



**THE SOCIAL DISCRIMINATION REPRESENTED IN J.K ROWLING'S
HARRY POTTER AND THE HALF-BLOOD PRINCE AND
*HARRY POTTER AND THE DEATHLY HALLOWS***

THESIS

Written by:

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**ENGLISH DEPARTMENT
FACULTY OF LETTERS
JEMBER UNIVERSITY**

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THESIS

Submitted to the English Department, Faculty of Letters in partial fulfillment of
the requirements for the degree of Sarjana Sastra in Jember University

Written by:

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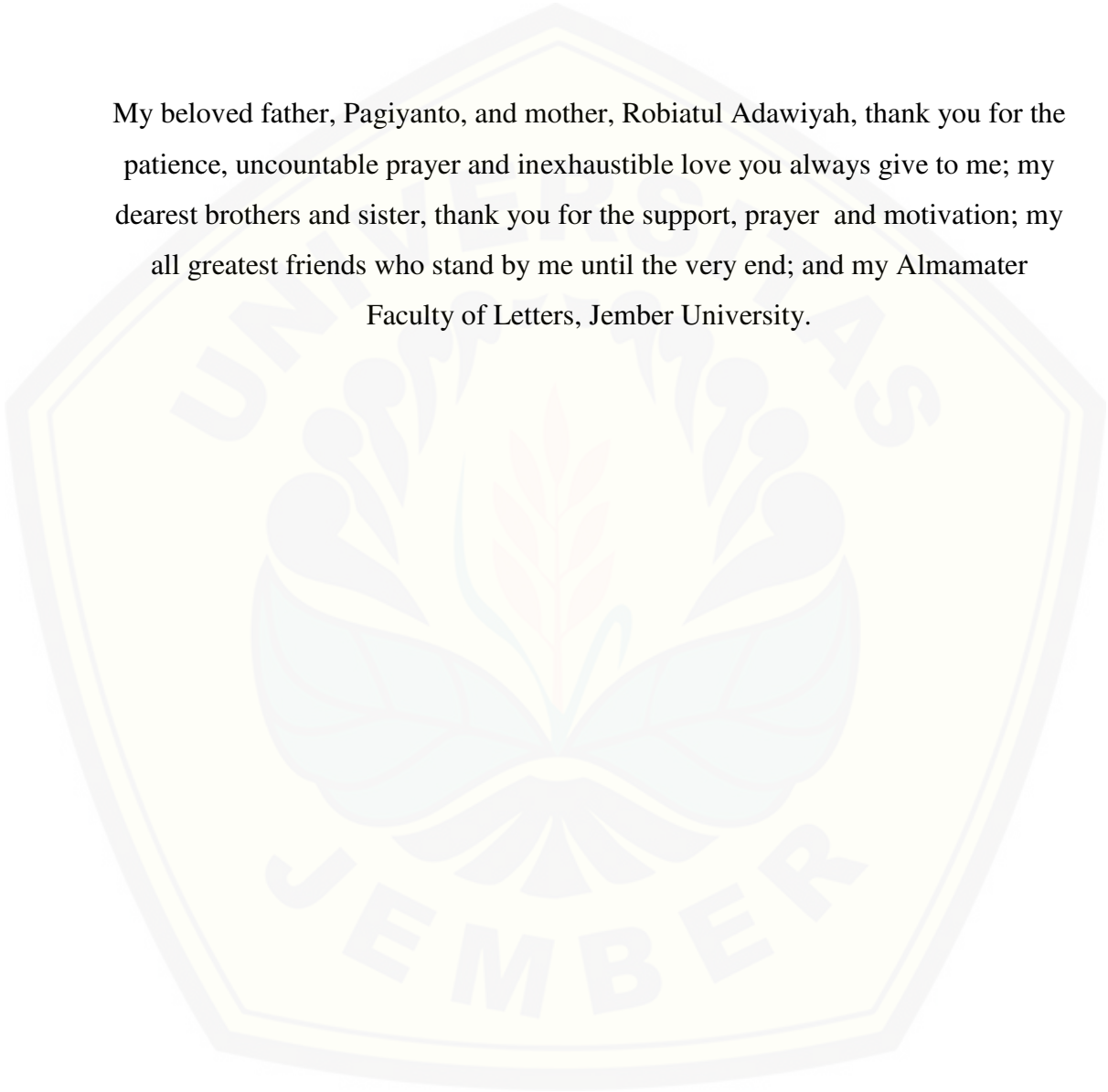
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2016

DEDICATION

Profoundly dedicated to:

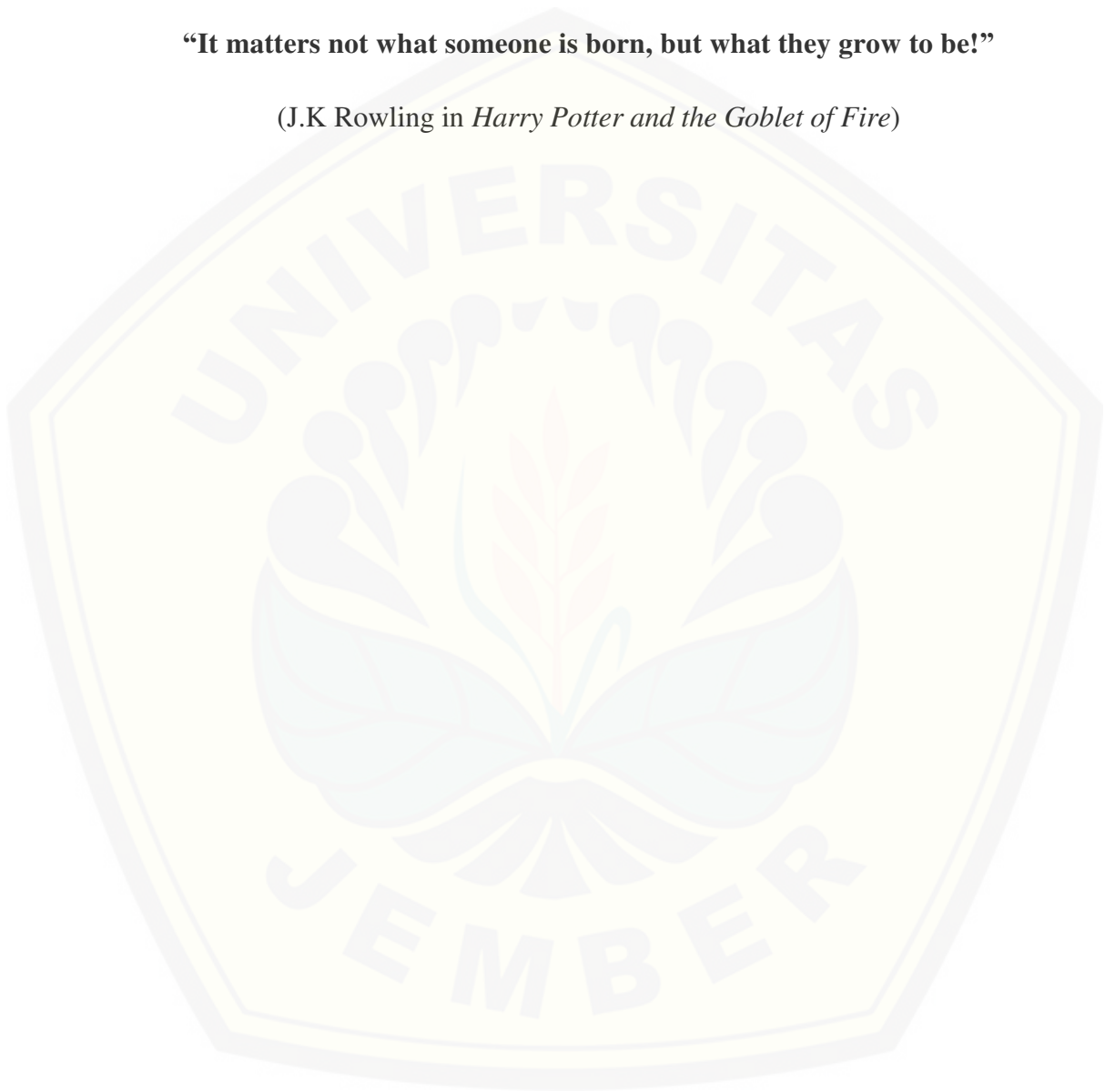
My beloved father, Pagiyanto, and mother, Robiatul Adawiyah, thank you for the patience, uncountable prayer and inexhaustible love you always give to me; my dearest brothers and sister, thank you for the support, prayer and motivation; my all greatest friends who stand by me until the very end; and my Almamater Faculty of Letters, Jember University.



