

# The Harry Potter Conference

Friday, October 16<sup>th</sup>, 2015



**CHESTNUT HILL COLLEGE**

PHILADELPHIA, PENNSYLVANIA

**CHESTNUT HILL COLLEGE**  
welcomes you to the fourth 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.

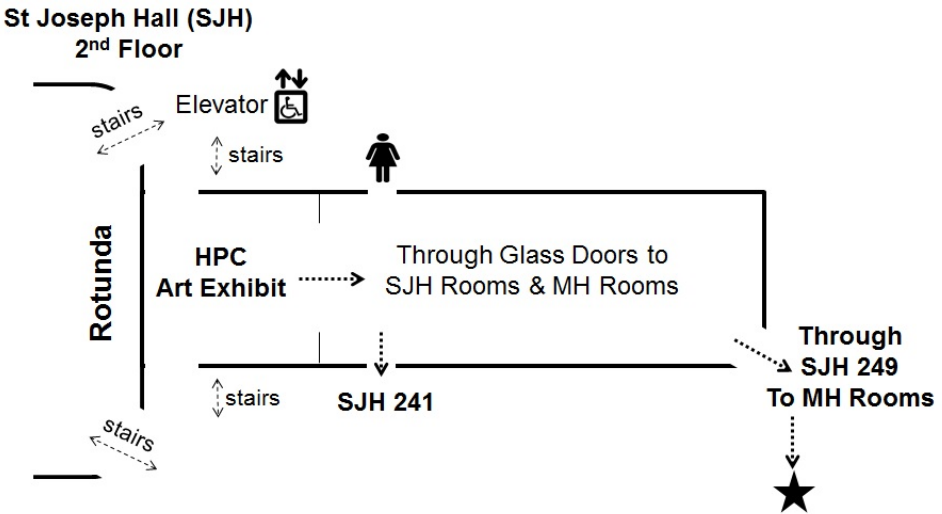
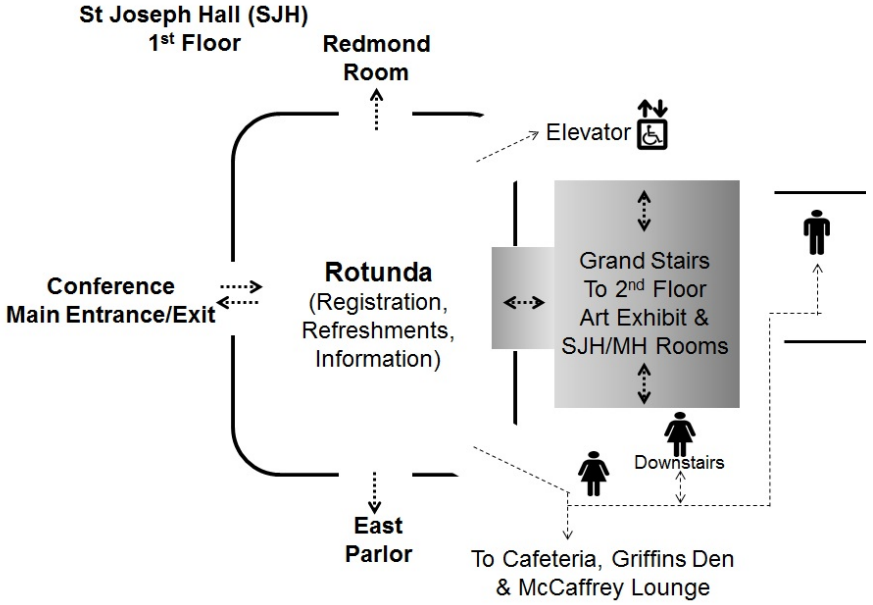
**CHESTNUT HILL COLLEGE**, founded by the Sisters of Saint Joseph in 1924, is an independent, Catholic institution that fosters equality through education. Faithful to its strong liberal arts tradition, Chestnut Hill College offers academic programs of excellence in the areas of under-graduate, graduate, 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 holistic education in an inclusive Catholic community marked by academic excellence, shared responsibility, personal and professional growth, service to one another and to the global community, and concern for the earth.

Disclaimer: The Harry Potter Conference is a non-profit academic conference hosted by Chestnut Hill College. The conference is not affiliated with J.K. Rowling, Bloomsbury Press, Warner Brothers, or Pottermore.

# TABLE OF CONTENTS

CONFERENCE MAP .....	2-3
CONFERENCE SCHEDULE .....	5-8
PLENARY SPEAKERS .....	9-11
NOTES .....	12
ABSTRACTS .....	12-24
CONFERENCE ART EXHIBIT .....	27-29
HARRY POTTER WEEKEND EVENTS .....	back cover

