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**Ideologie národního socialismu jako pre-text temné stránky Harryho Pottera J. K. Rowlingové**

**National Socialist Ideology as a Pre-Text of the Dark Side in J. K. Rowling's Potter Series**

**Bakalářská práce:** [11-FP-KAJ-003](#)

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## **Poděkování**

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## Anotace

**Anotace:** Práce je zaměřena na analýzu německého národního socialismu a jeho projevy v sérii o Harry Potterovi od J. K. Rowlingové, a na psychologickou analýzu obou hlavních aktérů – Adolfa Hitlerova a lorda Voldemorta.

**Klíčové pojmy:** Adolf Hitler, lord Voldemort, rasová nenávisť, rasismus, Židé, mudlové, psychoanalýza, vývojová porucha

**Annotation:** The thesis is focused on the analysis of German National Socialism and its manifestation in J. K. Rowling's Harry Potter series, and on psychoanalysis of both main characters – Adolf Hitler and lord Voldemort.

**Key terms:** Adolf Hitler, lord Voldemort, racial hatred, racism, the Jews, the muggle-borns, psychoanalysis, developmental disturbance

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## Introduction

In this thesis I will try to prove that Adolf Hitler and his German National Socialism could have served as a model for creation of lord Voldemort's character and the period of his reign of terror, with using the basics of a historical and psychological comparative analysis.

In support of my assertion, I will focused on historical research concerning the life of Adolf Hitler starting from his childhood through maturing and latter beginnings of his political career, up to seizing the power over the whole Germany. Then I will compare these collected data with the life and reign of lord Voldemort.

In order not to base my assertion on mere historical facts, I will use comparative psychoanalysis of both figures. I will begin with libidinal development of Adolf, and will continue with his latter mental development. Then I will analyse lord Voldemort in the same way and compare Hitler's psychological profile with Voldemort's one.

As regards their relationship to other people I will describe their attitude to the racial question in detail. The evidence of racial hatred will be given and also it will be explained where the roots came from. There are no doubts that the reign of Adolf Hitler belongs to the worst periods of human history. In the same way Voldemort's reign was viewed by the magical society in Harry Potter series: "Dark days, Harry. Didn't know who to trust, didn't dare get friendly with strange wizards or witches...terrible things happened..." (Rowling 1998, 54-55).

All the aspects mentioned above will be divided into chapters, starting from the literature review, through the main body of the thesis up to conclusion where I will try to critically evaluate the aim I put at the beginning, which is to prove that

Adolf Hitler and his German National Socialism could have served as a model for creation of lord Voldemort's character and his reign.

## Literature review

In order to support my thesis statement that Adolf Hitler and his German National Socialism could have served as a model for creation of lord Voldemort's character and the period of his reign, I focused on literature from different areas. I have been using Jiří Hájek's *Hitlerův Mein Kampf*, Peter Fritzsche's *The Life and Death in the Third Reich*, Ian López's "The Social Construction of Race", Friedrich Nietzsche's "The Will to Power", Slavoj Žižek's "The Sublime Object of Ideology" and Louis Althusser's "Ideology and Ideological State Apparatuses" as sources necessary for my historical research, and David Stewart's documentary *Inside the Mind of Adolf Hitler*, Sigmund Freud's "The Dissolution of the Oedipus Complex", "On Narcissism", Jacques Lacan's "The Instance of the Letter in the Unconscious" as sources necessary for the psychoanalysis.

The most important book which I used is *Hitlerův Mein Kampf* by Jiří Hájek where he provides us a large scale of information about Hitler's childhood, his failures and achievements during the period of his anonymity, and later focuses on Hitler's political life.

It is the truth that some passages were very difficult to absorb due to the fact that Hitler was uneducated. We could have found many contradictories in Hitler's "treatises" and word collocations which a properly educated man would never put together. Nevertheless, the book provides us almost all the pieces of information necessary for a historical research. We learnt about Hitler's childhood, that he had been expelled from a high school for being too indolent to study properly (Hájek 1993, 13). Later on, we could have observed Hitler's failure in his attempt to be accepted to the Viennese Academy of art.



Hitler acquainted us with his opinion about the post-war Germany; he claimed that the war was necessary if the Germans were to gain more “living space”. According to him Germany was being choked by the Jews who were oppressing the others. The Jews were the cause of all evil which was happening to Germany those days, and so it was necessary to take a strong action against those exploiters. The first striking resemblance between lord Voldemort’s and Hitler’s racial hatred is showed right in this place.

Later on, we could have observed Hitler’s enter into the politics where he gained more power, which enabled him to put all his ideas about national unity and elimination of all who could somehow limit national development in place. By the national unity he naturally meant the unity of “pure” Germans. Here we can find the parallel with Voldemort and his attitude towards muggle-born wizards and witches.

Peter Fritzsche introduces his *Life and Death in the Third Reich* in which he depicts the Nazi Germany and its attempt to create the new reunited nation, to make the new community strong and to get rid of all inconvenient members. The author used diaries to show how the ordinary people, those who were not so lucky to be considered “true Germans”, felt. Fritzsche provided a very well written piece of work concerning all the suffering of the people who were termed “genetically unfits”, “asocials” or “Jews”.

While in camps for students, for teachers and for doctors those of “higher race” learnt to work together, in other camps thousands of those of “lower race” were suffering from starvation, cold, torture and finally die. That is how the new nation should arise.

Ian F. Haney López in his “*The Social Construction of Race*” acquaints us with his belief that the race still rules the world and it has always been like that. As

an example López mentions racial tests introduced in Virginia in 1806. The essence of those tests consisted in the pinpointing of a man's race on the basis of his physical appearance (López 2004, 965). Strict rules of how to determine a black or a Native man were introduced. However, López supplies evidence, that there are no characteristics common for all blacks or all whites, so it was absolutely useless to differentiate people on the basis of their skin colour, hair structure, or facial features. Later on, after the fact that neither all blacks, nor all whites share the same features was proven, a new "fashion" came into practise – ascription of character qualities to a certain race, alternatively different qualities to men and women within one race (López 2004, 270).

By mentioning the racial tests, López pointed out the role of the law which was significant as it supported the realization of racial differences, which was very important for this thesis as it deals with racism and how it became "legal", besides other things.

In order to show how ideology works in practice "Ideology and Ideological State Apparatuses" by Louis Althusser and "The Sublime Object of Ideology" by Slavoj Žižek were very useful.

