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**GOVERNMENT CAPITULATION OF TYRANTS AND THE CITIZENRY RESPONSE**

## **Parallel Story Telling: An Introduction**

### **The Story of Harry Potter**

There once were four powerful wizards and witches, the brightest of their age, who came together, determined to create a school for talented youths to be trained in all forms of magic. Each of these founders cared deeply about their students but had a core value they prized above all others, Godric Gryffindor prized bravery above all else and thus looked for it in his students. Helga Hufflepuff found that loyalty was the trait to be most desired. Rowena Ravenclaw wanted her students to seek knowledge and Salazar Slytherin looked for cunning when selecting pupils. Each founder was determined their students would be the best and houses of students were created where their founder could nourish such deemed achievements. And thus, Hogwarts was created.

Hogwarts sat peacefully for a time, teaching various students about magic until a rift opened between the founders. Salazar Slytherin did not believe that muggle (non-magic) born students should be allowed to learn at Hogwarts. Eventually, this disagreement ended with Slytherin leaving the school, but not before creating the Chamber of Secrets. The Chamber of Secrets is a hidden room that could only be opened by the heir of Slytherin. Within it lived a beast capable of killing the enemies of the heir. And thus, Slytherin left behind the means of eliminating muggle-born wizards. (Rowling, 1998).

Years passed and eventually an heir of Slytherin was born to a witch mother and a muggle father. His father left when he found out about the mother's powers and the boy's mother died in childbirth, so he was sent to be raised in an orphanage. The boy's name was Tom Riddle. As he grew up, Tom was known for his ability to impact others. Teachers saw him as polite and intelligent. In the orphanage, he was a bully with many followers, and he was known for strange

things happening to those who made him unhappy as he could “do bad things to people who hurt” him. Riddle became a skilled manipulator from a young age. (Rowling, 2005).

These patterns continued as Riddle made his way through Hogwarts, serving as both prefect and head boy, leadership positions among students. In his fifth year, he opened the Chamber of Secrets, killing one student, wounding many others, and creating a deep-seeded fear at the school. Riddle’s use of this weapon while preventing anyone from learning he was the one to unleash what was inside the chamber clearly foreshadowed his future reign of terror.

(Rowling, 1998). The childhood of overcoming adversity and learned manipulation laid a foundation for Riddle’s rise in the wizarding world. Building himself as a powerful wizard and a savior of “pure-blooded” wizardry, Riddle was able to grow a following of similarly bigoted wizards. These followers, called death-eaters, learned to revere and fear Riddle as he collected power, eventually moving to change his name to reflect his status. As Voldemort, his newly claimed name, he led an uprising, aimed at rooting out muggle-born wizards and enslaving the muggle race in favor of wizard dominance and superiority. His multi-year reign was marred by deaths, disappearances, and fear. People did not know who to trust and the death eaters had near total control of wizard society. (Rowling, 2005). This period ended only when Voldemort attempted to kill a child, Harry Potter, and the spell backfired, destroying Voldemort. (Rowling, 1997).

The destruction of Voldemort led to a fourteen-year period of peace and prosperity. Many known death eaters were tried and punished while some, especially those whose families were well-connected in the magical community, claimed they had no choice in their involvement and swore off the ideology publicly. Society rebounded and returned to a state of normalcy. (Rowling, 1999).

However, in the shadows, Voldemort's followers worked to bring him back to his previous strength and reign and were eventually able to return his strength fourteen years after the end of the previous war. Harry Potter, now a teenager, witnessed this return and began sharing the information with authority figures, such as Albus Dumbledore, the headmaster of Hogwarts, and members of the Ministry of Magic, the magical government. (Rowling, 2000).

From this date, multiple key figures attempted to share the information that Voldemort had returned and there was a need for immediate response. However, the Minister of Magic, Cornelius Fudge halted this spread of information. Fudge was terrified of the concept that such a threat had returned and at the idea of impending war. Fudge feared war and unrest while craving his existing power and privileges. The Ministry of Magic began an information campaign discrediting those who claimed Voldemort had returned. Fudge assured the public continuously that they were safe and buried his head in the sand to avoid seeing signs of impending darkness. (Rowling, 2003).

In response to Dumbledore's continued claims about Voldemort's return, Fudge placed a ministry official at Hogwarts to control the flow of information given to the students there. This official created draconian rules at the school in an attempt at control. She also prohibited students from learning how to defend themselves or practicing defensive spells. In response to these new regulations, Potter and his friends established an underground resistance movement aimed at teaching students' various methods of self-defense. They called this group Dumbledore's Army as a nod to Fudge's claims that Dumbledore was merely fear-mongering as a method of stealing his job. (Rowling, 2003).