# CONFERENCE MAP

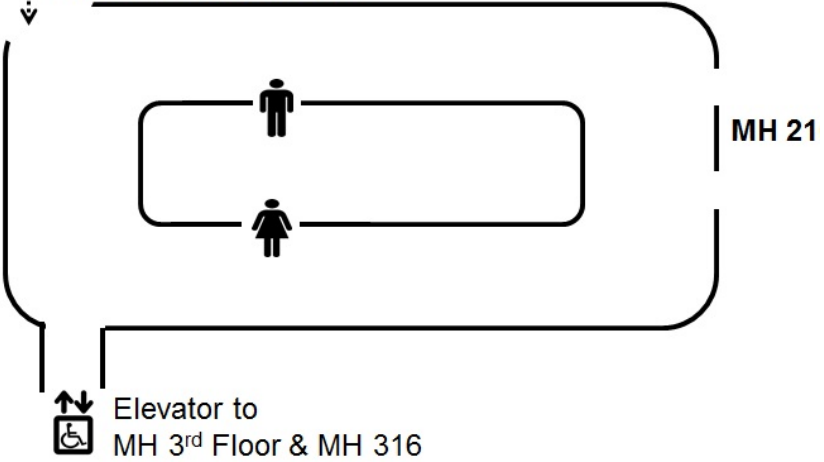


**Martino Hall (MH)**  
**2<sup>nd</sup> Floor**

Through  
SJH 249

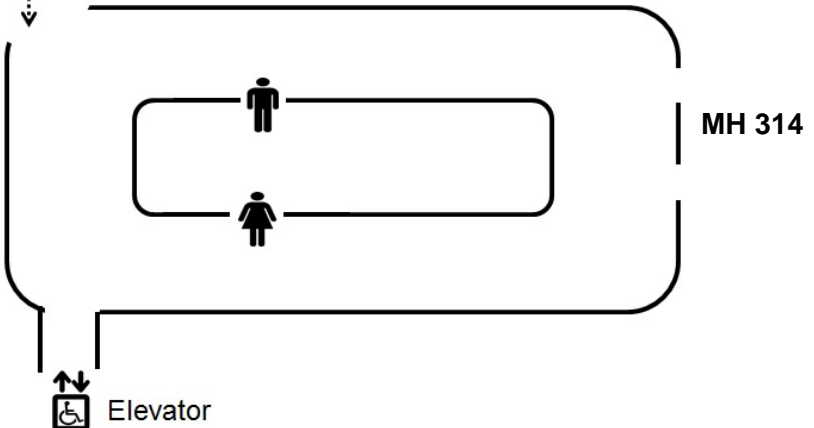


.....→ Stairs to  
MH 3<sup>rd</sup> Floor & MH 316



**Martino Hall (MH)**  
**3<sup>rd</sup> Floor**

.....← Stairs



~ LECTURE NOTES ~

# CONFERENCE SCHEDULE

8:30-9:00 Registration and refreshments (Rotunda)

9:00-9:05 Opening (East Parlor)

## Session 1: Concurrent Presentations

### Session 1a: High School Presentations (East Parlor)

Session Chair: McCauley

9:15-11:05 High School Student Presenters

*A Wizard We Can Believe In*

Natalie Elizabeth Hughes

Academy of Notre Dame in Villanova

*How Harry Potter Saved Children's Literature*

Grace Black

Academy of Notre Dame in Villanova

*Hogwarts: A Reality*

Sarah Pennington

Pottsgrove High School

*The Doxie Effect – The Butterfly Effect in Harry Potter*

Matthew Zadroga

Upper Merion High School

*Remus Lupin: Comparing HIV/AIDS to Werewolves*

Kat Mokrynski

Mount Saint Joseph Academy

*Dorms in the Dungeon: Bias in Harry Potter*

Teagan Reinert

Haddon Township High School

*The Importance of Maternal Affection on Voldemort, Harry Potter and Other Characters in the Wizardry World*

Nam Do

Church Farm School

*A Little Learning is a Dangerous Thing: Restrictions, Censorship and  
'Drinking Deeply' in the Hogwarts Library*  
Isobel Grogan  
Mount Saint Joseph Academy

**Session 1b: Harry Potter & Psychology (SJH 241)**  
**Session Chair: Freeman**

- 9:15-9:35      Maunder, *The Road to Hell*  
9:40-10:00     Skipper & Fulton, *Out of the Shadows into the Light*  
10:05-10:25    Longstaff, *Teaching Defense Against the Dark Arts to Muggles*  
10:40-11:00    Brooks & Rao, *A Goblet of Empathy, not a Prisoner of Prejudice: Harry Potter and PTSD*  
11:05-11:25    Freeman, *Accio Empathy! Short-Term Effects of Reading Harry Potter on Tolerance and Perspective-Taking*

**Session 1c: Textual Analyses I (Redmond Room)**  
**Session Chair: Wendling**

- 9:15-9:25      Kim, *Ron Weasley and the Order of the Chocolate Frog*  
9:30-9:40      Griffiths, *The Complexities of Severus Snape*  
9:45-10:05     Ambrose, *Investigating the Dept. of Mysteries*  
10:10-10:20    Saraco, *Ron Weasley in the Role of Privileged Ally in the Harry Potter Series*  
10:25-10:35    Walkosak & Walkosak, *The Power the Dark Lord Knows Not and Dumbledore Tried to Avoid*  
10:40-11:00    Gonzales Rivas, *The Next Great Adventure: Death Symbols in Harry Potter*  
11:05-11:25    Strand, *The Second War was Won on the Quidditch Pitch of Hogwarts*

**High School Student Award Ceremony (East Parlor)**

- 11:05-11:35    McCauley, *The Implications for a Generation That Looks for Meaning in Books*

**11:40-12:30    Lunch in Sorgenti Arena**, located on the lower level of Martino Hall

*Chartwells Catering will provide a variety of boxed lunches for \$6.  
Options include:*



*Grilled chicken with lettuce and tomato  
Seafood salad on a croissant  
Roasted vegetable wrap  
Each lunch also contains cookies, a bag of chips & bottled water.*

## **Session 2: Concurrent Presentations & Book Lectures**

### **Session 2a: Book Lecture (East Parlor)**

12:40-1:40 Granger, *Harry Potter Unlocked: The 7 Literary Keys to the Hogwarts Saga*

