggle. Mam didn't tell him she was a witch 'til after they were married" (*PS* 133). Another term is 'Squib', which is a person who exhibits no magical abilities despite belonging to a wizarding family (*CS* 154). Finally, the last expression is 'Mudblood' and it is the term used to refer to people born to non-magical parents (*CS* 121). Hermione Granger is the main example of this blood status. Along with Harry Potter and Ron Weasley, she is one of the novels' main characters. Due to being a Muggle-born, she endures severe discrimination from various pure-bloods, such as Draco Malfoy (*CS* 117; *GF* 252; *GF* 341).¹⁷

'Mudblood' is the most problematic of the aforementioned words as it denotes highly negative connotations, such as "dirty blood" (*CS* 122). Pure-blood witches and wizards use this term throughout the story to display their disgust towards 'Mudbloods' because they believe they are superior to people born into non-magical families (*CS* 121; *GF* 86-87). Moreover, pure-bloods not only detest Muggle-borns but also wizards and pure-

¹⁷ Throughout the books, J. K. Rowling capitalises the words 'Muggle', 'Mudblood', and 'Squib'.

blood families that support Muggles. The Weasley family is one of the families that do not discriminate against other wizards because of their blood status. The Weasleys are one of the most significant families in the series, as they take special care of Harry Potter, and they are part of the fight against this prejudice. Ron Weasley, Harry's best friend, is aware of the backlash that his family's tolerance towards all types of wizards and witches generates: "My whole family are blood traitors!" (*HBP* 202).

6.1.2. The Aryan race and the Jews

The Jews have historically been depicted in a derogatory manner, with terms such as infidels, conspirators or demons. Since the Middle Ages, Christians have suggested their alleged affinity with Satan. In modern times, this already established image has been reinforced by the concept of 'Jewish peril', which implies that the Jews are attempting to dominate the world via the financial system, and the belief in their secret global power which is presented in the *Protocols of the Elders of Zion*.¹⁸ This anti-semitic text outlines the alleged plan of the Jews to achieve world domination. Nazism adopts this image and shifts the victim from Christianity to the Aryan race (Wistrich 1-10).

The Aryan race is defined by the idea of the perfect physique based on the Greek ideal. The Nazis intend to build a society where everyone follows the Nordic physique pattern of blond, fair-skinned people. Thus, the imposition of the Aryan race is the goal of the Nazis (Befu 28). In this environment, the Nazis refer to the presence of the Jews as a major threat to this pure-blooded society. The Jews remain as the 'other' and are segregated, exploited, and abused. Furthermore, they are stripped of their human qualities, and thus they are perceived as something beyond human that is perverse and demonic (Wistrich 3-10).

Hence, Nazi Germany differentiates between the desired Aryan race and the Jewish enemy. In addition to the established mediaeval assumptions, they use other approaches to enhance this distinction, such as the previously mentioned race theory. According to them, within the hierarchy of races, the Aryan race is superior due to its preferable characteristics, while the Jews are at the bottom of the scale (Burrin 224). The Nazis believe that their moral system and beliefs warrant the discrimination and annihilation of the Jews to achieve the salvation of humankind (Wistrich 10).

¹⁸ *The Protocols of the Elders of Zion*. Znamya, 1903.

6.2. Xenophobic remarks

The sense of the group's supremacy is reflected in the comments made about the 'other'. Most of these remarks reflect the social significance of blood status and are aimed at ridiculing the target.

In the *Harry Potter* series, such comments are most often used by Draco Malfoy. The first comment against people of non-magical origin occurs in the first encounter between Potter and Malfoy. This encounter takes place in *Madam Malkin's Robes for All Occasions*, the shop in which Hogwarts students purchase their uniforms:

'they [Harry's parents] were *our* kind, weren't they?'

'They were a witch and wizard, if that's what you mean.'