When Fudge and the Ministry of Magic were finally forced to confront the fact of Voldemort's return, it was only after he had amassed enough power and followers to contend

with the Ministry. After a fairly short conflict, Voldemort overthrew the Ministry, instilling a puppet as the Minister instead. Voldemort controlled the government through his puppet Minister, society through fear of the actions of his death eaters, and completely controlled the news media as well. He also instilled his own headmaster at Hogwarts in an attempt to control the education of future witches and wizards. (Rowling, 2007).

All that was left to battle Voldemort were small resistance movements. The Order of the Phoenix was a paramilitary resistance group and Dumbledore's Army transformed from a group of education to an active resistance movement. Also critical were resistance news outlets such as the newspaper, the Quibbler, and the radio station Potter Watch, which spread accurate information rather than the propaganda approved by Voldemort's regime.

Eventually Voldemort's regime was defeated by these resistance groups, primarily due to the actions of youths at Hogwarts, some who were active members of Dumbledore's Army and some who had been passive in their actions until presented a battle on their doorstep and chose to take action along with their actively resistant peers. (Rowling, 2007).

### **The Story of the French Occupation**

Sharing a border, Germany and France have fought throughout history, over territory, wealth, and ideas. But World War I was supposed to be the war to end all wars. Dug into trenches on the border for years on end, the French lost 1.4 million soldiers in the war, with another 4.2 wounded. This equaled about 71 percent of their total force. Germany was a significantly larger country, more populated, and had more natural resources than France and the French, even after winning the war with the help of the United Kingdom, United States, and Soviet Union, feared future German aggression. As such, the Treaty of Versailles included

disarmament clauses for Germany and a specific demilitarized zone between the two countries in Rhineland. (*How Europe went to war in 1939*, n.d.).

The Treaty of Versailles crushed Germany, taking land, calling for complete disarmament, and crushed the economy as the country was left to recover from the loss and destruction of a war. The result was a struggling and angry nation. Emerging from this struggle came Germany's next war leader. Raised in a poor, predominantly Jewish area in Germany, Adolf Hitler learned how to get what he wanted from a young age. While he overcame adversity from his socio-economic status and abuse from his father, he was known as being an intelligent child by his teachers and a bully with a large following with his peers. He learned to be highly manipulative as a youth and this ability helped him to gain a following as an adult. (*The influence of Nazi Germany on J.K. Rowling's Harry Potter Series*, n.d.).

Hitler grew with a hatred of Jews and a view that Jews were an outside force responsible for Germany's current struggles. He shared this opinion and soon grew a following of antisemitic Germans looking for a scapegoat for their monetary troubles and a leader who could bring them back from the desolation and embarrassment they faced after World War I. As antisemitism was already a prominent sentiment in Germany and around the world at this time, it was not difficult to shift the German focus to one of blaming Jews for their problems. This soon became Hitler's base and platform with himself named as a sort of hero, saving the purity of the Aryan race. (Gangopadhyay, 2015).

Hitler began this path attempting to overthrow the current German regime with a beer house coupe in the early 1920s that led to little but embarrassment and the newfound knowledge that more would be required to gain the power he so desired. (*The influence of Nazi Germany on J.K. Rowling's Harry Potter Series*, n.d.). Hitler shifted his plans, working his way up through

German government positions, eventually obtaining the Chancellery in 1933. (Soucy, 1998).

Almost immediately, Hitler set his sights on expanding Germany, promising to replace the land lost at the end of the First World War and expand farther, giving the superior German population the land and resources, it deserved. Hitler began plans, as well as real preparation for these expansion goals immediately upon taking office. The German military took no effort to hide the rearmament that began while Hitler spoke openly about his expansionist goals. (Soucy, 1998).

Despite this open rearmament and clear threat, European nations failed to take steps to respond to Hitler in these early years. For countries like England, the threat seemed far off and unlikely and residual guilt about the Treaty of Versailles led to a thought that allowing Germany some leeway would appease them and prevent future conflict. Some countries, such as Italy, readily allied with Hitler, looking for the shared power and promise of more. Still others, such as Spain, were so debilitated by their own conflicts, that there was thought of looking outside their own borders. (*Britannica*, 1994).