~ Mr. Granger will be signing copies of his books in the Rotunda following his lecture & during the 2:30-3PM break ~

### **Session 2b: Book Lecture (Redmond Room)**

12:40-1:40 McCauley, *Into the Pensieve: The Philosophy and Mythology of Harry Potter*

~ Dr. McCauley will be signing copies of his book in the Rotunda following his lecture & during the 2:30-3PM break ~

### **Session 2c: Branching Out: Harry Potter Literature & Fandom (SJH 241)**

#### **Session Chair: Brenner**

12:40-12:50 Urbanski, *Harry Potter Head Canon & Fan Memory*

12:55-1:05 Phillips, *Quidditch is Our King: Harry Potter's Magical Sport in a Realistic World*

1:10-1:20 Spina, *Harry Potter, the Architect: A Magical Influence on Gameful Design*

1:30-1:50 Siler, *Harry Potter & the Numen-Seekers: Why Wizarding World Tourism is So Successful*

1:55-2:15 Brenner, *Playing Harry Potter*

~ Dr. Brenner will be signing copies of her book in the Rotunda following her presentation ~

### **Session 2d: Textual Analyses 2 (MH 216)**

#### **Session Chair: Weaver**

12:40-1:00 Kaschak, *The Mother in the Mirror: The Role of Mothers in the Harry Potter Series*

1:05-1:25 Weaver, *Global Positioning Systems in the*

- 1:30-1:50 *Wizarding World: Mapping the Locations of Liminality in Rowling's Harry Potter Series*  
 Ross, *Hem, Hem: In Defense of Delores Umbridge*
- 1:55-2:15 *Tocci, Everything I Have Learned about Love and Death I Learned from the Lovegoods*

**Session 2e: Education & Literature (MH 314)**

**Session Chair: Wendling**

- 12:40-1:00 Wendling, *Classroom Wizardry: Using Magic in the Harry Potter Series to Enrich Students' Understanding of Science*
- 1:05-1:25 Kim, *To Kill a Mockingbird as an Influence on the Harry Potter Series*
- 1:30-1:50 Morgan, *Malcolm Gladwell's Theory of Underdogs as an Explanation for the Cultural Phenomenon of Harry Potter*
- 1:55-2:15 Gras, *Harry Potter/The Hunger Games: Phoenix Fire & the Mockingjay*

**2:30 – 3:00 Break with Light Refreshments (Rotunda)**

Book Signing: Dr. McCauley, Dr. Brenner, and Mr. Granger will be signing copies of their books in the Rotunda.

**Chestnut Hill College Welcome**

Sorgenti Arena

*lower level of Martino Hall*

- 3:10 – 3:20 Carol Jean Vale, SSJ PhD, *President of Chestnut Hill College*
- 3:20 – 3:25 Chestnut Hill College Library Introduction  
 Mary Jo Larkin, SSJ, *Dean for Library and Information Resources*
- 3:22 – 3:35 Harry Potter Alliance Remarks  
 Jackson Bird, *Communications Director for the Harry Potter Alliance*

## Plenary Speakers

Sorgenti Arena

*lower level of Martino Hall*

- 3:35 – 4:05      Loris Vezzali, PhD, Professor at the University of  
Medena and Reggio Emilia (via Skype)  
*The Greatest Magic of Harry Potter: Reducing Prejudice*
- 4:05 – 5:00      Karin Westman, PhD, Associate Professor of  
English at Kansas State University  
*Mind the Gap: Harry Potter and the Fantasy (of) Genre*
- 5:00 – 6:00      Maria Tatar, PhD, John L. Loeb Professor of  
Germanic Languages and Literatures at  
Harvard University  
*Of House-Elves and Children's Tales:  
The Fringe Benefit of Escapist Reading*
- 6:00 – 6:10      Closing Remarks

## PLENARY SPEAKERS

**Dr. Loris Vezalli** is Associate Professor at the University of Modena and Reggio Emilia in Italy, where he teaches courses of social psychology and relations between groups. His main research interests concern strategies for the reduction of prejudice, also tapped at an unconscious level, mostly based on direct and indirect contact between groups. He is currently Associate Editor of the *Journal of Community and Applied Social Psychology* and coordinates the activities of RIMILab (Center for Research and Interventions on Interethnic Relations, Multiculturalism and Immigration, University of Modena and Reggio Emilia). He has published on some of the most relevant international journals of social psychology and group psychology, such as *European Review of Social Psychology*, *Journal of Experimental Social Psychology*, *British Journal of Social Psychology*, *Group Processes and Intergroup Relations*



**Dr. Karin E. Westman** serves as Head of the English Department at Kansas State University, where she teaches classes on 20th c. and contemporary British literature, including children's literature and the department's popular Harry Potter class. She has presented and published on J.K. Rowling, Philip Pullman, Terry Pratchett, Meg Rosoff, Pat Barker, A.S. Byatt, and Virginia Woolf. Her current book project, *J. K. Rowling's Library: Harry Potter in Context* (University Press of Mississippi), explores Rowling's Harry Potter series within the tradition of British literature for adults as well as British literature for children. Since 2008, she has served as co-editor for the children's literature journal *The Lion and the Unicorn* (Johns Hopkins University Press).





**Dr. Maria Tatar** is the John L. Loeb Professor of Folklore and Mythology at Harvard University. She is the author of *The Annotated Brothers Grimm*, *Classic Fairy Tales*, *The Annotated Peter Pan*, and *Enchanted Hunters*, among other volumes. She recently translated *The Turnip Princess* and is now at work on a volume of African American Folktales with Henry Louis Gates, Jr.