'I really don't think they should let the other sort in, do you? They're just not the same, they've never been brought up to know our ways ... I think they should keep it in the old wizarding families.' (Rowling, *PS*, 84)

In *Harry Potter and the Chamber of Secrets*, the first derogatory comment towards Muggle-borns is made by Lucius Malfoy, Draco Malfoy's father. During his conversation with his son in the *Borgin and Burkes* shop, Lucius Malfoy tells him that he ought to be ashamed of being academically worse than a Muggle-born (*CS* 54). Henceforth in the novels, the remarks are mainly made by Draco Malfoy (*CS* 117; *GF* 252; *HBP* 94). As we will see in the next books of the series, these comments trigger the actions that will be taken against those who are Muggle-borns and Muggles.

Regarding Nazism, the comments made by the Nazis are also related to the status of blood and its filthiness. When talking about the Jews, the Nazis employ 'the Jew' as a derogatory term. Moreover, by using this expression, they remove their identity and individuality. Jews are only the 'other' (Burrin 224-225). According to the Nazi ideology, blood is a "sacred substance" (Burrin 224) that has to be protected to ensure its purity. To this end, it is essential to eliminate any possible adversity, specifically, in this case, the Jews (Wistrich 10). Two types of metaphors are constant in Nazi discourse. On the one hand, the Jews are equated with a parasite. On the other hand, they are associated with disease and infection. This discourse is carried out with the language of medical and racial hygiene (Burrin 226).

Following this discourse, intercourse between Germans and Jews is condemned, as it is argued that the latter can permanently poison German blood (Burrin 226-227). Furthermore, in addition to blood status, the Nazi discourse focuses on the *Protocols of Elders of Zion*. These conspiratory remarks about the poisonous nature of the Jews contribute to the notion that the Jews are evil beings who want to destroy humanity. For the Nazi movement, this argument justifies a potential annihilation of the Jews as a means of self-defence (Burrin 228).

6.3. Reinforcement of racial ideology in governmental organisations

The advocacy of race theory strengthens as this ideology becomes entrenched in governmental organisations. Such is the case in the *Harry Potter* series because gradually, the group with these ideals seizes control of the Ministry of Magic in *Harry Potter and the Deathly Hallows*, the last book of the series. The initial infiltration results in the complete occupation of the Ministry: "[they] have got the full might of the Ministry on their side now" (DH 166). Shortly afterwards, changes begin to occur. On the one hand, the hatred toward Muggles is displayed in the building of the institution through the use of an allegorical statue. This statue symbolises the supremacy of those with magical powers over non-magical people:

The great Atrium seemed darker ... Now a gigantic statue of black stone dominated the scene. It was rather frightening, this vast sculpture of a witch and a wizard sitting on ornately carved thrones ... Engraved in foot-high letters at the base of the statue were the words: Magic is Might ... [the] thrones were actually mounds of carved humans: hundreds and hundreds of naked bodies, men, women and children, all with rather stupid, ugly faces, twisted and pressed together to support the weight of the handsomely robed wizards. (DH 195-196)

On the other hand, policy changes are implemented. The most remarkable of them is the enforcement of the Muggle-born registry. A committee is established to scrutinise Muggle-borns while prosecuting them for having stolen their magical powers, which is the concocted justification the Ministry uses for persecuting Muggle-borns (DH 168-202). Therefore, racial ideology is also imposed by the Ministry of Magic.

Regarding Nazism, Hitler and his clique have openly spoken about the Jews years before Hitler seizes power in 1933. In November 1918, Adolf Hitler speaks about the

Jews' presumed plan to annihilate his people. Simultaneously, other Nazi leaders, such as Goebbels, refer to an imminent doomsday scenario through the use of apocalyptic expressions (Burrin 229-230). In 1933, the Nazi party passes the first law: "the Law for the Restoration of the Professional Civil Service" (Landau 246). This law dictates the racial criteria for public employment. As a result, thousands of non-Aryan officers are discharged from civil service and are labelled as incompetent (Landau 247). A year later, the same procedure is applied in the German army. Thus, the Jews are excluded from the institutions (Landau 246-247). Two other acts are introduced in 1935, which are also aimed against the Jews' status: "the law annulling Jewish citizenship ... [and] the Law for the Protection of German Blood and Honour" (Landau 248). Finally, six years later (1941), the Nazis force the Jews to wear the yellow star so that all citizens can identify them at first sight (Landau 258).