Althusser claims that the ideology is representing an imaginary relationship of its ideological subjects to their real conditions of lives (Althusser 2004, 693). He also asserts that the relationships are distorted, that they do not correspond to the reality. He considers individuals as subjects being formed by the ideology and that all the "ideas" exist in subjects' actions (Althusser 2004, 696). Also, Althusser declares that the ideology recruits its subjects by interpellation or hailing, as he says (Althusser 2002, 699). From this point of view it seems that all the ideological subjects are somehow forced to accept the ideology.

On the other side Žižek criticises Althusser's and Marxist definition of ideology claiming "they do not know it, but they are doing it". He rather holds the opinion that subjects "know it, but they are doing it anyway" (Žižek 2004, 718). To explain this Žižek claims that any ideology should be presented to its subjects in such a way that subjects believe there is always another possibility to choose, so the subjects are persuaded that what they are doing is simply an expression of their own will.

On the base of these books and essays we can get an impression of the fundamental idea of Nazism. These mostly historical books portray the cruel episode of the human civilization. On the other hand the documentary *Inside the Mind of Adolf Hitler* by David Stewart depicts us Adolf Hitler in a different light, it depicts Hitler's psyche in detail, which was very useful as I was to make a comparison between Hitler's and Voldemort's mentality.

Hitler was analysed by the team of Harvard scientist in order to make his psychological profile, which could have been useful in predictions regarding Hitler's next steps in the WWII. Scientists really proved that Hitler was mentally disturbed and that those distortions began during his libidinal development.

It was proved that Hitler went through the Oedipus complex, but in my opinion, this complex did not disappear as it ought to. Here Freud's essays "On Narcissism" and "The Dissolution of the Oedipus Complex" were useful.

In "The Dissolution of the Oedipus Complex" Freud deals with the end of the Oedipus complex and although (according to scientists) it is not clear what brings its destruction, Freud provides two possible solutions. One is that the child experiences a painful disappointment and second is fear of castration. As an example of the first case Freud stated that a little girl, who believes she is the dearest person to her father,

once is severely punished. On the other hand a boy who usurps his mother, one day finds out that he has to share her love with somebody else (Freud 1995b, 661).

Freud also claims that even when no such disappointment appears, the absence of the satisfaction the child hoped for will bring the destruction to the Oedipus complex too.

There is another theory, according to Freud, which says that the Oedipus complex simply disappears when its time comes, just as “the milk teeth fall out when the permanent ones begin to grow” (Freud 1995b, 662). That begs a question what happens if the permanent teeth simply will not start to grow? We are not machines to be programmed in accordance with the same program.

Next theory dealing with the dissolution of the complex is that it is destructed by fear of castration. Once the genital organs come into child's awareness he focuses on it. Later on he realizes that parents do not approve this behaviour and the child is threatened with losing the genitals (Freud 1995b, 662). At the first time the child does not believe in those threats, but as soon as he discovers girls' genitals he comes to believe that the girls were punished with castration. Those threats are suddenly taken seriously. “If the satisfaction of love in the field of the Oedipus complex is to cost the child his penis, a conflict is bound to arise between his narcissistic interest in that part of his body and the libidinal cathexis of his parental objects” (Freud 1995b, 664). Freud says that the first case usually triumphs, which leads us to the next essay by Freud “On Narcissism”.

Freud analyses narcissism from different points of view and different kinds of neurosis (Freud 1995a, 546). He also introduces a problem of the relationship between the ego and external world and depicted new differences between the “subject-libido” and “object-libido”, moreover Freud introduces a new term – ego-

ideal which was an image of oneself as he wanted to be. He also divides the narcissism into two types. The first type, primary narcissism is only “libidinal complement to the egoism of the instinct of self-preservation, a measure of which may justifiably be attributed to every living creature”. Second type, more important for my analysis, is describing the patient to be excessively self-cantered. Freud calls these patients paraphrenics, although that term was replaced by the term schizophrenics, and says that they display two main characteristics: megalomania (as in schizophrenics) and diversion of their interest from the external world (as in obsessional neurosis) (Freud 1995a, 546).

Freud claims that when the libido is withdrawn from external objects it is then directed to the ego and gives rise to an attitude called narcissism (Freud 1995a, 546). Later on, characteristics attributed to megalomania appeared, which leads us to another essay by Friedrich Nietzsche “The will to power” where he asserts that the main phenomenon of the life is the will to power, to master the world. In order to master the world, we need the knowledge (Nietzsche 2004, 266). Only the strong ones possess the ability to rule, it is up to them to destroy the old values and to establish the new ones. While the weak ones only dream about the world being as it should be, the “Übermensch” should come to establish a new order. In this essay it is clearly visible that Hitler and Voldemort were inspired by the idea of “Übermensch”.

Neither Hitler, nor lord Voldemort contents himself with anything smaller than to be the master of the world. Their desires function as propelling forces, but as mentioned above, our behaviour is just a reflection of the mental development. As Jacques Lacan asserts in his essay “The Instance of the Letter in the Unconscious”, desire is always a signifier for something else, for another desire. Lacan says that desires functions in the same way as signifiers, and that moving towards the

signified always establishes a new signifier. This chain of signifiers (or in this case desires) never comes to an end (Lacan 2004, 448).

Lacan relates our desires with experience of unity with our mother's body and that all our desires centre on it, but the lost unity is unattainable. So we are predetermined to be in a permanent state of lack (Lacan 2004, 447).

## 1. Plot Summary

The series of books about Harry Potter by J. K. Rowling have indisputably become a bestseller in fantasy literature for children. Stories full of incredible magic and mystery adventures have lured not only millions of children but also the adults.

The plot of the series is situated into the recent past in a kind of parallel world. The story begins in July in 1991 and continues by the school year of 1991/1992 in Great Britain at the renowned Hogwarts School of Witchcraft and Wizardry. The school is divided into four houses, each bearing the last name of its founder: Gryffindor, Slytherin, Ravenclaw and Hufflepuff. The Headmaster of the school is the mighty and renowned Albus Dumbledore.

Each volume of the series is devoted to one year of study at the school. The main hero of the whole series is Harry Potter, an orphan who is exactly eleven years old at the beginning of the story. Harry's life before his arrival at Hogwarts is described as a dismal life in the Dursley family being treated like a cheap ancillary worker in the household and unmanageable scoundrel compared to Harry's pampered cousin Dudley.

On his eleventh birthday Harry finds out that he is not just an ordinary boy, but a wizard and what is more – a wizard being admired in the whole wizarding world. The reason of such an admiration of this small boy is the fact that Harry being only a pure toddler is the only human to have survived an attack of the very powerful wizard lord Voldemort, who after the abortive attack lost all his power. Suddenly overnight the poor and demeaned boy becomes a celebrity with considerable fortune inherited from his deceased parents. The most important fact for Harry is, that for the

first time in his life he finds devoted friends – Ron Weasley, Hermione Granger, the half-giant Rubeus Hagrid, the headmaster of the school and Harry’s protector Albus Dumbledore, and many others.