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Imagination is not only the uniquely human capacity to envision that which is not, and, therefore, the foundation of all invention and innovation. In its arguably most transformative and revelatory capacity, it is the power that enables us to empathize with humans whose experiences we have never shared.  
- J.K. Rowling

~ LECTURE NOTES ~

## ABSTRACTS

*Alphabetically by Author Last Name*

Ambrose, Jeff Delaware County Community College  
*Investigating the Department of Mysteries*

Why are we here? Is there life after death? Does fate exist? Are we alone in the universe? These questions dominate philosophy, religion, psychology. They pique our curiosity because they have no one, clear answer. Not only is this the case in the Muggle world but it is also clearly seen in the six known rooms in the Department of Mysteries in the Harry Potter series. This presentation will explore how both Muggles and Magical folk alike attempt to explain and understand life's biggest questions, and what we can learn from both perspectives.

Brenner, Lisa Drew University  
*Playing Harry Potter*

Through classroom activities, wizard rock concerts, and organizations like the Harry Potter Alliance, Harry Potter fans are using creativity to positively impact the world. The editor of the collection of essays and interviews in PLAYING HARRY POTTER (published by McFarland) examines how playful fandom -- from fanfiction to Muggle quidditch, cosplay, role-playing games, and even Harry Potter burlesque--not only re-imagines the canon but also challenges consumerism, questions notions of identity, and fosters participatory culture. This session explores issues applicable to fan studies and performance studies at large, such as the role of performance, the nature of community, and questions of representation and ownership in the digital age. The editor will discuss discrepancies between sanctioned versions of Harry Potter and fan creations, the re-enactment and re-interpretation of the original narrative in fan performance, and collaborative and participatory performances that break down the boundaries between actors and audiences.

Brooks, Celine and Sharanya Rao Mary Baldwin College  
*A Goblet of Empathy, not a Prisoner of Prejudice: Harry Potter and PTSD*

Mad-Eye Moody is one of the heroes of Harry Potter, but he also shares many traits with Muggles with post-traumatic stress disorder (PTSD). Past research suggests reading Harry Potter may reduce prejudice against stigmatized groups such as immigrants, refugees and homosexuals (Vezzali et al., 2014). The purpose of our study was to determine if there was a relationship between being a fan of Harry Potter and an individual's comfort level with physical and mental illnesses. Participants were also evaluated for generalized empathy with the four subscales of the Interpersonal Reactivity Index and completed a survey on PTSD tolerance to determine if being a fan was related to these scores. We hypothesized that Harry Potter fans would be more comfortable than non-fans with having a professor being treated for a mental illness. Although there was

no significant difference between fans' and non-fans' degree of comfort for asthma, heart attack, or Parkinson's disease, fans were more comfortable with mental illnesses, including PTSD, than non-fans. Interestingly, PTSD tolerance was positively associated with being a fan of either the books or the movies ( $r = 0.316$  and  $r = 0.249$ , respectively). Being a book fan was also positively associated with the empathic trait of Perspective Taking ( $r = 0.188$ ), however there was no significant association between being a movie fan and Perspective Taking. Lastly, compared to non-fans, Harry Potter fans were higher in both Perspective Taking and PTSD tolerance.

Freeman, Louise

Mary Baldwin College

*Accio Empathy! Short-term Effects of Reading Harry Potter on Tolerance and Perspective-taking.*

Though the primary challenge Harry Potter faces is fighting Voldemort, he also faces more typical teenage concerns. This study examined the short-term effects of reading Harry Potter on empathy. Participants were pre-tested on familiarity with Harry Potter and comfort levels with different illnesses. Then, they were randomly assigned to read an excerpt featuring either 1) a typical teenage challenge (social awkwardness at the Yule Ball) 2) magical adventure (scenes featuring Mad-Eye Moody) or 3) the Moody scenes and an excerpt from a scholarly article explaining that Moody has post-traumatic stress disorder (PTSD). After the reading, participants were re-tested on comfort levels with illness and given an empathy test. There was an effect of reading selection on only one empathy subscale, perspective-taking. The Yule Ball readers scored higher than the Moody readers; however, when the Moody readings were accompanied by the PTSD explanation, scores rose to the same level as the Yule Ball readers. Effects on comfort level with mental illness depended on both the specific disorder and previous book exposure. Participants who had read all seven books were more comfortable with PTSD at the beginning of the study than people who had read four or fewer. However, after reading the excerpt, the incomplete readers' PTSD comfort rose to the same level as the full readers. Comfort with schizophrenia also increased after the short-term reading; comfort with bipolar disorder did not. These results add to existing research (Vezzali et al., 2014) showing that exposure to Harry Potter has short- and long-term pro-social effects.

González Rivas, Claudia

Villanova University

*The Next Great Adventure: Death Symbols in Harry Potter*

Death is a constant in Harry Potter. There are both murders and willing sacrifices, there are those who face it and those who seek to avoid it. Death is referenced by nearly every one of Rowling's characters. Many of these figures find that their understanding of death changes. Lord Voldemort, Albus Dumbledore, Severus Snape, the Potters, the Order of the Phoenix, the Marauders, the Death Eaters and even Professor Binns all face death in many different ways. Rowling uses these different reactions to death to reveal both parallels and contrasts. As such, we have not only



three Deathly Hallows and three original Peverells, but also a modern version of the tale with Voldemort, Snape and Harry playing the role of the three brothers and Dumbledore acting as Death. This presentation will explore Rowling's presentation of death relative to different characters and their relationships.