MOTTO

“It matters not what someone is born, but what they grow to be!”

(J.K Rowling in *Harry Potter and the Goblet of Fire*)



DECLARATION

I hereby state that the thesis entitled 'The Social Discrimination Represented in J.K Rowling's *Harry Potter and the Half-Blood Prince* and *Harry Potter and the Deathly Hallows*' is an original piece of writing. I certify that the analysis and the research described in this thesis have not already been submitted for any other degree or any publications.

I certainly certify to the best of my knowledge that all sources used and any help received in the preparation of this thesis have been acknowledged.

Jember, 19th April 2016

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In the name of Allah, the beneficent, the merciful who has granted His great blessing so that I am finally able to obtain a great deal of knowledge and finish writing my thesis. It is only His Gracious gift and power that enable me to accomplish this thesis. In this great opportunity, I would like to express my deep gratitude to those who have given me great contribution in supporting my study in English Department. On occasion, I want to convey my gratitude to:

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2. Dra. Supiastutik, M.Pd., the Head of English Department for giving me a chance and permission to write this thesis;
3. Dr. Ikwan Setiawan, M.A., and Hat Pujiati, S.S, M.A., as my first and second advisors who have spent their time to understand and given me valuable advice, suggestion and correcting this thesis with great patient;
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I am grateful to all their encouragement and help, because I am sure that without them I would find many difficulties in writing this thesis and finishing the study. I believe that Allah will always bless them all.

Jember, 19th April 2016

Nurul Faizah Amiliyah

SUMMARY

The Social Discrimination Represented in J.K Rowling's *Harry Potter and the Half-Blood Prince* and *Harry Potter and the Deathly Hallows*; Nurul Faizah Amiliyah, 100110101060; 2016: 51 pages; English Department, Faculty of Letters, Jember University.

Harry Potter and the Half-Blood Prince and *Harry Potter and the Deathly Hallows* are two last novels of *Harry Potter* series written by J.K Rowling. This thesis is conducted to explore the social discrimination described in the two novels which occur within the social class. The social class in the novel is determined by the blood status, those are: Pure-blood as the upper class, Half-blood as the middle class, and Muggle-born as the lower class. Those class disparity is created by a group of people as their political intention to dominate the society by putting the minority/lower class in hard condition.

There are three problems discussed in this research. The first is social discrimination represented in the novel, the second is the author's ideology constructed in the novel which reveals the politic beyond the discrimination as well. In analysing this research, I use qualitative research method by presenting qualitative data in the form of words, phrases and sentences. This research begins with the analysis of the novel by applying theory of representation by Stuart Hall. I analyze the texts of the novels which construct the discourse of social discrimination through the characters' action. Furthermore, I analyze the author's ideology towards social class and discrimination through the discourse constructed in the novel.

This research has found that, in *Harry Potter* novels, social class is a concept created by a group of people to maintain their position, in which this system can harm the lower class who are used to be discriminated. Besides, there is a political intention lies beyond discrimination which aims to gain power. Furthermore, this thesis concludes that J.K Rowling, through her writing *Harry Potter*, rejects the class disparity and depicts the inapplicability of the political

system of social class by presenting the failure of Voldemort in gaining power and maintaining his blood purity concept.