Through the series Harry and his friends will have to face Voldemort’s new attempts to regain his former power, which will be successful. Lord Voldemort will then establish new laws and will severely punish everybody who will resist. An analogy to this reign of terror can be found in the ascent of Adolf Hitler in 20.<sup>th</sup> century – the wars started by him brought the worst and biggest evil in the whole history.

## **2. Adolf Hitler**

### **2.1. The Birth of a Future Leader Legend**

Since this thesis should deal with an evil which came to power and which is in its expressions comparable to the period so well known from our real history – the time of Nazi Germany with Adolf Hitler in power, the requirement of analysis of both participants – Adolf Hitler and lord Voldemort as his not unfaithful image – their childhood, maturing, values in adulthood is quite evident. The personality traits of both of them are very important, because character<sup>1</sup> as a system of qualities of each person manifests itself in the whole behaviour. The reason of what and how people do things often follows from their psychological qualities. For better orientation it will be more proper to start with the life of Adolf Hitler.

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<sup>1</sup> PICAND, Yann; DUTOIT, Dominique. *Sensagent* [online]. 01.12.2005 [cit. 2011-07-27]. Character. Available from: <<http://dictionary.sensagent.com/character/en-en/>>



Hitler's father was a civil servant and was quite strict, which was probably the reason why Adolf did not like his father – little Adolf was used to do mostly what he liked. His mother was occupying their household and supported Hitler until her untimely death (Hájek 1993, 9).

At Hitler's mother's knee he was egoistic and claimed that, at his elementary school, he became a "leader of plotters" simply because of his rhetorical talent which he was very proud of (Hájek 1993, 10). Although it is true that Adolf was a self-confident country boy, who was quite good at primary school (mainly in history and art), when he suddenly found himself in the environment of a big provincial town which he found strange and hostile, where he was nobody and encountered with derision or at least disinterest of his classmates, his indolence, inability of systematic work and absolute mood swings showed up soon.

For three unsatisfactory grades he was expelled from high school. It was after the death of his father, at the age of sixteen when he came back home and attached himself to his well-situated mother. For a year and a half Hitler was just building castles in the air by dreaming about himself being a great painter (Hájek 1993, 13). Later on he really tried to pass the entrance exams at the Viennese Academy of Art, but with his drawing abilities he had no chance, which was another big failure.

After the death of both of his parents Adolf lived high on the hog at least as long as he had enough money. It did not take him a long time to find himself at a reception centre. But he could not have come back home in order to avoid conceding the defeat. He rather tried (not with his own abilities but via his connections) to get to the academy of painting again, but this time he was not even admitted to the entrance exams (Hájek 1993, 15). That was the time he began to impute blame to the whole world for his personal failures.

## **2.2. The Road to Power**

After he misspent all his money Hitler was forced to take up an appointment as an ancillary worker, which did not suit him. Later on he made a precarious living by painting postcards and posters (Hájek 1993, 37-38). Somewhere around 1909 Hitler ran away from performance of his military service mainly because of his distaste for any kind of duty. Nevertheless, when the war was declared in 1914, Hitler himself volunteered for the Bavarian army (Hájek 1993, 40-41). While the peacetime military training repelled Hitler because he would have to submit to it by compulsion, the war pointed to new opportunities (Hájek 1993, 41).

Till that time Hitler remained unknown. Only the First World War gave him more or less a name. Opposite to his previous life when he was nobody, here he was somebody who has to be respected. Although he never belonged to the high ranking officers, but simply an orderly mediating contact between regimental staff and military units. According to the existing evidence Hitler's superordinates appreciated his conscientiousness and reliability. Later on, in December 1914 he was decorated with the Iron Cross of the second class for model tasks fulfilment, and later in August 1918 with the Iron Cross of the first class, however up to this day it is not known for what reason (Hájek 1993, 43).

During the War Hitler remained a simple lance corporal, because his superordinates could not have found any leadership qualities (Hájek 1993, 43-44), yet for the "leader legend" those two Iron Crosses were more than sufficient. Those were times when Hitler laid the foundations of the legend describing him as a common soldier from the world war, as a man of the people who bases all his contentions and criticism of the new leaders' of the post-war Germany incapability

on his own war knowledge, the leaders whom he termed as criminal culprits of the German defeat (Hájek 1993, 44).

The war which was so disastrous and meant such a suffering for so many people was a salvation for this bankrupt. Hitler believed that the war was absolutely necessary if Germany wanted to gain more living space for its inhabitants of which the annual increase was 900 thousand. Germans as a stronger race had the right to spread their border lines and to subjugate those “lower races”. In Hitler’s opinion Germans were “appointed to the role of the masters of the world simply because they are the bearers of the highest humanity.....The right is in the strength”<sup>2</sup> (Hájek 1993, 205-206). But how Germany ended up in the First World War is widely known.

After the war Hitler decided to enter politics. His first attempts lied in visiting several courses of political parties and other meetings, but the most important one was the German worker’s party which he entered only for self-preservation instinct – the party was his substitution for a civil profession. Although the number of the former members did not exceed 10 participants, the party was satisfying Hitler, because its members were people with similar opinions (Hájek 1993, 96).

The fact that the party was so thin was rather satisfying; he could become someone special from a mere anonymous soldier here. In the course of time the party tried to fill the ranks of its members, the first recruits consisted of demobilized troops and officers and later also nationalistically thinking individuals (Hájek 1993, 96).

The party organized numerous talks presenting its thoughts and ideology. On those occasions Hitler proved to be a very capable speaker. Later he became the leader of the party and gave it its final name – National Socialist German Worker’s Party (NSDAP) - and also new symbols. At that time he was surrounded by

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<sup>2</sup> Author’s translation: „jsou povoláni k roli pánů světa prostě tím, že jsou nositeli nejvyššího lidství...Právo je v síle“ (Hájek 1993, 205-206)

quite a numerous group of “his people” mainly consisting of front-line soldiers, who were to “calm down” those discontented visitors of discourse. That group of soldiers became the first members of later storm troops (SA)<sup>3</sup> (Hájek 1993, 98-100).