France, due to proximity and current capabilities, had the most to fear in German expansion. And while they looked to others for assistance and raised alarm as to the rising concerns surrounding the rise of Naziism, they also took no formal action until 1939. This was for a number of reasons. (*Britannica*, 1994). In 1933, French Intelligence informed the government as to the full extent of the Nazi threat on its borders. However, due to error or lack of confidence, they also severely inflated reports as to the German capabilities, both in technology and troop numbers. (Soucy, 1998). This scared the French government, still reeling from the loss and destruction of the First World War. In 1933, the country did not have enough men of age to outfit a standing army and did not expect to have such in time for a full-scale

conflict. Instead, the country turned to a defensive stance by building the Maginot Line, a series of fortresses and walls meant to defend the French border with Germany, which would force the Germans to move South into Belgium in order to attack. (Rosbottom, 2020).

With a mind on the lack of available forces and an industrial workforce half the size of Germany's, France turned to allies for assistance in responding to Hitler's newfound power. (Soucy, 1998). The French government attempted treaties with multiple countries, including Britain and the Soviet Union but a lack of trust amongst the countries and a lack of agreement as to the level of threat the Nazis posed ended any real likelihood of a peace-time alliance. Even when Czechoslovakia affirmatively requested to join such talks, a lack of confidence in their capabilities and trustworthiness prevented France and Britain from engaging. Soon after, this led to the German conquest of Czechoslovakia and a loss of this potential partner. Once Poland, one of France's greatest allies on the continent, signed a nonaggression pact with Germany, France's last potential ally was lost. France was officially alone. (*Britannica*, 1994; Carlin, 2002).

In the 1930s, France was wholly unprepared for a solitary stance against Germany. Besides a lack of necessary resources, the internal political order was not one that could stand up to a legitimate conflict. A generation still reeling from the losses faced in World War I followed by the economic collapse of the Great Depression had no interest in facing another war. Numerous pacifist groups cropped up and, by the mid-1930s, passivism was the general cultural goal. In addition to or in contrast to this new pacifist society was the rise of Communist ideology in France, especially amongst the young. This same sentiment was largely present in French government officials who similarly remembered the suffering of the First World War. (Rosbottom, 2020).

New Communist committees grew throughout France and recruited members for a new

social order. The French government worked tirelessly to squash these groups, going as far as to place teachers in schools in order to control the education of students and prevent teachers from informing them about Communist ideology. France became far too concerned about this internal ideological threat and the potential impact on their own national seat of power to look out at the growing German threat. (Rosbottom, 2020). At the same time, French fascist groups rose throughout France, challenging the current French government both peacefully and with force. And while these groups generally did not call for specific alliance with Hitler, they did call for the overthrow of the current regime and a push to a new fascist government in France. (*Britannica*, 1994).

On March 7, 1936, German troops reoccupied the Rhineland. Hitler then approached the French Prime Minister, Andre Leon Blum, with a nonaggression pact. It was now impossible to for France to respond to Germany without entering a total war. (*Britannica*, 1994).

That total war began after Germany attacked Poland in 1939. The British and French fought Germany on traditionally battlefields and eventually, German troops entered France around an unfinished Maginot Line. Strife and fear arising from this turn led the French Prime Minister, Paul Reynaud, to resign to be replaced by a former military leader in World War I, Marshal Henry Petain. The day after taking power on June 22, 1940, Petain signed an armistice agreement with Germany, a mere six weeks after German troops entered France. By June 22, 1940, Germany had occupied half of France, with the other half being led by a government in Vichy, France. Hitler installed Petain as a puppet leader in Vichy as the leader of the “free” France, but with close oversight and control by the Nazi government in Germany. (A&E Television Networks, 2010). On November 11, 1942, Germany abandoned the pretense of a “free” Vichy government and occupied all of France. (Chen, n.d.).

On the day after the German occupation, Charles de Gaulle, a French General who was sitting in London engaging in the war effort made a radio broadcast calling for his fellow Frenchmen not to give up and to continue fighting the German occupiers. (A&E Television Networks, 2010). Numerous resistance groups sprung up, some paramilitary groups, some peaceful resisters, some focused on spreading information via outlawed newspapers and radio broadcasts. As 1.8 million Frenchmen, roughly 10 percent of the adult population were maintained as prisoners of war throughout the occupation, the average age of these resisters was 25 in 1940, with the average age dropping to 22 by 1942. The vast majority of resisters were under 18 and only about 22% were over the age of 30. (Rosbottom, 2020).

These French resistance movements began segregated, with each one holding its own internal structure and goals. But eventually, the various movements were brought together into one Forces Françaises Libres led by Charles de Gaulle from London. As individuals, the resistance groups were able to spread information to some and act as an annoyance to German forces, sabotaging infrastructure or destroying supplies. But as a cohesive unit, the Forces Françaises Libres could be far more effective, not only at sabotage, but as a legitimate offensive to assist Allied troops as they swept through France. (Chen, n.d.).