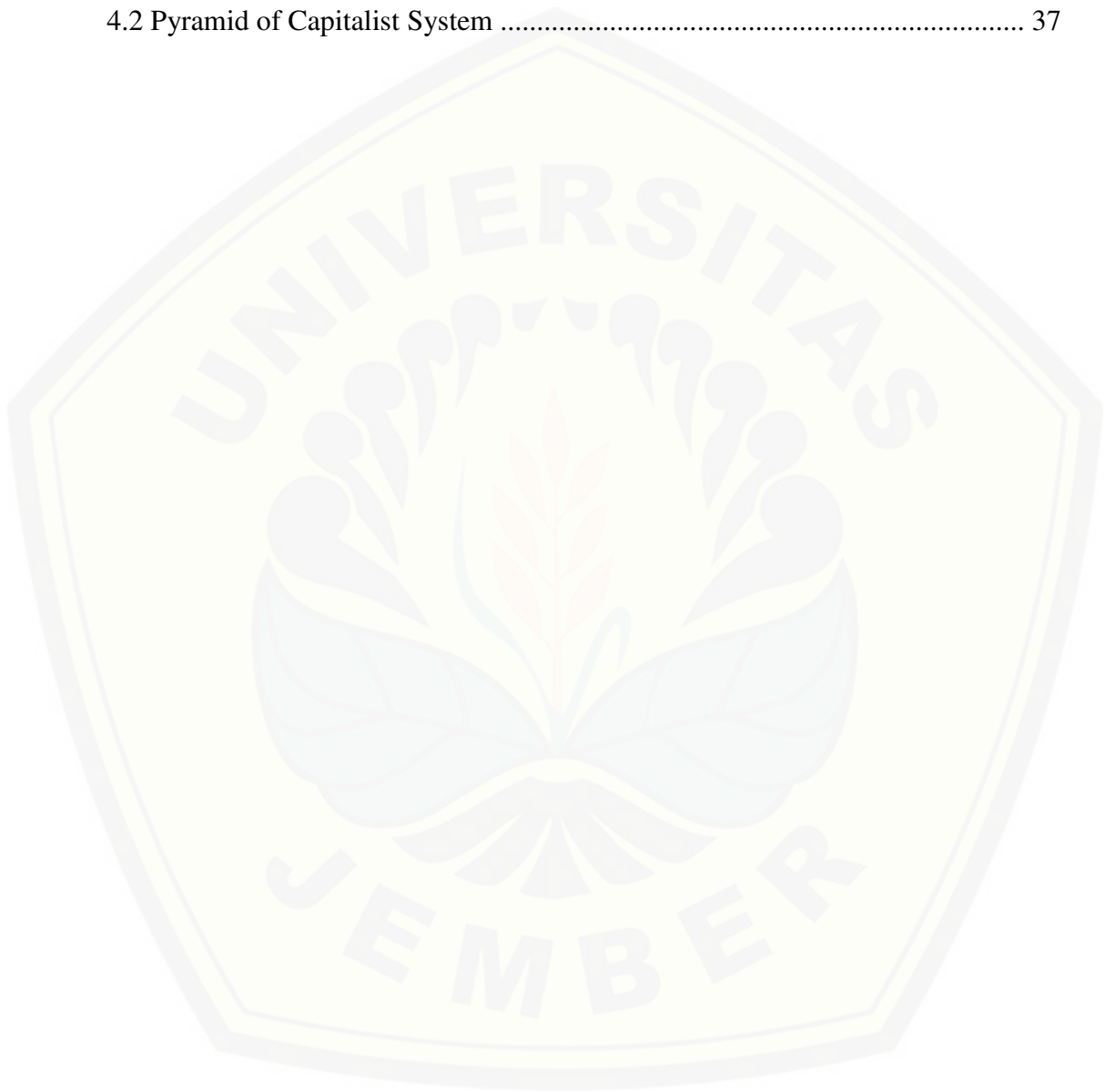
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CHAPTER 1. INTRODUCTION

This chapter provides the basic idea of conducting the research. It contains three subchapters, those are: first, the background of the study as a reason and the importance of the research, second, the problems to discuss, and third is the goals of the study.

1.1 The Background of the Study

Social asymmetry cannot be avoided by society. It is a very common phenomenon happens in social life. The conflict itself occurs from societies' interest which is intended on defending their position in social stratification. Generally, in some countries, societies are classified into three classes based on their socio-economic condition and blood-lines; the highest class societies are occupied by the aristocrat whom economically privileged, the lowest class societies are occupied by the poor whom economically oppressed, and the middle class societies are occupied by the well-to-do whom neither economically privileged nor oppressed (Tyson, 2006:55).

The social stratification often causes a class conflict in societies among the groups. The most explicit problem which generally occurs in social life is discrimination, especially to the social group classified into some castes/classes. Discrimination happens to the lower class societies and minorities which is caused by the ambition and egotism of the higher class societies and majorities who have a hunch that social-economic and social status are parameter for a group of society being able to dominate the social structure more than other groups which are lower than them.

However, this social discrimination issue still obscurely appears in social life eventhough the statute of human right has been launched. Nowadays, discrimination even happens in broader aspect of social life. In some specific cases, it happens among people with different economical background, caste, intellegence, physical appearance, culture, etc., which superior people use to insult the others who are inferior.

In this modern era, J. K Rowling, one of twentieth century writers, recovers the social problems, particularly the social discrimination, in her most popular serial novel, *Harry Potter*. It is a modern fiction which is written based on her imagination in which the story and characters are mostly inspired by influential people around her. She is also inspired by some magical stories of children literature and social phenomena happen around her (Pollack and Belviso, 2012: 14).

Rowling does not only describe about the imaginative story of great witches and wizards, but she also describes the social discrimination emerges from the blood status which determines the social caste in which societies belong to. The blood status in Rowling's *Harry Potter* is classified into three parts: *Pure-bloods* are witches/wizards who were born by magical parents, *Muggle-borns* are witches/wizards who were born by non-magical parents and have magical power, *Half-bloods* are witches/wizards whose parents are both magical and non-magical parents (<https://harrypotterbloodstatus.wordpress.com>. Retrieved on March 04th, 2015). The problem itself mostly occurs in the last two novels of *Harry Potter series*; those are in the sixth novel (*Harry Potter and The Half-Blood Prince*) and the seventh novel (*Harry Potter and The Deathly Hallows*). Both novels explain how blood status becomes a very crucial problem in wizarding world which causes a warfare among wizarding society in the end.

In some literary criticism of *Harry Potter* (written in the form of journals and articles), some critics have similar opinion about the social problems occur in the novel. The most crucial one is the construction of blood line which distinguishes the social caste based on the lineage. This, afterwards, causes a social conflict among wizarding society, which one group of society has more dominance than the other groups. Erin Vollmer reveals in her journal that discrimination is caused by power and prejudice of the Pure-bloods as the ancient group of society, they try to keep the blood-purity of their generation by cleaning the Muggle-borns who do not get the magical power by heritage (Vollmer, 2007. *UW-L Journal of Undergraduate Research X*. www.uwlax.edu/urc/.../vollmer.pdf. Retrieved on October, 13rd 2014).

In both novels, the most powerful and cruel wizard is Lord Voldemort, who has great ambition to control the wizarding world. Eventhough he is a Half-blood wizard for his father is a Muggle, but he considers himself as a Pure-blood because he inherits the blood of Salazar Slytherin—a very ancient and great Pure-blood wizard, and also one of the founders of Hogwarts School of Witchcraft and Wizardry. His ambition causes his hatred of Muggle, it is proven when he kills his father and grandparent and other Muggle-borns. Yet, Harry Potter—the main character in the novel—with his two best friends, Ron Weasley and Hermione Granger, strive against Voldemort and his followers to stop their brutality helped by other wizards and witches who also resist Voldemort. In the end, Harry Potter and his supporters win from Voldemort after they kill him and bring magical world a peaceful life.

The brief synopsis of the novel tells how the social problem occurs among the magical society. The social conflict in this novel happens because the Pure-blood witches/wizards want the magical world to be dominated only by them by eliminating the Muggle-born witches/wizards. They, who regard themselves as the highest caste in magical world society, try to clean up the Muggle by criminal actions, even by murdering them.

And yet the underlying strand of all four novels, and it's a theme that is building through the series, is the destructive nature of racial discrimination. Through this, Rowling taps into one of the most important social issues of the time: the frightening recurrence of widespread ethnic cleansing, where hitherto harmonious peoples are violently divided, and minorities are systematically killed or driven out under the auspices of religion or ethnicity (Eccleshare, 2002:74).

The statement above explains the way Rowling describes the issue of discrimination in society through her two last novels of *Harry Potter Series*. The social discrimination itself occurs from ethnic cleansing against the minorities. The issue of discrimination found in this novel represents the social issue in Britain, in which the societies are divided into some classes.