Granger, John

*Harry Potter Unlocked: The Seven Literary Keys to the Hogwarts Saga  
(and Cormoran Strike!)*

Harry Potter is the "Shared Text" of the young 21st Century and it has created not only a common story vocabulary for readers everywhere but also an imaginative experience we all have been through individually and together. John Granger, the "Dean of Harry Potter Scholars," who has lectured on Harry Potter as literature at schools like Yale, Princeton, and the University of Chicago, explains how Harry's adventures with Ron and Hermione provide the tools serious readers need to open up our understanding of English literature and, more important, of human life itself. With his intellectually challenging but always fun approach, Granger discusses literary alchemy, story setting and genre, delayed story release, postmodern themes, ring composition, Christian symbolism, and narrative mis-direction to reveal the mechanics of Ms. Rowling's literary magic, why her themes and symbols resonate within us, and why knowing these details are so useful in interpreting other books and how we understand ourselves and our world. Ever wonder, really wonder, why you love these books the way you do? Come compare your conclusions to what the "Hogwarts Professor" thinks and learn why he believes the Hogwarts Saga will be a cultural foundation for generations.

Gras, David James

Christ Community Chapel

*Harry Potter/The Hunger Games: Phoenix Fire and the Mockingjay*

I will examine the political/social worldviews of Harry Potter and the Hunger Games where the masses are often controlled by either a perverse mass-media, police state or the Ministry of Magic under the Dark Lord. Could these works be a warning to educate us about the political/social prejudice, poverty, and societal violence that plagues our world today?

Griffiths, Cassandra

*The Complexities of Severus Snape*

My presentation will revolve around Severus Snape. Many people try to pigeonhole this character as either good or bad. To say Snape is just good or just bad would be completely ignoring the deep and complex character development that J.K. Rowling has written. Snapes character took the entire series, if not longer, to be truly developed which make it impossible for him to be labeled as one simple thing or another. To really understand who Severus Snape was you must discuss the good things he's done along



Longstaff, Alison

Church of the New Jerusalem

*Teaching Defense Against the Dark Arts to Muggles*

The pastor, therapist, and artist in me finds many parallels between the "dark arts" in Rowling's world and "evil", "suffering caused by mental illness", and "creative blocks" in the real world. My lecture will be to explore these parallels and see how the "spells" to repel the darkness have similarities to many real world tools and spiritual practices. I will explore Rowling's revelation that Dementors symbolize depression, and speak to my own experience with de-pression along with what has helped in recovery. The pastor, Biblical student, philosopher and historian in me sees the parallels between magic wands, kings' scepters, and Moses' staff. A common symbol used in the field of medicine is called the "caduceus" and is a snake (or 2 snakes) wrapped around a staff, which comes to us from Greek mythology (both the stories of Asclepius and of Hermes), as well as the Biblical story of Moses. Moses' staff turned into a snake and back, and in Numbers 21:9 "So Moses made a bronze snake and put it up on a pole. Then when anyone was bitten by a snake and looked at the bronze snake, they lived." I will explore the deep resonances of archetypal symbolism and why our collective subconscious seems to recreate and respond to these symbols throughout thousands of years of our history.

Maunder, Katharine

*The Road to Hell*

In the Harry Potter books, we see several magical anomalies that are presented in a very fascinating fashion. For example, the clock that we see in the burrow is portrayed in an extremely positive light. The clock keeps track of every member of the Weasley family, and it gives Molly peace of mind so that she knows where her family is at all times. The Marauder's Map was also presented as something fun. Harry's father and his three best friends were known as mischiefmakers around Hogwarts during their time, and the map was used for many a prank. On first reading, we only find a smile coming to our faces because of these discoveries. But, hindsight is 20/20, and the road to hell is paved with good intentions. If we examine these anomalies more closely, we come to understand that they could be used with a different set of motives in mind. For example, Mrs. Weasley's clock could be used as a means for her to control her family. If she was looking at Percy's hand and was expecting it to be at "work", she could question him as to why it was saying "traveling" instead. Originally, Harry's father and his friends used the Marauder's Map to track where teachers were in the castle, so they could conduct their mischief without getting caught. However, they could very well use it to bully students they didn't like by sneaking up on them. My presentation will examine magical devices of this nature, and study the uses to which they were put. Most of these things were used only with the best of intentions in mind. Unfortunately, it is human nature to find other purposes for these things. There is a lot of joy and wonder that comes with finding new discoveries, but we also have to look at how we could abuse them.

McCauley, Patrick

Chestnut Hill College

*The Implications of a Generation That Looks for Meaning in Books*

The Phenomenon of the Harry Potter series is forcing us to reconsider the role literature and narrative are supposed to play in the general culture. If religion can be understood as the interpretation of meaning and purpose, what does it mean that traditional forms of religion are experiencing ever-increasing suspicion and disregard? If organized religious spaces like churches and synagogues are being relinquished a little more by each ensuing generation of the industrialized world, then where are young people to turn for their glimpse of the transcendent and modicum of guidance? As the art of the Middle Ages is receding in its ability to grasp people with the ungraspable, popular literature may be emerging as another form of art intentionally created by one person for the awakening of another. Undeniably excellent writing is showing up in literature meant for young adults. In an unprecedented way legions of people are forgoing the easy unchallenging pabulum of traditional entertainments and turning instead to that kind of writing that demands their determined attention and active participation. It may very well be that something important is happening in this kind of literature. It may very well be the case that literature's star as a vehicle for the transmission of purpose, insight, direction and personal seriousness is rising.