6.4. Racial Hygiene: In a quest for the pure blood

The legislation leads to destructive measures targeting the welfare of the 'other'. In *Harry Potter and the Deathly Hallows*, Lord Voldemort and his clique commence to attack wizards and witches who are amicable toward Muggle-borns: "blood traitors are as bad as Mudbloods" (200). These people are under surveillance by Ministry members who even raid their homes (*DH* 139). Such is the case of the Weasley family, who faces this treatment (*DH* 166). Lord Voldemort also murders Hogwarts teacher Charity Burbage for advocating the idea that non-wizards should be equal and discussing blood-mixing (*DH* 10). This situation causes the muggle-borns to hide in an attempt to escape (*DH* 78; *DH* 240-241). Those who fail are at the mercy of the Ministry, which has the power to subject them to previously illegal curses. In addition, as an aftermath of the Muggle-born registry, they are subject to interrogation by a court and are sentenced to punishments as severe as execution (*DH* 197-212). At the same time, the muggle-borns encounter autonomous groups who seek to kidnap them in exchange for rewards (*DH* 311-370).

In Nazi Germany, actions aimed at exterminating the Jews are pursued progressively. From 1939 to 1941, Jews are forced to wear an armband with the Star of David for identification purposes. Furthermore, they are sent to ghettos where they suffer inhumane conditions, such as overcrowding, diseases, and famine (Landau 166). In 1941, the Nazis start the mass extermination of the Jews. The Holocaust is the

culmination of years of anti-Semitism (Wistrich 1). They design a secretive method of mass annihilation: camps where Jews are brought to be executed. For the following four years, the Nazis use these establishments to kill as many Jews as possible. While some Jews die due to the inhumane circumstances in which they are kept, most of them die in the gas chambers of the camps (Landau 184-190). Historians estimate that 6 million Jewish men, women, and children perished during the Holocaust: 3 million died in the annihilation camps, around 1.5 million were shot, and nearly 1 million died in the ghettos and labour camps (Landau 195-196; Wistrich 1).

7. Conclusion

This paper has demonstrated the parallels between J. K. Rowling's portrayal of the rise of Lord Voldemort in the *Harry Potter* series and the rise of Hitler in Germany. Such parallels have been explored from three main perspectives. In the first place, the leader's figure is pivotal in both cases. Lord Voldemort and Adolf Hitler exhibit personality traits that may have resulted from their harsh childhood and their relationship with their parental figures. Besides, both leaders seem to suffer from narcissism, Machiavellianism, and psychopathic tendencies, making them capable of moving the masses and indoctrinating their followers. Secondly, there is a clear similarity in the development of the groups headed by these two figures. Initially, the groups formed by both Lord Voldemort and Hitler gain strength. However, the situation shifts when they rebel against the system to seize power in the so-called First Wizarding War and the Beer Hall Putsch, respectively. After their defeat, the group reorganises to expand and recover its power. Finally, once they are in control and implement their discriminatory acts, the two groups and their leaders perish in the final battle. Thirdly, both the rise of Lord Voldemort and the rise of Hitler involve the presence of an 'other' that symbolises the common enemy. While the Death Eaters target those of non-magical origin or their sympathisers, Nazism targets the Jews. Both groups alienate and dehumanise the 'other' through comments, laws, and violence. This analysis suggests that totalitarian regimes may arise given the appropriate conditions, that is, if the breeding ground is adequate.

Despite these clear parallels, there are also differences between both cases. One of these differences is how each group gains power for the second time. Whereas Hitler achieves it through elections, Lord Voldemort attains it using violence and chaos. Furthermore,

the latter seems to evoke more terror within his clique than Hitler. Rowling may be employing the fear of Voldemort's most loyal followers to enhance the aura of dread that surrounds this leader.

It would be interesting for future research to examine the rise of totalitarian regimes in more detail, as a deeper understanding may be useful to anticipate both political and social threats. Further analysis could reveal similarities concerning other elements, such as historical background and its influence on Lord Voldemort and Hitler. Similarly, it would be interesting to analyse other totalitarian regimes and their portrayal in children's literature. Then, further research could examine the similarities and differences between these regimes and the regimes discussed in this paper.

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