In this thesis, I discuss about social discrimination which practically still occurs in nowadays societies. Eventhough, it does not happen evidently in present day, but it still occurs in some groups of society. Discrimination nowadays is

more emphasized on the excision of certain individuals, for instance discrimination against junior students which happens in school, and discrimination against the lower class in a group of society.

1.2 The Problems To Discuss

In accordance to the brief synopsis written in the background of study and the topic discussed in this research, there are three problems found in the research which are going to be discussed:

1. How is social discrimination represented in *Harry Potter and The Half-Blood Prince* and *Harry Potter and The Deathly Hallows*?
2. What is the ideology constructed in *Harry Potter and The Half-Blood Prince* and *Harry Potter and The Deathly Hallows*?
3. How are the politics beyond discrimination in *Harry Potter and The Half-Blood Prince* and *Harry Potter and The Deathly Hallows*?

1.3 The Goals of the Study

Research is done to find another gap in the literary works which has not been discussed yet before. In doing this research, there are some purposes to get crucial information about the problem occurs in the novels. The purposes are:

1. To describe the social discrimination represented in J. K Rowling's *Harry Potter and The Half-Blood Prince* and *Harry Potter and The Deathly Hallows*;
2. To reveal the ideology constructed in *Harry Potter and The Half-blood Prince* and *Harry Potter and The Deathly Hallows*; and
3. To find out the politics beyond discrimination in *Harry Potter and The Half-Blood Prince* and *Harry Potter and The Deathly Hallows*.

CHAPTER 2. THEORETICAL FRAMEWORK

This chapter consists of two subchapters: first, the previous research is researches done in the same field and object. I took two previous researches from journal and thesis which discuss the same problem; second, the appropriate theory used to analyze the literary work. I use theory of Representation revealed by Stuart Hall to analyze the discourse of novel which represents the real life phenomena.

2.1 The Previous Research

In writing this research the previous researches give contribution to give some informations related to the choosen topic or similar object in this thesis. There are two previous researches used as the references in compiling this thesis, which the two researchers take similar novel and problem, that is about social discrimination in *Harry Potter* novels; and another one takes different novel with similar problems discussed by the researcher.

The first previous research is a journal discussed about the same novel which the topic is almost the same. The journal was written by Erin Vollmer in 2007. Her journal entitled “**Harry’s World: An Exploration of J.K. Rowling’s Social and Political Agenda in the Harry Potter Series**” discusses about the social problems which she classifies into some elements: power and prejudice, the wizard’s caste system, racism and the creation of the ultimate villain, Harry’s paradoxical existence, a materialistic conflict, and power and ethics.

As such, the ideal of judging a person based on “merits, actions, and morals”—as presented by Harry Potter—is juxtaposed with the oppositional view that only if one is pure-blood can he or she be granted any sort of high-level status in the Wizarding world. This is the view implied by the actions of the Death Eaters, and very blatantly stated by characters such as the Malfoys—who represent a corrupt, albeit privileged upper-class mentality. From this perspective, there is a clear caste system at work in the Wizarding world of Harry Potter. At the top of this distorted system are the

purebloods, families who descend from long lines of witches and wizards. Next are the half-bloods and mixed breeds. These are wizards and witches who have one parent that is a witch or wizard, and one parent that is either Muggle-born or another species, such as a giant (Hagrid) or a Veela (Fleur Delacour). Just below (or far below the half-bloods, according to pure-bloods such as the Malfoys) are two rare circumstances: the completely Muggle-born witch or wizard and the Squib (Vollmer, 2007. *UW-L Journal of Undergraduate Research X*. www.uwlax.edu/urc/.../vollmer.pdf. Retrieved on October, 13rd 2014).

The statement above describes the caste system in *Harry Potter* which furthermore causes a social conflict. It is one of the impacts of social caste system which makes the Pure-bloods—hereinafter referred as the highest caste—dominate the magical world. The victims in this conflict none but the non-pure-blood witches/wizards.

Erin Vollmer's research was focused on the social hierarchy and race in *Harry Potter series*. The conclusion of this research is J.K Rowling's *Harry Potter series* are successful to demonstrate social phenomena as reflected in the novels and to prove that J.K Rowling is a magical realist. The research emphasizes on the social hierarchy that causes prejudice and racism and social class which causes materialistic conflict. It helps me to comprehend the problems occur in the novels. Besides, it also inspires me to explore more deeply about the politics beyond the blood purity concept which is one of some strategies used to control the society.

The second research is a thesis written by Sisca Fitri Agustin in 2014 entitled "**Racial Prejudice and Racial Discrimination Towards Barbarians on South Africa in J. M Coetzee's *Waiting for the Barbarians***". The thesis discusses about the discrimination through human race towards Barbarians in South Africa done by White people expressed in the novel. She explains that White people practice racial discrimination on the African in the era of apartheid system, the White even consider the Barbarians as a group of people in negative activities, as uncivilized, undeveloped, wild and also like an animal. In analyzing the novel, Agustin uses sociological approach and supported by Critical Race

Theory: An Introduction, to define the racial prejudice and discrimination represented in the novel.

Agustin (2014) states that the colonizers in novel *Waiting for the Barbarians* discriminate Barbarians for they are minority and inferior group. The White people treat Barbarians with torture and violence; they take them into prison and also kill them. Those discrimination phenomena revealed by Agustin in her thesis show that the majorities can act arbitrarily toward the minorities, since they have power to dominate the society. This second previous research helps me to find more informations about discrimination happens in society, since the research topic is similar to my research.

There is similarity between the topic and problem discussed in the previous researches. They reflect the social conflict especially social discrimination occurs in the literary work as the reflection of real life experience and social history. The first and second researches have big contribution to this research to get more information about the discrimination occurs in societies. The concept of discrimination helps this research to understand the conflict in the story including all the information related to the phenomena in social life.

2.2 Stuart Hall's Theory of Representation

Representation is one of theories to analyze some events in human's works as the media through discourses or symbols which is revealed by Stuart Hall. It deals with language and discourse in literary works which deliver meanings to interpret the reality. Representation is an essential part of the process by which meaning is produced and exchanged between members of a culture. It involves the use of language, signs and images which represent things (Hall, 1997: 15). It explains that, every person has different view in producing the meaning of a language or sign delivered by another person and represent it in their own mind.

Hall mentions two systems of representation, those are: first, the system by which all sorts of objects, people and events are correlated with a set of concepts or mental representations which we carry around in our heads (1997: 17). It means that this system is the way people view things through their mind to form a

meaning which can represent the world. The second system of representation is language which involves in the overall process of constructing meaning. The common language is needed to correlate the concepts and ideas with certain written words, spoken sounds or visual images as the signs (1997: 18). Signs in the form of language enable people to translate the meaning implied inside it and to determine what the sign/language represents.