Germans, and primarily the Vichy government, cracked down in response to the resistance. In occupied France, the Gestapo led the fight against resistance movements while in Vichy territory, a special police force was created for the purpose. The police were brutal and highly tactical, infiltrating resistance movements and using surveillance to take down entire groups at once. Torture was used liberally in interrogations of suspected resistance members, and it was not uncommon for members to be sent out of France to concentration camps. Not only did resistance members need to worry about their own safety, but that of their families as well.

Parents, spouses, and even children were often taken and even killed for their family member's role in the French resistance. (Rosbottom, 2020). Even ordinary French civilians were not safe from these crackdowns either, as leadership would kill indiscriminately in response to acts of sabotage. In one instance Germans killed an entire village after a resistance movement committed an act of sabotage nearby. (Chen, n.d.). Age hardly mattered to perpetrators of such acts, the only consideration was stopping the resistance through force and fear.

With great assistance from the French Resistance, Paris was liberated on August 25, 1944, and the German occupation came to an end. (Chen, n.d.).

### **Linking the Stories**

Many similarities can be drawn between the stories of Harry Potter and the British Wizarding World and World War II and the French resistance. Historical and continued bigotry allowed for the emergence of a powerful, evil force, which caused the subjugation of many. The lack of response by a weak government allowed for the evil force to overtake the government and oppress the population, only to be taken down by a resistance force comprised mostly of youths.

Both Hitler and Voldemort learned the art of manipulation at a young age. The adversity they experienced in their youth embedded them with a deep-seeded hatred of a particular group. For Hitler, it was his experience with poverty that caused his to blame Jews for the economic crisis in the nation. For Voldemort, his muggle father's abandonment of his mother, and subsequently him, followed by being raised in a muggle orphanage where he felt he was better and deserved more than his fellow residents led him to hate muggles. The combination of learned manipulation with the ability to warp the nation's problems into issues which could be solely

blamed on a particular group, which was already subject to hatred and violence allowed them to gain a following. This following was not one who loved or admired their leader but rather one that feared the capabilities of such a powerful force and revered their leader as a demi-god. Each cemented this concept through staged acts of violence. For Hitler, the night of the long sword, in which he killed many of the top leaders in his government established the true range of his anger and violence and showed those who followed him the consequences of turning away from him. For Voldemort, his free willingness to kill those who disagreed with him as well as his magical abilities of mind-reading and mind-control were sufficient to hold fear and sway overall. (Gangopadhyay, 2015).

The regimes each of these tyrants created were based on an idea of racial purity, naming a specific group as superior to all others. Once in power, they attacked those of lesser status, eventually moving past an allowance of violence against the group to a systematic elimination. Hitler began by creating laws that dictated Jews' ability to engage in society, limited their free movement, then began systematic extermination of the religion. Not only were known Jews targets, but Germany opened tests of blood status and began targeting "Mischlinge" or Germans who had some Jewish ancestry. All this was in the name of working towards purity in the nation and around the world. While other groups were not to the same sub-human level as necessitating elimination, Hitler called for the subjugation of other racial and ethnic groups to the superior Aryan race. (Koren-Maimon, n.d.). In the magical world, Voldemort too had concepts of proving blood status. The Ministry of Magic while being puppeted by Voldemort, created the Muggle-born Registration Committee, which interrogated muggle-born witches and wizards about how they came to steal magical powers and wands, claiming that it was not possible for a witch or wizard to be born to nonmagical parents, so the existence of such a person must come

from theft. Such individuals were imprisoned or worse. Voldemort also began addressing the issue of half-blood witches and wizards, or those with only one magical parent, as a threat to the racial superiority of those of pure magical blood. He also called for the subjugation of all other species, to include magical creatures who were not wizards and witches and the entire muggle world. The oppression and fear of all created by the tyrant regime began and spread through the platform of racial supremacy and specific hatred of certain groups. (Gangopadhyay, 2015; Lytle, 2013; Rutter, n.d.).

The initial response to these tyrants was one of appeasement and avoidance. Recollection of past conflicts along with internal conflict within their own society prevented leaders from taking timely action against these tyrants. Instead of taking immediate action, which may have prevented a full rise to power and certainly would have contained the issue before the tyrant had the ability to gain sufficient troops to fully overturn the existing government, the leaders chose to bury their heads in the sand. This appeasement and failure to address the rising issue meant they were forced to face head-on the full military force of a prepared military. In each case, the government fell. (Rutter, n.d.).