Despite his naked hatred towards the Jews he won more and more listeners. Hitler’s propaganda was aimed at masses of people, not only at intellectuals and because Hitler was an extraordinarily impressive speaker he was able to take his audience by storm (Hájek 1993, 99). He promised to consolidate the conditions. Later on the number of the party’s members increased to such an extent that around the year 1923 Hitler had no scruples in terrorizing the Bavarian government. However, he went further and on the 8<sup>th</sup> of November 1923 he theatrically tried to overthrow the government, but without success, so Hitler fell into depression again. Nevertheless this coup attempt caused that Hitler was a name in the whole of Germany (Hájek 1993, 99-100).

### **2.3. The Beginnings of Nazi Anti- Semitism**

As mentioned above - Hitler was expelled from grammar school for his bad school results, however he dreamed of a “higher” life career. After leaving the school he lived in complete isolation from people except for the contact with his mother (Hájek 1993, 13). Later when he tried to pass entrance exams at the Academy of Art for the second time and again was not successful, Adolf sank into serious depression. He tried to excuse his complete failure with the hostile world surrounding him, to search for the causes of the failure beyond himself. Later he narrowed the hostile world into one particular group of people responsible for all his miseries – The Jewry

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<sup>3</sup> Hitler’s storm troop (SA – Sturmabteilung) was primarily established to keep order during the discourses, later on committed a countless number murders and other acts of violence.

as the root of evil and the Jews as “...the deadly enemies of German character, who with concentration infiltrate into the political, economic and cultural life as a swarm of enraged Egyptian locusts”<sup>4</sup> (Hájek 1993, 15).

But what was the reason for such hatred? Why the Jews? Hitler himself rationalized his attitude towards the Jews by simple reason: they were different; they differed from the “normal” Germans not only in their physical appearance, but Hitler also questioned moral chastity and the cleanness of the nation in general, according to him the Jews were “dirty, smelly and too little of heroic appearance”<sup>5</sup>; simply the Jews were not Germans (Hájek 1993, 24-27). He was sure that in the history there was no wickedness and impertinence in which at least one Jew would not have participated.

Hitler realized that the Jews were present in every significant position – at the head of the Marxist press editorial department, representatives of the Reichstag, and so on, so he came to believe that the Jews were parasites “who like harmful bacilli spread more and more if they find favourable fertile ground”<sup>6</sup>, and wherever the parasite appeared it led the nation to perdition (Hájek 1993, 140). Hitler even came so far that he proposed a solution of the “Jewish question” he said that it was necessary to take a strong action against the whole community. That that Jewish poisoner of the German nation had to be eliminated without the slightest respect to cry and lamentation which would arise, that that duty to exterminate those who caused mischief appertained to the government (Hájek 1993, 59). It is a fact of common knowledge that Hitler pushed all these ideas through later on when he came to power, and that Hitler’s “teachings” claimed over 6 million of Jewish lives.

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<sup>4</sup> Author’s translation: „...smrtných nepřátel německví, kteří soustředěně pronikají do politického, hospodářského a kulturního života jako hejno zběsilých egyptských kobylek“ (Hájek 1993, 15)

<sup>5</sup> Author’s translation: „špinaví, páchnoucí a málo hrdinského vzezření“ (Hájek 1993, 15)

<sup>6</sup> Author’s translation: „kteří se jako škodliví bacili stále víc rozšiřují, najdou-li příznivou živnou půdu“ (Hájek 1993, 140)

## 2.4. The Jewish Question Solution

From the first chapter of this thesis dealing with Hitler it is clear which attitude he adopted towards the Jews. Not only did he consider them as an inferior race, a kind of total contrast to the Aryan<sup>7</sup>, but he compared the Jews to parasites and poisoners of the German nation.

Hitler went further by claiming that any kind of sexual intercourse between the higher and the lower race was absolutely inadmissible, it was contrary to the law of nature. He claimed that in making any attempt to crossbreed the higher and the lower race it would only produce offspring standing in the middle of both races. That means that the offspring would not stand as high as its racially higher half of the parental couple, but also would not stand as low as the lower one. The prerequisite for a higher breeding of life was not joining the higher with the inferior, but an outright victory of the first one. The stronger race should rule and not mix with the weak one otherwise it would lose its grandeur (Hájek 1993, 128). In order to prevent the crossbreeding a new Law for the protection of German blood<sup>8</sup> was passed on 12<sup>th</sup> September 1935 (Fritzsche 2008, 79).

According to Hitler, Jews often smuggled Jewish women into influential Christian families in order to spoil good Aryan blood and so he began to spread the opinion that all the national education must be focused “on burning the instinctual and intellectual sense of race into the hearts and brains of the youth entrusted to that

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<sup>7</sup> Aryan – the term originally came from Sanskrit and meant honourable, respectable and noble but it definitely did not refer to any ethnic group, it was a denomination for a group of wandering pastoral people. See Aryan. In *Wikipedia : the free encyclopedia* [online]. St. Petersburg (Florida) : Wikipedia Foundation, 25 February 2002 , last modified on 22 July 2011 [cit. 2011-07-22]. Available from: <<http://en.wikipedia.org/wiki/Aryan>>.

<sup>8</sup> Law for the protection of German blood forbade marriages between the Jews and Germans, any sexual relationship outside that marriage, that the Jews are forbidden to employ female citizens of Germany as domestic servants, and that they are forbidden to display the Reich and national flag or the national colours. See *ewish virtual library* [online]. C2010 [cit. 2011-07-22]. Law for the Protection of German Blood and German Honor. Available from: <<http://www.jewishvirtuallibrary.org/jsource/Holocaust/nurmlaw2.html>>.

state”<sup>9</sup> None of the boys or girls should leave the school without attaining the knowledge of the necessity to care about blood purity (Hájek 1993, 168).

## **2.5. Jews as the Source of All Evil**

As mentioned above, in post-war Germany at times of deep economic crisis, a culprit was in demand. And where else could Hitler find an originator, then amongst the Jews. Hitler tried to prove that rather than at the military field, Germany was defeated because of the incapability and betrayal of its political government. He was strongly persuaded that one of the most serious mistakes was “that the government officials had not dealt with the Jews”<sup>10</sup>, who were given the whole national economy into their hands (Hájek 1993, 73).

The Jews were very efficient traders capable to acquire fortunes, which they (allegedly according to Hitler) lent for usurious interest. In this way they ensnared the nobility from which the Jews gained various privileges and (to a certain extent) protection against the people’s anti-Semitic riots in return. This is the way the Jews tried to “attach to governments” of particular countries. It was the German nobility who was blamed for never getting rid of the Jews (Hájek 1993, 143).

In Hitler’s opinion, the Jews were wrongfully in control of the national economy but since as Hitler considered Jewish fortune as a capital expedient for his plan’s implementation, he came to believe that the situation needed a proper solution and so later on, in accordance with the Nuremberg laws<sup>11</sup>, considerably curbed

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<sup>9</sup> Author’s translation: „vpálí do srdcí a mozků jemu svěřené mládeže instinktivní a rozumový smysl pro rasu“ (Hájek 1993, 168).