Hall (1997) reveals three approaches of representation, those are:

- a. **Reflective approach**, that is meaning is thought to lie in the object, person, idea or event in the real world, and language functions like a mirror to reflect the true meaning as it already exists in the world.
- b. **Intentional approach**, that is the authors impose their unique meaning on the world through language, in which the words mean what the authors intend to mean.
- c. **Constructionist approach**, it recognizes the social character of language, it is social actors who use the conceptual systems of their culture and the linguistic and other representational systems to construct meaning, to make the world meaningfully to others.

The most significant approach used to analyze the texts in the novel is constructionist approach. This approach emphasizes the representation through the meaning production constructed by the message receivers in their own concept. In constructionist approach, meaning is produced by certain societies' idea of things, not by the meaning of each word itself. Words symbolize or represent things which happen in social environment.

Constructionist approach contains of two approaches which provide different method of analyzing the language. First, Ferdinand de Saussure's semiotic approach which emphasizes on the signs or symbols depicted in the language. Second, Michael Foucault's discursive approach which emphasizes on the discourse constructed in the text/language. Since I analyze the problem through the discourse of the novels, the discursive approach is appropriate to be applied in this research.

2.2.1 Discursive Approach

In this study, the representation is constructed from discourses exist in two last novels of *Harry Potter* series. Hall delivers Foucault's idea of discourse which he considers as knowledge rather than just meaning. By discourse, Foucault meant a group of statements which provide a language for talking about—a way of representing the knowledge about—a particular topic at a particular historical moment (1997: 29). Discourse is not only formed through language, but also through the statements that describe a particular phenomena, which of the statements can produce new knowledge.

Foucault did not believe that the same phenomena would be found across different historical periods. He thought that, in each period, discourse produced forms of knowledge, objects, subjects and practices of knowledge, which differed radically from period to period, with no necessary continuity between them (Hall, 1997: 31).

In accordance with the citation above, it states that discourse constructs different knowledge in different period, because the readers/viewers are also different in each period. For instance, *Harry Potter* is modern fiction novel which does not tell a history of certain society, but it depicts a social phenomena which forms a new knowledge to the readers. The term discourse is used to emphasize the fact that social structure is meaningful.

Discourse is not comprehended as a series of words or text, but it is something that produces ideas, concepts or practices. The main problem of the discourse is the object that constructs the discourse and its effects to the social practices. In other word, there is always a marginalized effect in every discourse production, so that, the discourse is always associated with knowledge.

This approach took as one of its key subjects of investigation, the relation between knowledge, power and the body in modern society. It saw knowledge as always inextricably enmeshed in relations of power because it was always being applied to the regulation of social conduct in practice (i.e. to particular 'bodies') (Hall, 1997:32).

Knowledge is a key explanation in society. It is a perspective that emphasizes the social character of society and reflects the values of society.

Knowledge which is essentially a collection of human experience, created and developed through discourse. Through the knowledge, people can know the purpose of the production of a discourse, which then constructs their own conclusion and perspective in interpreting the discourse.

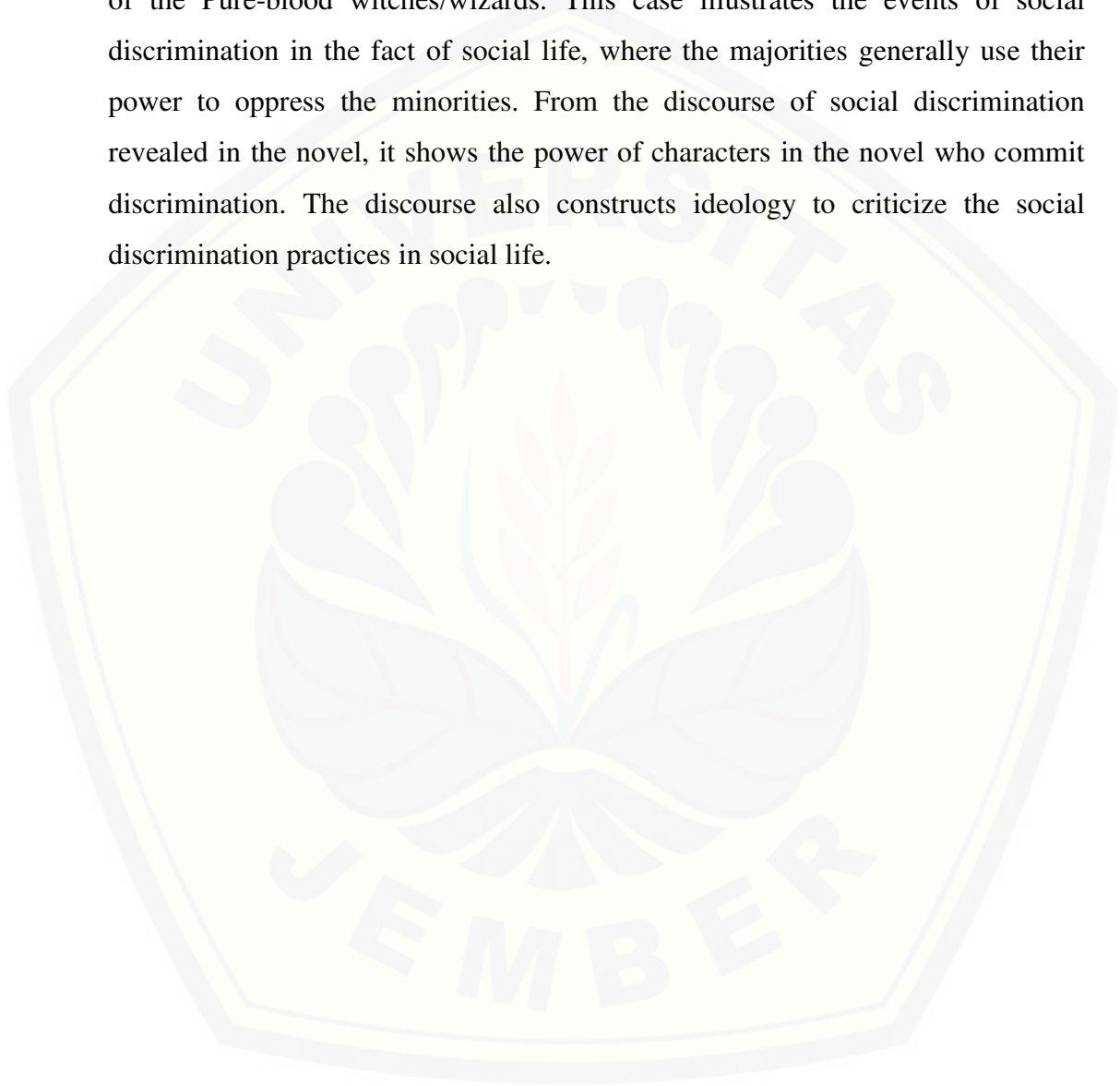
In *Harry Potter* novels—as the literary work—discourse constructs a certain knowledge about social discrimination as the representation of the social phenomenon. The formation of discourse is initiated by the author's ideas which aims to portray the social phenomenon into his/her novel. Furthermore, discourse constructs an ideology beyond it, since it becomes the author's criticism towards the society.