The fall of a legitimate government and a full State-sponsored response to the emerging tyrant led to community resistance of the civilian population, primarily adolescents. The French government during World War II defined adolescents as those aged 13-21, which made up roughly half the French Resistance movement and a great deal more of the resistance in the Harry Potter story. (Rosbottom, 2020; Rowling, 2007). This resistance included violent paramilitary groups who actively fought their oppressors, groups who sabotaged property needed by their oppressors to continue their regime or fighting, and groups dedicated to spreading accurate information to the masses. (*The influence of Nazi Germany on J.K. Rowling's Harry*

*Potter Series*, n.d.; Rosbottom, 2020).

The response by the Tyrant and their regime in each of these instances was indiscriminate violence. The age or level of violence of the resistance members was not considered when assessing what action would be taken if the individual was caught. Similarly, the involvement or lack thereof of a family member of a resister was not considered if arresting or killing a family member could be utilized as motivation to prevent future resistance. The lack of distinction was weaponized as a method of fear to keep all in line, creating a society of fear to maintain control. Eventually, it was these resistance movements who were able to end the regimes of terror. (Lytle, 2013).

### **Just War Theory: An Explanation**

Turning a bit from storytelling, it is important to understand the theories under which we review tales, be they fictional or historical. Just War Theory is a Christian- based concept that has become synonymous with modern International Law of Armed Conflict. Current International Law of Armed Conflict finds its legal root in the United Nations Charter, which was created as a response to the end of World War II. But the emergence of this theory began long before 1945.

Beginning primarily with Augustine and developing throughout centuries of Christian philosophers and leaders, Just War Theory is the primary non-pacifist theology Christians have surrounding justice and warfare. It is based on an underlying concept that peace is the ideal but recognizes that peace is not always possible. Peace, in this sense, is not merely a current lack of violence in a society, but a living embodiment of true justice for all. Peace is the act of working towards, or accomplishing, true justice for all. Roles in this paradigm fall to individuals, leaders,

and societies as a whole. (Patterson & Demy, 2017).

Individuals have a general responsibility to be fair, to love their neighbor, to refrain from committing harm, and to respect the legitimate leader of society. Leaders have an obligation to protect their countrymen both internally and externally. Internally, the leader is expected to protect its people by creating and enforcing fair laws, enacting punishment on those who harm others by killing or stealing, and generally maintaining order within society. Externally, the responsibility of the leader is to protect its citizenry from attack or oppression from other nations up to and including engaging in warfare. The responsibility of the whole society is to respect the leader and contribute to society, by providing goods, by engaging in discourse, and by joining armed service when called upon. (Charles & Demy, 2010; Patterson & Demy, 2017). John Calvin went on to explain that there is another role in society, that of the popular magistrate. The popular magistrate is a person or series of people who sit between the ultimate power of the land and the general citizenry in order to organize the citizenry and protect it from tyrants. (Patterson & Charles, 2022).

Because the world is not truly just, additional action is necessary to seek justice, to seek peace in the world. This additional action is force. When a leader uses force against a member of his citizenry in punishment, this is typically called law enforcement, which is recognized as a vital role around the world. When force is used by one State against another, it is called warfare. (Charles & Demy, 2010; Patterson & Demy, 2017).

So, when is warfare acceptable under the Just War Theory? According to Thomas Aquinas, a State may go to war if (1) the war is waged by a legitimate authority, (2) there is just cause to engage in war, and (3) there are the right intentions. Augustine went on to argue that there are times when an affirmative obligation exists to go to war in order to protect one's

neighbor when one's neighbor is threatened harm. Aquinas stated that it was the obligation of the government to protect its citizenry from threats, to include lethal force. (Patterson & Charles, 2022).

John Calvin opened the analysis of responses to corrupted sovereigns or tyrants. Calvin insisted that all Christians had a duty of passive disobedience against the impious and wicked edicts of kings. While Calvin believed in the forceful response to tyrants, he limited the response to those organized by popular magistrates rather than allowing for the individual response or resistance. This reflected the teachings of Aquinas who stated, "to proceed against the cruelty of tyrants is an action to be undertaken, not through private presumption of the few, but rather by public authority." Aquinas also stated, "one who liberates his country by killing a tyrant is to be praised and rewarded." (Patterson & Charles, 2022). It was Hugo Grotius who admitted the individual's right of self-defense against a tyrant in cases of "extreme and imminent peril" or "atrocious cruelty." He stated that the threshold for lawful revolt is that the king has become the enemy of the people. (Patterson & Demy, 2017).