<sup>10</sup> Author’s translation: „že se vládní činitelé nevypořádali se Židy“ (Hájek 1993, 73)

<sup>11</sup> Nuremberg laws – The Law for the Protection of German Blood and German Honour (see above) and The Reich Citizenship Law which divested the Jews of German citizenship. Nuremberg laws in general meant deprivation of rights of the Jews. See

Jewish powers to handle their property, and later started to confiscate it. But Hitler still was not satisfied. He wanted to exclude the Jews from all economic and social aspects of life. During 1939 the Jews were to leave high schools and universities (Fritzsche 2008, 87).

The culmination of the racial segregation was the registration of Jewish citizens and creation of ghettos, where those citizens waited until they were transported into concentration camps, either labour camps, transit camps (transfer camps), or extermination camps (Fritzsche 2008, 110-112). Hitler finally accomplished his goal and could start to plan establishment of a millennial empire under his command and the subjugation of other nations.

### **3. Lord Voldemort**

#### **3.1. Lord Voldemort as Adolf Hitler's Image**

In the Harry Potter series lord Voldemort embodies the greatest evil. He is a powerful wizard yearning for world domination by whatever means. While at the beginning of the story this evil remains a mere distant threat, lately step by step it gains strength and lord Voldemort appears to be an unprincipled figure ready to sacrifice his closest servant for the implementation of his plans. Lord Voldemort just as Adolf Hitler highly appreciated political power and influence, which are not bad as such. As they both valued power too much, they tried to eliminate all individuals, enemies and friends as well, who were so foolish to be in their way. They both resorted to murders and deception in order to procure increasing power.



Tom Marvolo Riddle grew up in an orphanage after his mother died. She lived only long enough to give her son a name (Rowling 2005, 266). From a very young age Tom felt he is different from everybody else, lately he told Albus Dumbledore (the headmaster of Hogwarts School of Witchcraft and Wizardry) “I knew I was different. I knew I was special. Always, I knew I was something” (Rowling 2005, 271). Not only was he really different, but as soon as he realized his abilities he did not hesitate to use them against the others. Already then he delighted in intimidation and commanding others.

When Tom commenced his studies he immediately became the toast of all his schoolmates and almost all of the teachers too. Compared to Adolf Hitler, Tom achieved excellent results and became a prefect and a primus. By then Tom started to cast around for his origin. Firstly he thought that his magical power descended from his father, however, it was his mother “...the woman who he had thought could not be a witch if she had succumbed to the shameful human weakness of death” (Rowling 2005, 363).

### **3.2. The Propaganda of Racism**

Since that time Tom Riddle came to hate his muggle-born<sup>12</sup> father for leaving his pregnant mother, rejected his father’s name and started to call himself Lord Voldemort (anagram of Tom Marvolo Riddle – I am lord Voldemort). Later he found out that through his mother’s family he was the last descendant of Salazar Slytherin – one of the founders of the Hogwarts, who was infamous for his belief that students should be selected more carefully that is according to the purity of their blood

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<sup>12</sup> Muggle-born is denotation for a person possessing no magical abilities

(Rowling 1999, 314). Lord Voldemort shared that opinion and his hatred towards his father extended to everything muggle.

In the same way as Adolf Hitler, lord Voldemort surrounded himself with people of the same views, people who will later become his private army. Those people started to call themselves the Death eaters and played the same role as Hitler's storm troops (SA) that is firstly to protect their master, and later to do their master's "dirty work" consisting of murders and other acts of violence against the inferiors.

As mentioned above, lord Voldemort was as obsessive about the race purity as Adolf Hitler. Yet, lord Voldemort himself was half-blood<sup>13</sup> as he confided in one of his teachers: "You are Muggle-born?"

"Half-blood, sir," Said Riddle "Muggle father, witch mother."  
(Rowling 1999, 244)

By the way, the purity of Hitler's own blood can not be proved for sure either. There are rumours that Hitler's father, Alois Hitler, the illegitimate child of Maria Anna Schicklgruber, could have been son of a Jewish trader, in whose household Alois' mother was in the employ during of her pregnancy (Hájek 1993, 11).

Nevertheless, Voldemort's attitude to the muggle-borns is dreadfully similar to Hitler's attitude towards the Jews: "In the world...we shall cut away the canker that infects us until only those of the true blood remain..." (Rowling 2007, 11). Later on, Voldemort introduced a "Muggle-born register" under the auspices of the Ministry of magic which declared that if there was anybody who could not have proved that they had at least one close Wizarding relative, they were charged with

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<sup>13</sup> Half blood is denotation for a person having one wizarding and one non-wizarding parent.

stealing their magical power and therefore must have been punished (Rowling 2007, 209). The punishment consisted in wand revocation and incarceration. That process – the wand revocation as a deprivation of certain privileges - can be probably viewed as a metaphor for sterilization of the Jewish people (see below).

The trials with the muggle-borns were the same as with the Jews, who were forced to undergo the same examination of blood purity in order to be divided into groups according to the Nuremberg racial laws: “Jews, with three or more Jewish grandparents; Mischlinge, or half-Jews, 'first degree', with two Jewish grandparents; and Mischlinge 'second degree', with one” (Fritzsche 2008, 77).

The situation came even tenser, when people were accused of being non-Aryan descent on the basis of their appearance. All over Germany people could see Jewish caricatures depicting Jewish people as having a crooked nose, bow legs, being fat and so on and (of course) as an embodiment of all possible evil.

Before the Nazi Germany, but not a long time before, certain people had to prove their origin. As Lopez writes, in 1801 in Virginia black people and Natives had to prove having a free maternal ancestor in order to be free themselves. As for the Natives, they were “presumably free” so the opponents were to prove the reverse. On the other hand black people were “presumably slaves” therefore the duty to prove that they have a free ancestor belonged to them. If there was a case that it was impossible to assign an applicant to the concrete ethnic group, a racial test was introduced. Africans and their descendants were possible to recognize according to certain aspects of their appearance: their complexion, “flat nose and woolly head of hair”, and upon those features it depended whether a man was freed or enslaved (López 2004, 964). In this case it is evident the function of the law in racial prejudice

supports, law in a function of the originator and promoter of racial subordination (López 2004, 965).