Morgan, Alicia

Jefferson Forest High School

*Malcolm Gladwell's Theory of Underdogs as an Explanation for the Cultural Phenomenon of Harry Potter*

Arguably, the Harry Potter series resonates with American readers in particular because Harry Potter serves as the ultimate underdog, an archetype that Americans typically identify with and support. And while Harry Potter is an outlier who benefits from extraordinary opportunities and receives a great deal of outside help, one of the reasons he needs so much help is that he is a highly disadvantaged underdog. Because he grows up separate from the wizarding world, he enters Hogwarts as an outsider who must rely on his patrons and friends for support and insight. In Malcolm Gladwell's most recent sociological study, *David and Goliath*, he explains that being an underdog and "facing over-whelming odds produces greatness and beauty"; Harry certainly faces a giant that is seemingly much greater than himself, but despite his supposed weaknesses, he is able to defeat the ultimate evil of Lord Voldemort.

Phillips, John

Children's Literacy Initiative

*Quidditch is Our King: Harry Potter's Magical Sport in a Realistic World*

Over the course of Harry's seven years at Hogwarts, J.K. Rowling's depiction of quidditch changes. While quidditch is initially represented as a key magical element of the wizarding world, the portrayals in the later

novels present a sport that does not differ much from games played by non-magic folk. As Harry grows older, Rowling uses the sport less as an expression of magical wonder and more as a way to comment on social constructs such as commercial-ization, fame and double-standards for athletes. Muggle quidditch, a real-world sport based on the one found in the Harry Potter series, began as a testament to the magic and creativity of the novels. However, due to the immense growth that the Intentional Quidditch Association has experienced since its inception, the real world game has shed many of its magical roots to allow for long-term viability. Both the fictional and Muggle world forms of quidditch depict the challenges of preserving magic when facing social, political and economic realities.

Ross, Patrick

Swarthmore College

*Hem, Hem: In Defense of Dolores Umbridge*

Dolores Umbridge: bureaucrat, professor, and “the greatest make-believe villain to come along since Hannibal Lecter,” according to Stephen King. Feminist Potter criticism largely fails to examine Dolores Umbridge, and the omission is somewhat glaring. Umbridge has more agency than most of Rowling’s women, but since she is a villain, the novel largely chastises her for this. This essay will look at Dolores Umbridge as a feminist figure in the context of the Harry Potter novels. In the first section, I will look at patriarchal formations in the series, and observe Umbridge’s complicity within them, as well as her occasional divergence from them. In the second section, I will look at Umbridge’s performance of femininity, and read it against Rowling’s refusal to permit her gender expression. In the final section, I will look at Umbridge’s rape, or her “comeuppance,” and explore why this violent ending seems so just. I will attempt to find sympathy for Umbridge, as well as problematize the lack of sympathy that Rowling herself provides. Ultimately, I will attempt to answer the question: is Dolores Umbridge a feminist figure within these novels?

Saraco, Maureen

Saint Joseph’s University

*Ron Weasley in the Role of Privileged Ally in the Harry Potter Series*

In recent months, we have seen the beginnings of a shift towards building a more inclusive and just society. From the #BlackLivesMatter movement to the Obergefell v. Hodges Supreme Court decision to the coming out of Caitlyn Jenner, we are taking steps to call attention to injustice, to right the wrongs of the past, and to recognize the human dignity in every person. Though people of color and the LGBT community must be considered the most important voices of change, people of privilege also have roles to play as allies. This paper explores how Ron Weasley models the role of privileged ally in the Harry Potter series, focusing primarily on Deathly Hallows, when the simmering tension between pureblood wizards and those with mixed or no magical ancestry comes to a boil in a war that



## *Design*

Gameful Architecture has three components which are extremely important elements when proposing a design solution. Each of these elements is explored through a variety of magical and literary devices contained with the Harry Potter books. The inspiration for gameful design comes from ideas that can be transformable and compactable. The design must encourage chances for spectacle. The process should ultimately explore design from an interactive and game-like point of view. With these at the core of the design strategy, a project can transform from a box of a building into a spellbinding place for engagement.

Strand, Emily

Mythgard Institute

### *The Second War was Won on the Quidditch Pitch of Hogwarts*

In J.K. Rowling's Harry Potter series, the dominant sport among witches and wizards is Quidditch. The game, a product of the author's imagination, is charmingly quixotic, but its impracticality points to the possibility that Quidditch may be something more than a cultural adornment on the story world. Rather than perennially frustrating us, the quirks of Quidditch could instead send us searching for the way in which Quidditch resonates not simply with the thought and experience of readers, but with the larger narrative of the Harry Potter series itself. What if we stopped criticizing the sport for "not making sense" and instead mined the sport as if it were a Hamletesque "play within a play," shedding 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? This essay, which is included in the new collection *Harry Potter for Nerds 2* (Oct. 2015, Unlocking Press), approaches the problem of Quidditch in this way, examining the sport's rules, players and equipment for their symbolic power. The essay then takes a close look at the 2014 Quidditch World Cup writings by J.K. Rowling on Pottermore for fresh insights about the continuing interplay between Quidditch and the story of Harry Potter.