Hall (1985) states that ideology functions to reproduce the social relations of production which are necessary to the material existence of any social formation or any mode of production. Ideology comes from the idea of societies to interpret the meaning of a discourse through their own mind. It constructs different understanding between one another. Hence, the ideology is constructed through the discourse in social context. The subject of representation (the reader/viewer) establishes his/her own ideology by relating the discourse to the social reality.

In the novel, ideology is constructed by the author as his/her self-interest towards certain social groups. It arises since the writer has a comprehensive vision of looking at things. The ultimate goal which is hidden behind the ideology is offering the alteration through the process of normative thought. In writing a work that represents the social life, the author aims to change the mindset of a particular group of society.

Since literature is defined as the representation of real life, this theory is applied in this research to prove that the discourses of the novel are written to depict social life in imaginative way. In J. K. Rowling's *Harry Potter and The Half-Blood Prince* and *Harry Potter and The Deathly Hallows*, the wizarding society in Harry Potter's world represents the real society, as well as the problems happen in wizarding society mostly represent the problems happen in real society. In the last two novels, they represent the discrimination depicted by the wicked

Pure-blood witches/wizards (in the novel they are classified as Death Eaters) against Muggle-born witches/wizards. The social discrimination phenomenon itself is caused by a sense of fear of a growing number of Muggles in the magical world, they are concerned about to eventually rule the world of magic and get rid of the Pure-blood witches/wizards. This case illustrates the events of social discrimination in the fact of social life, where the majorities generally use their power to oppress the minorities. From the discourse of social discrimination revealed in the novel, it shows the power of characters in the novel who commit discrimination. The discourse also constructs ideology to criticize the social discrimination practices in social life.



CHAPTER 3. RESEARCH DESIGN AND METHODOLOGY

In conducting this research, methodology is used to describe the composition process of the research. In writing a thesis, research design is conducted to describe the process of the research by using methodology in analysing and collecting the data. This chapter explains the research methodology in some points, those are: type of research, data collection, data processing and data analysis.

3.1 Type of Research

This research is qualitative research using qualitative data to get information about social discrimination occurs in the novel which represents the real social life. Qualitative research is a research that emphasizes at descriptive data, the data are usually gotten by collecting informations related to the research topic. Blaxter *et al* (1996) states that qualitative research is concerned with collecting and analysing information in as many forms, chiefly non-numeric, as possible. Qualitative research is more descriptive than quantitative research, in which the data are collected in the form of sentences or pictures, so it does not stress on the numeral data.

3.2 Data Collection

Data collection is the most strategic action in a research, because the main purpose of research is to get data. The data are collected by using close reading and documentary techniques. There are two kinds of data, those are *primary data*: the main data used in this research and *secondary data*: the additional data to support the research. J. K Rowling's *Harry Potter and The Half-Blood Prince* and *Harry Potter and The Deathly Hallows* are used as the main source data of this thesis and supported by other data about social discrimination. The primary data are the social conflict emerges in the novel proven by dialogues and narrations contained in the novels. The secondary data are facts and informations about

social discrimination and social caste in British society as represented in the novels. Besides the novels, the source of the data are also taken from textbooks, journal, thesis and internet websites that reveal the facts and informations about discrimination in *Harry Potter*.

3.3 Data Processing and Data Analysis

This research aims to describe the social discrimination phenomenon in two last novels of *Harry Potter* series as the representation of social conflict in real life. This thesis uses inductive method in analyzing the data, which means the discussion goes from the specific to the general. Firstly, I use close reading and documentary techniques to collect the facts and informations related to social discrimination in *Harry Potter* novel and in the social life, especially British society. The data are collected and sorted based on the discourses of social discrimination revealed in the novel. The data are related to the topic of social discrimination, which in the novel, is presented by Pure-bloods as the high class people towards Muggle-borns as the lower class people.

To draw the general description in the analysis, this research uses Stuart Hall's theory of representation by applying discursive approach. The theory is applied to find the discourses of social discrimination and the author's ideology constructed in the novel. The analysis starts from the discussion of social discrimination represented in the novel by collecting the narrations and dialogues that reveal the discourse of discrimination. The further analysis is finding the ideology constructed in the novel which comes in the form of criticism towards social class system that causes discrimination. This research continues to discover the politics lies beyond the discrimination. The whole process of the analysis results the conclusion of the study which are related to each other.