Hitler spread the idea of the Jews being parasites “who like harmful bacilli spread more and more if they find favourable fertile ground”<sup>14</sup>, and wherever the parasite appeared it led the nation to perdition (Hájek 1993, 140). As he was persuaded that there are too many members of that inferior nation endangering the “racial level” of the country, in July 1933 a new legislation was drawn up granting a permission to sterilization of those “unfit citizens”(Fritzsche 2008, 81). It is also necessary to point out that sterilization did not concern only the Jewish people; it applied to any citizens termed as a member of an “inferior race”, or being handicapped in any way.

Later, in order to prevent blood blending (because it was impossible to sterilize the whole Jewish nation), to preserve the pure blood lines the Law for the Protection of German Blood was passed on the 15<sup>th</sup> September 1935, the law prohibiting Germans marrying Jews (Fritzsche 2008, 79).

As regards the social exclusion of muggle-born people, it was the same way as in Nazi Germany, the “inferior” students were expelled from the school and the rest of the students – those with pure blood or at least half-blood, and therefore suitable to be educated-were encouraged for racial hatred (as the Hitler Youth were). They were taught cruelty and to show no mercy on muggle-borns, anybody who tried to defy was severely punished (Rowling 2007, 573).

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<sup>14</sup> Author’s translation: „kteří se jako škodliví bacili stále víc rozšiřují, najdou-li příznivou živnou půdu“ (Hájek 1993, 140)

### **3.3. Psychoanalysis**

#### **3.3.1. The Oedipus Complex**

From the first chapters of this thesis the striking resemblance of lord Voldemort's personality to Adolf Hitler's one since their childhood is clearly perceptible. They shared certain common traits and probably went through the same development disturbances, which subsequently lead to their similar attitude to the world and other people and from those chapters is also evident that the attitude was not very friendly.

Although it is quite apparent from the first chapters that neither the adult Adolf Hitler, nor lord Voldemort loved anybody else but themselves, at least one of them went through the period of love in his childhood. According to Dr. Eduard Bloch<sup>15</sup> there was an extraordinary liking between young Adolf and his mother caused by his papering. Adolf's three brothers died at a very young age; and so on the grounds of that tragedy Adolf's mother had made every effort so that Adolf did not suffer the same fate (Stewart 2005).

In contrast, Adolf's father was reportedly a brutal heavy drinker not hesitating to beat his son. Hitler's mother's attention paid to her son on one hand, and his father's cruelty on the other led to an enormous love for his mother and hatred towards his father, which are the main characteristics of the Oedipus complex (Stewart 2005). Although Freud provides several theories about the dissolution of the Oedipus complex, for this purpose it will be more than sufficient to limit the theories

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<sup>15</sup> Dr. Eduard Bloch was an assimilated Jew and Hitler's family doctor who took care of the whole family until 1907 when Hitler's mother was diagnosed with breast cancer. As Hitler was very grateful for Bloch's medical care, he put him under his protection in 1938. See Eduard Bloch. In *Wikipedia : the free encyclopedia* [online]. St. Petersburg (Florida) : Wikipedia Foundation, 19 April 2007, last modified on 30 June 2011 [cit. 2011-07-22]. Available from: <[http://en.wikipedia.org/wiki/Eduard\\_Bloch](http://en.wikipedia.org/wiki/Eduard_Bloch)>.

into a fact, that the end of the Oedipus complex is connected with directing one's love at himself.

### 3.3.2. Narcissism

Neither the existent Adolf Hitler nor the fictitious lord Voldemort had any doubts about their extraordinariness, about the fact that they were predestined to great actions. However, this strong egoism<sup>16</sup> is beyond the normal child's self-confidence. Where did the confidence in own uniqueness come from? Adolf Hitler was not studious enough to graduate from a high school and lord Voldemort did not have the possibility to manifest himself either (not counting those several occurrences of abusing his power for frightening the others). Freud gives an explanation that "a strong egoism is a protection against falling ill, but in the last resort we must begin to love in order not to fall ill, and we are bound to fall ill if, in consequence of frustration, we are unable to love" (Freud 1995a, 553).

The small chapter provided above explained that although Adolf Hitler had a really strong fixation on his mother he was very self-centred and convinced of his exceptionality. This excessive self-love is termed narcissistic (Freud 1995a, 554) and is caused by a disturbance in the libidinal development. Freud further divided narcissism into two stages. Firstly comes what can be called primal narcissism, in this case it is not considered as perversion, but the "libidinal complement to the egoism of the instinct of self-preservation, a measure of which may justifiably be attributed to every living creature", secondly, which is more important for this thesis,

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<sup>16</sup> Egoism is a psychological term describing behaviour according to one's own interest See: SHAVER, Robert. *The Stanford Encyclopedia of Philosophy* [online]. Winter 2010. 2010 [cit. 2011-07-23]. Egoism. Available from WWW: <<http://plato.stanford.edu/entries/egoism/>>.

he talks about secondary narcissism signifying that the patient is excessively self-centred (Freud 1995a, 546). In 1943 Harvard scientists who were asked by American secret service to compile Adolf Hitler's psychological profile came to the conclusion that Hitler had really suffered a disturbance in his libidinal development – in the anal stage <sup>17</sup>(Stewart, 2005).

### 3.3.3. Asexuality

Dr. Bloch stated that Mrs. Hitler was overly tidy. The obsession with cleanness was very important; it indicated that in the stage when a child learns to go to the toilet something could have gone wrong. Doctor Walter Langer<sup>18</sup> who was charged to analyse Hitler's psyche and so interviewed Dr. Bloch assumed that in the stage when she taught Adolf to go to the toilet his mother used very strict methods, which led to a subsequent tautness in that specific area. The tautness was the cause of frustration which manifested itself in feelings of hostility. Langer said that it was related to an infantile aggression which came to the surface through anal activities and fantasies. Those are mainly centred around soiling, humiliation and destruction and form the basis of a sadistic character. Langer believed that those problems would find their expression in sex. On the basis of psychoanalysis, an anally-retentive<sup>19</sup> person might appear disinterested in sex, or asexual (Stewart 2005). Nevertheless,

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<sup>17</sup> According to psychoanalysis the anal stage is the second stage of child's libidinal development. The child is gratified through retention and expulsion of excreta. See anal stage. Dictionary.com. *The American Heritage® New Dictionary of Cultural Literacy, Third Edition*. Houghton Mifflin Company, 2005. [http://dictionary.reference.com/browse/anal\\_stage](http://dictionary.reference.com/browse/anal_stage) (accessed: July 22, 2011).