Tatar, Maria

Harvard University

### *Of House Elves and Children's Tales: The Fringe Benefits of Escapist Reading*

The portals through which we enter Other Worlds are less a wimpy kid's way out than a powerful way in, an escape into Elsewhere. Stories set in other worlds move in the optative mode, telling us how things might be, should be, could be, or ought to be. Yet they are also, paradoxically, often more like dystopias than utopias. Wonderland and Neverland, for example, are full of breathtaking perils and brushes with death. Alice is forever dissolving into tears, and the Darling children fear for their lives again and again, with good reason. Dystopic spaces create the opportunity for writers to model survival skills and to show the power of defiance, cunning, and courage to navigate reality. In these worst-case scenarios, we are exposed to the self-reflexive discovery that there is nothing wrong with

learning how to escape from reality. In fact, it is that escape, as J.K. Rowling will show us, that enables us to think in abstract, imaginative terms that are unfettered by the conventions of the ordinary world.

Tocci, Lauren

Kutztown University *Everything I*

*Have Learned about Love and Death I Learned from the Lovegoods*

The world of J.K. Rowling's Harry Potter series is a truly immersive experience. Beyond the exhilaration of the magical realm it is clear that Rowling intended to teach concrete lessons of love, friendship, acceptance, sacrifice, and loss. The core three of Harry, Hermione, and Ron are certainly taken to task in order to exemplify the true strength of the human spirit. However, I would contend that many of these lessons are best exemplified by the Lovegood family, particularly Luna. Met with sideways glances and covered snickers, the Lovegoods are on the fringe of magical culture and society. They function in the Harry Potter series as a purview into magical worlds and creatures that are unknown or unseen by their more socially normative peers. Baring at times the name Loony Lovegood, Luna counters negative judgment with unwavering belief clearly developed from the early loss of her mother. She is often met with skepticism for her discussions of everything from threstrals to nargles. She is a balance of both the light and the dark of the magical world; carrying with her an optimism and curiosity, yet wearing the badge of someone who experienced loss long before the Battle of Hogwarts. My intention with this presentation is to closely examine the enduring wisdom of Luna and Xenophilius Lovegood over and against their status as social outcasts in the magical world. I will show how this contrast shapes much of what they have to teach the audience.

Urbanski, Heather

Fitchburg State University

*Harry Potter Head Canon and Fan Memory*

Fan memory is on display in nearly every aspect of fandom and it is an undeniable element of many of our practices. The reading and writing, consumption and production of the activity cannot be separated from the need to remember the canon of the original narrative. Digital media has changed the nature, or at least the distribution, of memory objects produced by fandom as social media platforms over the last decade have provided for the easy sharing of these "personal" canons among fans. When we look at it in this way, then, the focus on memory shifts from the rhetor to the audience because the memory training of the speaker/producer becomes less important than that of the audience/fan. This presentation combines modern interpretations and explorations of the ancient rhetorical canon of memory with the contemporary fandom concept of canon and narrative theory to examine the complex, and fascinating, arena of fan-produced head canon for the world of Harry Potter.



Walkosak, Christine and Carissa Walkosak

*The Power the Dark Lord Knows Not and Dumbledore Tried to Avoid*  
Love, just love. It is the power that the Dark Lord knows not and that Harry Potter uses to save the wizarding world. Albus Dumbledore is recognized throughout the Harry Potter series by J.K. Rowling as promoting the preeminent virtue of love and its power. And yet, there is little evidence to show Dumbledore willingly gave love to others on anything more than a superficial level after his sister's death. In fact, the canon supports the idea that Dumbledore maintained a life of emotional isolation in order to not allow anyone to get close to him, lest he suffer again, until perhaps he met The Boy Who Lived. This paper is a textual examination of the Harry Potter series for Dumbledore's demonstration (or lack thereof) of love as it pertains to his family, his relationship with Snape, and finally his complicated relationship with Harry.

Weaver, Stephanie

St. John's University

*Global Positioning Systems in the Wizarding World: Mapping the Locations of Liminality in Rowling's Harry Potter Series*

In her beloved Harry Potter Series, Rowling constructs an intricate web of locations that establish a balance between the urban technological world of the "polis" and the Romantic, isolated world of the country. This convergence of urban and rural landscapes establishes an environment of liminality where the juxtaposition of the Muggle and Wizarding Worlds aid in the construction of fantasy and magic. Diagon Alley, the center of wizarding commerce in Britain, provides both characters and readers with this convergence of landscapes. Through its location in time and space, construction and history of shops, and location in relation to London, Diagon Alley identifies as a location of liminality in Harry Potter's world. This piece seeks to navigate through Diagon Alley in order to provide an examination of Rowling's usage of landscape in the creation of her Wizarding World. The piece will examine Rowling's creation of Diagon Alley through both venues of novel and film to support the argument that Diagon Alley represents the ultimate location where urban and rural landscapes unite. The latter portion of the piece will look at the role that landscape, specifically the landscape of Diagon Alley, plays in the construction of Rowling's fantasy. As a result of this examination, Rowling's establishment of the locations in the Wizarding World adds to the formation of the imagination in readers, placing Rowling's literature among the ranks of Lewis and Tolkien in British fantasy.