Grotius is also the person who opened the concept of collective self-defense. This opens the idea that a state can and should engage in force, not only to protect its own citizenry, but to protect the weakest in another nation's citizenry. This can include protection of a citizenry from a tyrant if (1) the wrongs are unambiguous, (2) the treatment was such no one would find justifiable, and (3) the people have no legal right of recourse themselves. (Patterson & Demy, 2017).

Once it is determined if force can be used (meaning if a state can go to war or individuals can resist a tyrant), the next question is what force may be used. Here, the Just War Theory recognizes two forces: necessity and proportionality. Necessity asks what amount of force is

required to achieve the objective. Proportionality answers the question of whether that force is proportional to the injustice being addressed. (Charles & Demy, 2010).

## **Just War Reaction: An Analysis**

### **The Actions of the Tyrant**

To note before beginning this section, there is a major discrepancy between Hitler and Voldemort, which is whether the individual ever sat as a legitimate leader of a State. Leaving aside questions of whether Hitler was a legitimate ruler based on the facts and circumstances surrounding his democratic election to Chancellor, Voldemort never held official public office. Therefore, the two will be analyzed as a leading figure of the State by influence and power if not legitimacy for purposes of ease and clarity.

Both Voldemort and Hitler seized power with the stated platform of racial purification and elimination of those deemed sub-human or less than based on blood status. They utilized existing prejudices and hatred to leverage power and accumulate a following. Utilizing this following, they enacted near total control of the population.

Both Hitler and Voldemort made genocide a stated goal of their regime. Fundamentally, this means governmental force directed at a specific group of people. According to Just War Theory, force can be utilized by a government internally within their own country as a method of enforcing the judicial system. This was contemplated as a method of holding individuals accountable for the actions they take that might disrupt the peaceful society they are a part of. Examples typically used in Just War Theory are the punishment of those who steal or murder. There must be the harm that individual caused to others in society so as to assist the person, or the family of the person, hurt, to punish the wrongdoer, and to create a system that discourages

others from committing the same offences. But even attempting to assume a particular group was more prone to impacting society in a negative way, genocide is in no way just. The elimination or subjugation of an entire people group, including men, women, and children for their mere existence or bloodline cannot serve to promote justice or peace. It is an extensive force on members of society, including some of its most vulnerable members, for reasons the individuals cannot control, and which cannot inherently impact society negatively. The concept of genocide brings suffering and violence to a State, imputed by its leadership, with no goal of maintaining order or peace. It is oppression rather than protection of society at large.

While in itself, the systematic elimination of entire groups of people would be an atrocity, both Hitler and Voldemort freely turned their ire on those who assisted the targeted people and any who disagreed with their goals. In each of these instances, the tyrant looked to extend their own power at the expense of their citizenry. Even their most ardent followers did so out of a combination of fear of consequence and adoration for the expanse of power they held. These tyrants saw themselves as demi-gods, above the rule of law and above their own citizenry, manipulating those around them to seize even more power and utilizing fear to control their enemies, their citizenry, and their followers. The atrocious cruelty of mobilizing police forces for the purpose of finding and killing noncombatant men, women, and children for their race or merely to show the power and ability to kill so as to control the population with fear cannot ever be linked to the responsibilities of a true leader. These regimes of death, strategic oppression, and constant fear created by each of these leaders would reach Grotius's standard of "an enemy of the people," opening up the concept of legitimate resistance against them.

And after showing their capabilities in their own realms, they each looked to expand. Hitler took power in Germany and almost immediately began looking to expand Germany's

borders into Czechoslovakia and elsewhere, eventually amassing the majority of Western Europe. Voldemort looked to expand the British magical world into the complete subjugation of muggles around the world. These expansionist goals meant that, not only were their own citizenry oppressed, but these Tyrants directly threatened other citizenries and other nations as well. So not only were Hitler and Voldemort tyrants to their own people, but they were also forces of harm aimed at the citizenry of other states.

Once it became clear that Voldemort and Hitler were immediate threats to other nations, with the appearance of Voldemort at the Ministry of Magic and Hitlers invasion of Poland, legitimate governments responded militarily. Once these responses began, these tyrants were entitled to battle for their own safety and the safety of their nation. However, the key here is “response.” In each case, Voldemort and Hitler were the aggressors. Just War Theory explicitly prohibits aggression. Expansion of land and resources are not legitimate uses of force, particularly when such resources can be reached through other means. Additionally, right intentions are necessary for the use of force on another nation. Here, the intention was to amass more power. This purely selfish intent serves to further show how these leaders were tyrants rather than statesmen protecting their people.