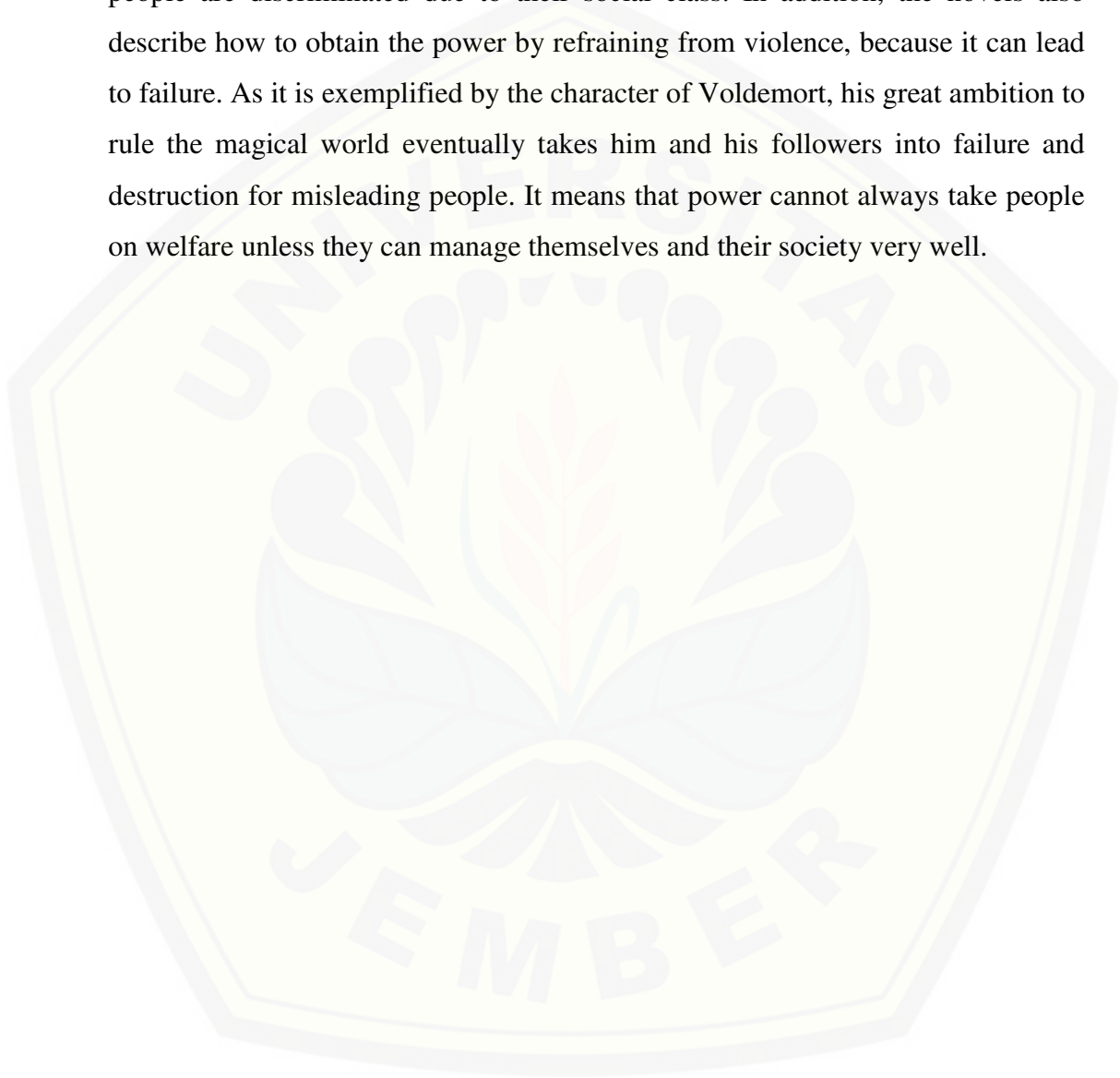
CHAPTER 5. CONCLUSION

Harry Potter and the Half-blood Prince and *Harry Potter and the Deathly Hallows* are two of the *Harry Potter* series written by J.K Rowling which is published in 1997 in Britain. These novels criticize the British social class system and the discrimination caused by the class system itself. In the novels, Rowling reveals the representation of social class, which in *Harry Potter*; it refers to the blood status. Wizards generally look Muggle with contempt and suspicion, so for most wizards, this attitude is nurtured into a fanaticism. These fanatic characters tend to classify people around based on the number of magical ancestors they have. They classify them into several groups: Pure-bloods, those who have wizard's pure blood and are on top of the hierarchy; Half-bloods, those who have ancestors, either Pure-blood and Muggle blood and are in the middle position; Muggle-borns, those who do not have wizard ancestral and are at the lowest position.

Social grouping based on the class causes social asymmetry and resentment lead to class conflict. The conflict arises in the form of discrimination which happens in some aspects of society, either in the scope of the family, education or government. The term Pure-blood itself refers more to the political intend rather than biological fact. This concept is a bridge for a group of people to gain power by justifying a variety of ways, such as discriminating, bullying, and torturing, even murdering the lower class people.

The discourse of social discrimination that appears in *Harry Potter* constructs the author's ideology, in which the literary work is written to criticize the aristocrats who are in the highest position in the capitalist social structure. The social hierarchy of magical society represents social class system of England, which the royal family and royal officials, as well as their descendants, who are the aristocrats, always in the most honorable position in society.

The ideology revealed in the novel, proves that Rowling rejects social inequality. Rowling declares her rejection through her greatest work, that is *Harry Potter*, which becomes simulation of social class, which aims to describe the images of the social class system that either it is realized or not, some groups of people are discriminated due to their social class. In addition, the novels also describe how to obtain the power by refraining from violence, because it can lead to failure. As it is exemplified by the character of Voldemort, his great ambition to rule the magical world eventually takes him and his followers into failure and destruction for misleading people. It means that power cannot always take people on welfare unless they can manage themselves and their society very well.



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The Black's Family tree picture. pandora-navi.blog.cz

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APPENDIX

a. Biography of J.K Rowling

J.K (Joanne Kathleen) Rowling is a twentieth century author who wrote the very popular serial novel, *Harry Potter*, which tells about magic and the life of wizarding community. She was born at Yate General Hospital on July 31, 1965, in Gloucestershire, England to a parent namely Peter James Rowling and Anne Rowling (née Volant). Two years later she had a little sister named Diana, or Di. When Jo (as she has been called since she was little) was nine, her family moved to a little village called Tutshill. It is on the eastern bank of the River Wye and also near a big forest called the Forest of Dean. One thing that Jo did not like about Tutshill was her school, Tutshill Primary. Her teacher, Mrs. Morgan, was very strict. As Jo remembered, she seated all the children in her class according to how smart she thought they were. Jo was not sad to leave Tutshill Primary behind. At 11, she went to Wyedean Comprehensive School.

After leaving Wyedean in 1983, Jo attended the University of Exeter. Her favorite subject had always been English Literature, but she thought knowing French might lead to a better job after college. So, Jo studied French, Latin and Greek. She even spent a year in Paris as a teaching assistant, but secretly Jo only wanted to write. Her favorite thing about studying languages was learning new words and thinking up names for the characters in her stories, like Voldemort and Malfoy. When Jo graduated in 1987, she moved to Clapham, a neighborhood in South London. For a while, she worked as a secretary at Amnesty International, which fights for the fair treatment of people in different countries all over the world. Jo felt like she was helping people in trouble.

Back home in Tutshill, her mother was sick and had not got any better. Jo worried about her a lot. She wanted to leave London for someplace new. She chose Manchester, a city in northern England. On the weekends she took the train

from London to Manchester to look at apartments. It was on one of these weekend train trips in 1990 that she got the idea for her greatest story yet: *Harry Potter*. Not long after Jo got the idea for *Harry Potter*, her mother died.

Jo married to a journalist named Jorge Arantes in Portugal at 1992, they had a baby girl named Jessica. Jo loved her new baby, but her marriage did not make her happy. She left Jorge and Portugal in 1993, taking baby Jessica and boxes of *Harry Potter* notes. More than anything, Jo wanted to finish her book. She used to write in coffee shops and cafés. Jo lived on public assistance because she did not have a job yet. This meant that the government sent a check each month for rent and food.

Finally, seven years after Jo first had the idea of *Harry Potter*, she was ready to show her book to the world. Jo printed out the first three chapters and sent them to an agent, a person who sells books to publishers for authors. After a lot of rejections, she finally published her first book, *Harry Potter and the Philosopher's Stone*, which was published by Bloomsbury in 1997. In July 1998, *Harry Potter and the Chamber of Secret* was published. The third novel, *Harry Potter and the Prisoner of Azkaban*, was published in December 1999. On July 2000, the fourth novel, *Harry Potter and the Goblet of Fire* was released in the United Kingdom and the United Kingdom State. The fifth, *Harry Potter and the Order of the Phoenix* was published three years after the fourth novel. Then, the sixth book, *Harry Potter and the Half-Blood Prince* was released on July 16th, 2005. *Harry Potter and the Deathly Hallows* was published on July 27th, 2007. It was the seventh and the final book of *Harry Potter* series. Since then, her life totally changed and the *Harry Potter* series won a lot of awards and become spectacular success around the world. Jo was not teaching anymore and she was chosen as the second highest-earning female entertainer in the world (after Oprah Winfrey). *Forbes Magazine* estimated her worth at over a billion dollar. *The Sunday Times* in England listed her as the 122nd richest person in Britain, that put her eleven places ahead of the Queen of England. Rowling has also written three companion books: *Fantastic Beasts and Where to Find Them* was Harry's Hogwarts textbook about magical animal; *Quidditch through the Ages*, a history

of the magical sport Harry played; and *The Tales of Beedle the Bard*, Dumbledore's wizarding tale which is inherited to Hermione. The money from the sales of these books went to Comic Relief, which fights poverty all over the world.