<sup>18</sup> Not only did Langer analyse Hitler's psyche and predict that there would be made an attempt on Hitler's life, but also predicted his suicide as "the most plausible outcome". See Walter Charles Langer. In *Wikipedia : the free encyclopedia* [online]. St. Petersburg (Florida) : Wikipedia Foundation, 27 February 2006 , last modified on 26 June 2011 [cit. 2011-07-22]. Available from: <[http://en.wikipedia.org/wiki/Walter\\_Charles\\_Langer](http://en.wikipedia.org/wiki/Walter_Charles_Langer)>.

<sup>19</sup> That sort of person in, according to Freud, is rigorous, orderly and obsessive. See CHERRY, Kendra. *About* [online]. 16-June-2011 [cit. 2011-07-23]. The Anal Stage - Psychosexual Development. Available from: <[http://psychology.about.com/od/theoriesofpersonality/ss/psychosexualdev\\_3.htm](http://psychology.about.com/od/theoriesofpersonality/ss/psychosexualdev_3.htm)>.

anybody familiar with Hitler's life could raise an objection that he had a lover, Eva Braun, who later on became his wife. That is indisputable truth, but who can really prove that Hitler was sexually active? Hitler's domestic staff insisted that there were NO signs of a sexual activity between Hitler and Eva. Moreover, Dr. Bloch claimed that Hitler was suspected of having a relationship with his niece, but that the relationship more than on normal sexual intercourse was based on Hitler's perverse sexual appetite gratification (Stewart 2005).

Applied to lord Voldemort similar characteristics could be found. As Albus Dumbledore (the headmaster of Hogwarts) entered the orphanage, the home of young lord Voldemort, for the first time he noticed that "the whole place was shabby but spotlessly clean" (Rowling 2005, 266). It can be deduced from the behaviour of the head of the orphanage that the woman was rather strict. As she had quite a lot of children under her protection and to foster, she probably could not have afforded to give individual attention to every single child if she wanted the orphanage to be in proper operation. Voldemort should have gone through the same toilet training stage disturbance as he was showing the same signs of aggression. The head of the orphanage claimed: "He scares the other children"

"You mean he is a bully?" asked Dumbledore.

"I think he must be..." (Rowling 2005, 267).

The adult lord Voldemort bore the same stamp of asexuality but rather found his satisfaction in torture.



### **3.3.4. Megalomania**

According to Langer Hitler's hatred was caused by fear and incertitude but despite all that it seemed that Hitler was almost superhumanly self-confident. The explanation of this contradiction can be found in Hitler's childhood again. Dr. Bloch remembered young Adolf as a weak and frail child but there was one thing that made him so special – he survived. And that led Dr. Langer to make the following conclusion: “the thought of death is inconceivable to small children, but in Hitler's case it was a living issue” (Stewart 2005). At that time young Hitler probably started to ask himself why he survived while the others had not. He came to the conclusion that he must have been privileged, chosen in some ways, “that he was under divine protection” – that was according to Freud the messianic complex (Stewart 2005).

As several times mentioned above – both lord Voldemort and Adolf Hitler were convinced of being predestined to become someone special. Yearning for power manifested itself when they began to surround themselves with a similarly thinking group of people and became the head of the group, but being at the head of a group, no matter how large it was, was not sufficient to satisfy the yearning and so both started to think in large-scale. Those are exactly the characteristics, “an over-estimation of the power of their wishes and mental acts, the 'omnipotence thoughts', a belief in the thaumaturgic force of words” and so on, which Freud attributes to megalomania (Freud 1995a, 547). Lord Voldemort and Adolf Hitler wanted to seize control of the whole world (in Voldemort's case both worlds – the wizarding and non-wizarding as well).

Nevertheless, lord Voldemort set himself another goal – to conquer death he feared the most as he said to Albus Dumbledore: “There is nothing worse than

death...” (Rowling 2003, 814). Why was Voldemort so scared of dying? The answer can be found in the time when he ascertained that the originator of his magical abilities was his mother. Firstly he did not believe she could have been a witch for succumbing “to the shameful human weakness of death” (Rowling 2005, 363). Not a mere mention of her life remained in public notice.

The same problem can be ascribed to Hitler’s life at those times, when his mother was still alive but was nothing more than a mere servant. And thus both of them unknowingly tried to elude their parent’s fate, being literally able to stop at nothing in order to achieve the dreamed-of goals. Evidently, both cases – Voldemort’s and Hitler’s desires are bound to their childhood and their relationship with their mothers. Lacan would say that everything a man desires in fact means something else. The desire arises when the man is in a state of lack. That lack is associated with an unconscious need of the “primordial experience of unity with the mother’s body”, but man can never reach the unity again and so he is bound to be in a permanent state of lack (Lacan 2004, 447). It follows that man’s conscious desires are driven by the unconscious.

The fear of remaining unknown or succumbing to death drove Hitler’s and Voldemort’s desires for power and immortality. But as Lacan, writing about the lost unity and being in a state of lack, explains further – the lack can not be completely filled (Lacan 2004, 441). He claims that all we try to satiate is a chain of desires in which one desire establishes the next one, so we are not able to fulfil them totally. Explained more simply – the more a man has, the more he wants no matter whether it concerns money, power or knowledge.

At the beginning of his political career, Adolf Hitler was satisfied with getting into the leadership of the worker’s party followed by an effort to press his

teachings into the consciousness of the general public. Later on, he included the whole of Germany into his plans and at the end he did not accept any “smaller” goal than to control the whole world.

Lord Voldemort did not fall behind. His first chain link of desires was to become immortal. After he, as he claimed, “has gone further than anybody along the path that leads to immortality...” (Rowling 2000, 653), became more powerful, and equally as Hitler spread his power amongst the public. Voldemort’s plan for the future were the same as those of Hitler’s that is to control the whole world and, if possible, to subjugate the “filthy” race of muggle-borns. It may be supposed that if lord Voldemort had not been killed, he would have founded the work camps and later on maybe even the extermination camps too.

### **3.3.5 Show of sadism**

As regards treating his adherents, neither Hitler, nor Voldemort hesitated to eliminate those who, according to their opinion, stood in their way to ascent, or stopped being useful. Since the time Voldemort regained his former power again (in the fourth volume of Harry Potter) there were several mentions about him punishing his Death eaters either for their wrongdoing, or simply because lord Voldemort himself was infuriated. The best example of Voldemort’s disregard for his adherents can be found in the last volume, where while emotionlessly talking to his favourite Death eater who had been “a good and faithful servant” and “very valuable”, he was about to kill him in a few seconds, because he believed that as long as the Death eater remained alive, Voldemort could not achieve his goal (Rowling 2007, 564-565).