After the defeat of France and the Ministry of Magic, resistance groups continued fighting. Voldemort responded to the resistance by creating a taboo that would break all magical protection spells and sending “snatchers” to hunt members of the resistance. He would then torture or kill resistance members, regardless of age. Hitler’s policing forces not only killed members of resistance movements, but their families were at risk as well. Resistance members were tortured regularly for information, regardless of their age and many members were sent to concentration camps. In response to successful resistance actions, detainees or even entire towns

were killed as a method of keeping people in line.

These actions violated the Jus in Bello components of Just War Theory. Generally, there is a concept of combatants and noncombatants, only allowing those actively engaged in the war to be targets of force. Neither of these tyrants utilized this discretion, instead utilizing the additional fear created by indiscriminate violence to assist in their control. Only that which is necessary to achieve the objective may be utilized under Just War Theory, but these two tyrants felt no need to pair down their responses in any way. Additionally, proportionality dictates that any actions taken be done in proportion to the offense committed. The kidnapping and killing of family members or the torture of members of the resistance movements can hardly be deemed proportional to property damage and the massacre of an entire town is not proportional to the death of a single German soldier. Time and again Hitler and Voldemort violated Jus in Bello rules of Just War Theory against their own citizens, members of opposing forces, and resistance movements of those conquered, further showing their role as tyrants.

### **The Actions of the Governments**

The roles and responsibilities of the French government and the Ministry of Magic can be broken down into two periods or areas of analysis. The first would be the beginning states of the tyrant's rise to power when, arguably, there was no current or immediate threat to their own citizenry. The second is after the imminent threat to their own citizenry becomes clear or has already occurred.

In 1933, French intelligence knew that Hitler intended on expanding German territory with an eye on attacking France. But at the time, Germany did not have the power or resources to conduct such an operation. The same is true of Voldemort's ability to take over the British

magical world. At the time when he obtained his strength, Voldemort had nearly no following and those who were loyal could not readily show themselves as his supporters. He required time to build a force of those loyal or fearful of him sufficient to contend with the legitimate magical government and its law enforcement capabilities. Based on this lack of necessary resources, it can be argued that there was no initial immediate threat to these government's own citizenries at the time. Despite the lack of current threat, the writing was on the wall and there was still potential for alternative action to be taken besides total war. Rather than taking action, at this time, both the Ministry of Magic and the French government chose to bury their heads in the sand and ignore the issue for fear of inciting a war they were unprepared for themselves. But was this acceptable under Just War Theory?

To determine if the government can take forceful action, three determinations must be made. 1. Is it being made by a legitimate authority? In both cases the answer to this question is yes, action would be taken by the official government of a nation.

2. Is there just cause to engage in war? Here there are various just causes for engaging in war. Both Hitler and Voldemort publicly proclaimed their platforms of genocide and had begun acting on them with haste. In general society, attacks, killings, and a general aura of fear were known. Protection of the weakest in society is considered a just cause. This is clearly true when looking at one's own society. Under Just War Theory, the very reason for a legitimate government is the protection of the citizenry. The weakest in society especially need assistance, potentially from the outside, and potentially from others within society looking to harm them. It may also be possible to support those outside of one's own society. Grotius developed the concept of collective self-defense, in which nations can assist other peoples out of a concept that the entire world community is harmed by a specific atrocity. As such, a nation can reach out to

assist another nation in defending itself, or in limited cases assist a people in defending itself from its own tyrant. Looking at the specific limits of protecting a people from a tyrant, such is allowed once the tyrant has engaged in sufficiently atrocious actions as to be deemed an enemy of the people. Certainly, this would be the case in times of genocide and development of a fear-based dictatorship. As such the protection of the men, women, and children targeted merely for what was deemed “impure blood” would be a just cause to engage.

3. Are there right intentions? The response to this question can only be answered by the hearts of those choosing to take action or not do so. Certainly, it can be seen that the choice to avoid conflict out of fear, economic concerns, and internal political strife can be understood not to be the right intentions. Thus, engaging in force (up to and including war) at this time would be permissible under Just War Theory.

But was force required at this time? Aquinas notes an affirmative requirement to take action to protect society, especially its weakest members. This statement is echoed and strengthened by Calvin who found that using lethal force for the protection of society as a whole was an affirmative obligation of the sixth commandment as the sixth commandment was meant to prevent baseless murder so as to insure unity within society. (Patterson & Charles, 2022). Biblical teachings emphasize the need to love thy neighbor and various Just War thinkers have extrapolated that to mean one must protect one’s neighbor as well. Grotius not only allows for collective self-defense but by doing so created a paradigm where a government capable of doing so is obligated to take what steps are possible to protect the weakest of a neighboring society. Thus, the Ministry of Magic and the French government were obligated to take decisive action against the tyrants on their borders.