Wendling, Karen

Chestnut Hill College

*Classroom Wizardry: Using Magic in the Harry Potter Series to Enrich Students' Understanding of Science*

This paper describes aspects of a unique interdisciplinary undergraduate course, specifically the science portion of the learning experience. The fundamental nature of magic in Harry Potter is analyzed as the "science and technology" of the wizarding world. Magic is essentially a morally-

neutral tool used to achieve a beneficial or destructive result. Like Rowling's magic, science has no inherent ability to ethically regulate the limits of its own investigations. Considering the analogy of magic as science, Rowling offers the careful reader advice and warnings about the study of science and its uses. For the students of Hogwarts, training in magic focuses on learning practical magical skills. Consider the wingardium leviosa spell learned by students in the first year at Hogwarts. Students learned the words of the spell, the accompanying wand movement, and the desired result of the spell. This is analogous to chemistry students learning a chemical reaction, performing the reaction in the laboratory, and understanding/ predicting the experimental result. Rowling also emphasizes the need to spend time simply performing or practicing magic as an important learning strategy, just as in science. In the later books of the series, Rowling warns readers about using science/magic without understanding the result of the experiment/spell. For example, Harry uses the sectum sempra curse without understanding its effect; he is then horrified by the result and is unable to reverse the spell. Perhaps the greatest caution to scientists is the character of Tom Riddle. In regularly using magic as a killing tool, he loses his own precious humanity. This can be interpreted as a warning to scientists about the mental and spiritual consequences of using science as a destructive tool.

Westman, Karin

University of Kansas

*Mind the Gap: Harry Potter and the Fantasy (of) Genre*

My talk today will map the Harry Potter series' relationship to the genre of fantasy, attempting to explain why Rowling's inter-generic narrative has often been compared to the fantasies of Tolkien, LeGuin, Susan Cooper, and C. S. Lewis ... and found wanting. The answer lies in our experience of genre within the field of children's literature and in Rowling's acknowledged love of domestic, rather than epic, fantasies. In demonstrating such preferences for the domestic fantasies of E. Nesbit, Paul Gallico, and Elizabeth Goudge, Rowling shares only some artistic goals with the more epic fantasies of literary history and of her contemporaries. She is, I argue, a realist at heart, as her choice of fantasy shows – much to the frustration of some readers with different generic expectations. I'll begin today by briefly situating the term genre within literary studies and the genre of fantasy within the field of children's literature. I'll then turn to Rowling's series as a case study for genre: what generic expectations can tell us about Rowling's aesthetic goals, about Rowling's readers, and about our use of generic classifications for literary study.

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When asked why he gave aid indiscriminately,  
Bahai Kanhaiya had replied that the light of God  
shone from  
every soul, and that he had been unable to  
distinguish between them.

- J.K. Rowling

# THE HARRY POTTER CONFERENCE ART EXHIBIT

Throughout the day, *the exhibit* will be on display on the second floor of the Rotunda.

Kelsey Bolognese  
Expecto Patronum  
BFA in Graphic Design from the University of  
the Arts

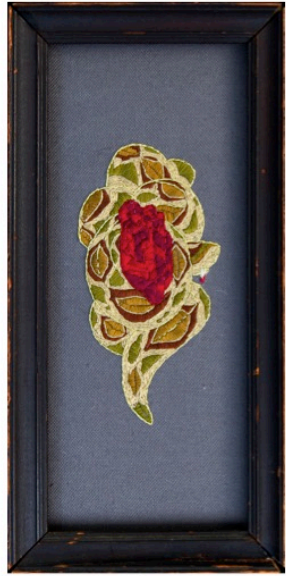


Tracy Dibble  
"The Owlery"

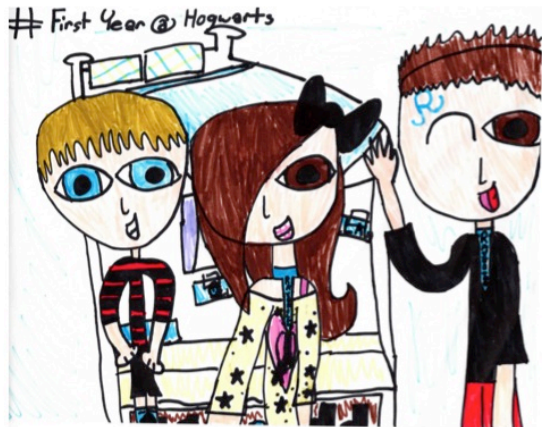


Millie Landis, 2015  
The Philosopher's Stone  
Embroidery, 7" x 15"  
\$225

Millie Landis, 2015  
Expecto Patronum  
Embroidery, 8" x 11"  
\$250



Michelle Patelmo, Age 10  
"First Year at Hogwarts"  
Markers on Paper  
Bridle Path Elementary School



Christopher-James Warrington  
The Burrow  
Dementor Forrest  
Invisibility Cloak  
(Con't on next page)



# HARRY POTTER FESTIVAL AT CHESTNUT HILL

## EVENTS FOR SATURDAY, OCTOBER 17<sup>TH</sup>

The Quidditch Tournament begins at 10 a.m.  
at Chestnut Hill College

Opening Ceremony: Hogsmeade Station  
(Chestnut Hill West Septa Station) with  
The Hogwarts Train 11 a.m. to 4 p.m.

The "Hunt for the Horcrux" activities

The Serpent of Woodmere Straw Maze  
at Woodmere Art Museum

Complimentary Knight Bus Trolley  
sponsored by Elfant Wissahickon  
transports Wizards and Muggles all over town

Defense Against the Dark Arts classes

Sorting Hat Demonstration

Hedwig's Hollow Selfie Park at Buckley Park

Wizard Rock Concert at Chestnut Hill College  
featuring  
*Harry and the Potters & The Nargeleptics*  
*7 PM in the Griffins Den*  
*Ticket \$15*