Analogy is clearly visible in a way Hitler dealt with his shock troop (SA). As he came to power in 1933, the shock troop with Ernst Röhm in its lead and the number of its members exceeding the Reich army's number of members, the troop wanted to gain more power for them. That was extremely dangerous for Hitler because several units were more devoted to their leaders than to Hitler. The risky situation forced Hitler to take an action and issued a command to liquidate Röhm and other leaders of the units by the SS<sup>20</sup> troops (Hájek 1993, 173-174). Now there was nothing to stop Hitler from becoming the worst criminal of the human history.

#### **4. The Ideology of German National Socialism in the Harry Potter Series**

Since as between 1933-34 the conditions of the labour market in Germany were being improved, more people believed that the NSDAP is able to lead the nation out of the crisis. However, the NSDAP very cleverly united the “misfortunes of individual Germans to the misfortunes of the nation” which was allegedly being ruined both from the outside-and the inside by enemies – “Jews, Communists and Allies” (Fritzsche 2008, 16). Those demagogical assertions really impelled Germans to believe that the restoration of national unity would ensure the life conditions improvement and economic stability to them (Fritzsche 2008, 16-17). Later on, millions of Germans were participating in the restoration, protection and preservation of the nation. People came to believe that the only way for

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<sup>20</sup> SS (Schutzstaffel) was firstly only an elite armed service of SA. After proving their loyalty during The night of the Long Knives (SA leaders' execution) in 1934, they were promoted to a mercenary army subordinated to Hitler himself. (Hájek 1993, 174)

the protection of “worthy” lives runs through the annihilation of “unworthy” lives, comprising the Jews, “asocials” and “genetically unfit” (Fritzsche 2008, 5).

Glancing backwards at Hitler’s teaching, it seems almost inapprehensible that he had so many votes. How is it possible that despite his naked hatred towards everybody who was not of the “pure” race, or people being handicapped in any way, he found favour with so many Germans?

In those times of the crisis the population was open to any idea of renewal and because Hitler was an extraordinary speaker and, what is more, he was able to extract all the elements of former ideologies which were the most successful at the time of being in practice, he raised exactly the hope which the German nation needed in spite of the fact that many of his contentions were totally absurd (Hájek 1993, 212).

Althusser claims that Ideology, all the ideological thoughts and beliefs come out of every individual - ideological subject, that it is based on his imaginary relationship to his real conditions of life and that the relationship is distorted and its participant “do not know what they are doing” (Althusser 1995, 694). Žižek criticizes the theory of “false consciousness”, however adds, that ideology as a political discourse is not tasked with providing veracious statements about the reality (Žižek 1995, 716).

The important fact is how the ideology is presented and whether the ideological subjects believe in it. To explain this Žižek claims that the ideology should be presented to its subjects in such a way that subjects believe there is always another possibility to choose, so the subjects are persuaded that what they are doing is simply an expression of their own will.

And because in those days, according to the German citizens, Hitler (in contrast with other political parties) seemed to be powerful enough to improve and stabilize living conditions, so the post - war Germany put their trust in Hitler.

As mentioned above, Hitler was an extraordinary speaker with one more quality - he was able to extract all the elements of former ideologies which were the most successful at the time of being in practice. He knew how to make an impression. And those are the qualities belonging to the ruler. According to Nietzsche only the strong ones possess the ability to rule, it is up to them to destroy the old values and to establish the new ones. While the weak ones only dream about the world being as it should be, the strong ones should take the lead and establish new order (Nietzsche 2004, 270).

Nietzsche says that the main phenomenon of the life is the will to power, to master the world. In order to master the world, we need the knowledge (Nietzsche 2004, 266). And it is evident that both lord Voldemort and Adolf Hitler proved to have great knowledge in their area of interest.

From the former chapters of the thesis it is apparent that German National Socialism, Nazism for short, is a totalitarian ideology deriving and combining components of socialism<sup>21</sup>, nationalism<sup>22</sup>, Pan-Germanism<sup>23</sup>, fascism<sup>24</sup> and racism.

As regards the manifestation of National Socialism in Harry Potter series, the most visible resemblance is fascism, racism – Voldemort showed the same hatred

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<sup>21</sup> Different theories about socially fair organization. See PICAND, Yann; DUTOIT, Dominique. *Sensagent* [online]. 01.01.2005 [cit. 2011-07-25]. Socialism. Available from: <<http://dictionary.sensagent.com/socialism/en-en/>>.

<sup>22</sup> „The doctrine that your national culture and interests are superior to any other“. See PICAND, Yann; DUTOIT, Dominique. *Sensagent* [online]. 01.01.2005 [cit. 2011-07-25]. Nationalism. Available from: <<http://dictionary.sensagent.com/nationalism/en-en/>>.

<sup>23</sup> the idea or advocacy of a union of all the German peoples in a single political organization or state. See *Dictionary* [online]. C2011 [cit. 2011-07-25]. Pan-Germanism. Available from: <<http://dictionary.reference.com/browse/Pan-Germanism>>.

<sup>24</sup> A political regime based on dictatorship. See PICAND, Yann; DUTOIT, Dominique. *Sensagent* [online]. 01.01.2005 [cit. 2011-07-25]. Fascism. Available from: <<http://dictionary.sensagent.com/fascism/en-en/>>.

to a different kind of race as Hitler, and nationalism - all the wizarding populace should unify in order to oust the non-wizarding to their lawful place.

## Conclusion

The aim of the thesis was to prove that Adolf Hitler and his German National Socialism could have served as a model for creation of lord Voldemort's character and the period of his reign of terror. On the basis of the results gained from historical and psychological analyses I came to the conclusion that the resemblance between Adolf Hitler and lord Voldemort is quite evident. Nonetheless, somebody could still raise an objection that psychological development of lord Voldemort can be compared to a development of any other tyrant in history. I must agree, however my task was to prove the resemblance between Voldemort and Hitler, which I tried to fulfil. The resemblances with other tyrants from our history can be proved by another author in his Ba thesis.

I tried to prove, on the ground of historical research, that lord Voldemort showed the same signs of obsession with power, that they both liked to surround themselves with people of the same thinking and who played the part of their private army, although, were important only for as long as they were useful no matter what the reason was. Next I tried to prove that signs of Nazism as racism, nationalism and fascism appeared under the reign of Voldemort.

And the last but not least, I tried to prove, on the basics of the psychoanalysis, that both Adolf Hitler and lord Voldemort suffered several disorders, that they both probably went through the same disturbances, which lead to similar manifestation of behaviour later on, as they were slowly growing up. Nevertheless, I was not able to cover the whole area of Freudian psychoanalysis, since the area is very broad. So, at least, I focused on the most evident features of character and came to the conclusion



that there definitely is a striking resemblance between lord Voldemort and Adolf Hitler.

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