Once Germany made it clear the intent to invade France and Voldemort took decisive

steps to attack the British magical world, there was no longer a question of collective self-defense or a decision to look at the impact of their reign on another group or nation, it became a legitimate and imminent threat for their own nation. Under Just War Theory, the primary purpose of a government is to protect its citizenry. This can be protection from attack, from oppression, from invasion. The threats that the British magical world and France faced were all of the above. Germany threatened to and eventually did attack France, occupy the country, oppress the people, and commit genocide within its borders. Voldemort toppled the Ministry of Magic and created a realm of fear and death, with a goal of genocide and subjugation. This was an imminent threat, not to another people or nation, but to their own. If the sole purpose of a government is to protect its people, these governments failed. They failed by willful lack of preparation, by willful lack of information, and by willful lack of action. And while it can be argued that both France and the Ministry of Magic eventually took action, both did so much too late. France knew what was happening once Rhineland was attacked in 1936 but they took no action until 1939. The Ministry of Magic knew Voldemort was back once he released his followers from Azkaban, but no action was taken until he breached the Ministry itself. These delays allowed for a strengthening and amassing of power that could have been prevented by earlier, direct action. These choices were unacceptable under Just War Theory and did nothing for them in the end.

### **The Actions of the Resistance**

Resistance movements such as Dumbledore's Army, the Order of the Phoenix, and the countless French resistance groups that eventually came to be known as Force Françaises Libres took action against the tyrant after the overthrow of their own legitimate governments. This resistance took many forms including spreading information against the will of the tyrant,

defacing property as a form of expression, damaging property used in conducting war, and violent military action. Ultimately, it was this resistance that assisted in ending the wars discussed above. The question of whether there was reason for force has already been answered but the actions of each of these forms of resistance can be seen slightly differently under Just War Theory.

Calvin spoke of a requirement to conduct civil disobedience against a tyrant. In this case, defacing property was a small but noticeable act of civil disobedience. In a case of civil disobedience, there was no real damage and no violent action taken, but it created a symbolic message to the oppressor and the oppressed alike that there were people taking a stand. A common game amongst French teenagers in occupied France was to attempt to spit their chewing gum into the hair of passing German soldiers, not as a major conflict, but as a minor rebellion against the oppressors. (Rosbottom, 2020). It may not make a noticeable difference in the war effort at the moment, but civil disobedience can bring hope to the oppressed and inconvenience the oppressors. Civil disobedience is available to, if not required of, every individual in a tyrannical regime under the construct of Calvin.

Spreading accurate information, while more influential overall, can be similarly filed as civil disobedience rather than active force. The spread of information can assist many individuals by keeping them accurately informed about conditions and actions around them as well as assist with the orchestration of force, but the information gathering and spreading in itself is not inherently violent. This was likely the most important component of the resistance consistently throughout the war effort as accurate information is vital to determining whether, when, and how to engage force. But strictly speaking, it was not force in itself and thus under Calvin could be deemed as an individual right and expectation under a tyrannical regime.

This differs from actual resistance and use of force. Calvin believed that force against a tyrant could only be waged under the control of a magistrate, not by the individuals alone. In these constructs, arguably, Dumbledore was the magistrate of the magical world. He was a renowned leader as the headmaster of Hogwarts, and he was the general overseer and initial instigator of the resistance. Similarly, de Gaulle was the General leading the legitimate French forces who called for continued resistance and ultimately orchestrated the consolidation and organization of resistance movements in France. Thus, under Calvin's guise, force such as property destruction and military action may be taken.

Grotius opened up the opportunity for force even farther when he allowed individuals to take action cases of "extreme and imminent peril" or "atrocious cruelty." As shown above, this was clearly the case both in the British magical world and in France. Thus, even individuals would be permitted to engage in resistance so long as they followed the Just War requirements of necessity and proportionality.

## **Conclusion**

Harry Potter and World War II France show two scenarios where a tyrant rose in the absence of response by legitimate governments until only resistance movements were left to take action. The tyrants became the enemy of the people, fueled by a need for power and a hatred of a specific group. Legitimate governments failed to serve their primary duty, protecting their citizenry, using all methods, including force and this failure led to their downfall. Ultimately, it was the individuals who stood up to the tyrants, responding to atrocious cruelty and bringing forth the tyrant's defeat.

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