Source: Pollack, Pam and Meg Belviso. 2012. *Who is J.K Rowling?*. New York: Penguin Group (USA) Inc.

b. Synopsis of *Harry Potter and the Half-Blood Prince*

When Harry enters his sixth year at Hogwarts School of Witchcraft and Wizardry, the world is in turmoil. Voldemort's followers are gaining force and momentum, and tragedies are everyday occurrences. The Muggle world is experiencing great loss and havoc as well, and fear abounds. The Muggle's Prime Minister meets with both the former and current Ministers of Magic, and the news is not good. It would seem that a war is at hand, and even Hogwarts is not entirely safe.

After seeing Draco Malfoy conducts sketchy business at Borgin and Burkes at the beginning of the school year, Harry is convinced that Draco now works for Voldemort and is plotting something big. Harry proceeds to spend his whole year at Hogwarts following Draco's actions carefully. However, his best friends do not really believe Harry's theory that Draco has become a Death Eater.

Hormones are raging at Hogwarts, and Harry, Ron and Hermione's friendship is put to the test. Ron finds his first girlfriend in Lavender Brown, which sends Hermione into a poorly concealed rage most of the time. Meanwhile, Harry begins to realize that he has feeling for Ginny Weasley, Ron's little sister.

The sixth year homework load is intense, and everyone (including Hermione) seems to struggle under the weight and difficulty of the work assigned. Professor Snape has assumed the illustrious role of the Defense Against the Dark Arts teacher, and he proceeds to make Harry's life miserable, making sure to give him detention whenever possible. Professor Horace Slughorn joins the Hogwarts

faculty as the new Potions teacher, and he finds Harry to be a Potions superstar (by the mysteriously help of a textbook Harry finds, which once belonged to a former student known as the Half-Blood Prince). To Hermione's frustration, Harry follows the Half-Blood Prince's tips and effortlessly excels in Potions. The sixth year is also the year in which Harry and his friends begin to learn how to Apparate, or to travel from one place to another magically.

Dumbledore decides at the beginning of this school year that he should take a bigger role in Harry's education, and he arranges for Harry to have private lessons with him every so often. Harry, elated by this news, soon discovers that these private lessons involve travelling into the memories of those who knew Voldemort once upon a time. Over the course of several visits, Harry and Dumbledore venture into precious memories, gathering essential information about Voldemort's family, his childhood, his schooling at Hogwarts, and how he came to be the Dark Lord. The final memory is one that Dumbledore needs most but is unable to procure as it belongs to Professor Slughorn, who was intentionally erased it using complicated magic. Dumbledore implores Harry to convince Slughorn to give him this memory, a task that proves almost impossible, as Slughorn will stop at nothing to avoid Harry once he knows what Harry is after.

As luck would have it, Harry possesses a good luck potion, Felix Felicis, which he earned for winning a contest in Potions class. One day, when Harry is all out of ideas about how to get the memory from Slughorn, he drinks part of the potion and, through a string of very lucky instances, is able to get the memory from Slughorn.

When Dumbledore and Harry travel into this particular memory, they realize that it shows the moment at which Voldemort first learned about Horcruxes. A Horcrux is a powerful, outlawed kind of Dark Magic that allows the soul to be divided, giving its owner the ability to become immortal. When he was at Hogwarts, Voldemort once convinced Slughorn to give him valuable information about Horcruxes, and what resulted was—Dumbledore supposes—a quest to divide his soul seven times and to hide each piece in various vessels in locations around the world. Using the memories that he has already collected

pertaining to Voldemort, Dumbledore can make good guesses about where Voldemort's Horcruxes might be. The only way to kill Voldemort is to destroy every single Horcrux, which, Harry realizes, will be his ultimate goal and mission in life.

Meanwhile, Harry continues to be suspicious of Draco's actions, following him around the school but no success in determining what he seeks. Harry believes Draco to be behind two indirect attempts on Dumbledore's life, one through a cursed necklace that Katie Bell, under an Imperius Curse, was bringing to Dumbledore as a gift, and another through a bottle of poisoned wine that Slughorn, similarly cursed, planned to give to the professor. After this incident, Harry corners Draco in the toilets and after a short fight he casts the Sectumsempra curse from the Half-Blood Prince's book, which is severely harming Draco. Snape arrives knowing that he let Draco get hurt and that he broke one of the promises and heals him.

Dumbledore implores Harry to help him recover another Horcrux, the location of which he recently learns. The two transport themselves to a seaside cliff, and enter a cave where the Horcrux is located. On a small crystalline island, Dumbledore forces Harry to make him drink a mind-altering liquid in order to reveal the Horcrux. While Dumbledore recovers from the liquid, Harry recovers the Horcrux, the Slytherin's locket. Harry tries to help Dumbledore recover, but they are attacked by numerous inferi. Dumbledore recovers in time to set them a flame, and the two get out of the cave and be back to Hogwarts.

After traveling to retrieve the first Horcrux, a task that proves to be incredibly difficult, dangerous, and scary, Harry and Dumbledore arrive back at Hogwarts only to find that the castle has been invaded by Death Eaters. The Dark Mark (the sign of Voldemort) floats like a cloud over the castle tower. As Dumbledore and Harry fly to the tower over which the Dark Mark lingers, they discover that the Dark Mark is a trap intended to lure Dumbledore to that very tower. Before he is cornered by Death Eaters, Dumbledore is able to use his magic to hide Harry and to make him temporarily immobile and mute, so that the Death Eaters will not discover him.

Draco Malfoy arrives first at the scene, his wand pointed at Dumbledore, intents upon killing him. Draco is nervous and shaky—it does not look like he will be able to go through with killing the great wizard. Soon Draco is flanked by fellow Death Eaters who taunt Dumbledore and urge Draco to pull the trigger. Yet, Draco cannot do it. Then Snape arrives. Knowing that powerful Aurors bent on protecting Dumbledore have arrived, Snape kills Dumbledore, sending him trumbling off the edge of the tower.

Harry is overwhelmed with grief. He watches Dumbledore dies, and he cannot do a thing to save him or help him on account of the protective magic Dumbledore had cast upon him. Harry runs downstairs to get help and finds his friends, teachers and Aurors fighting the Death Eaters in a violent battle. Snape, Draco and the other Death Eaters depart the school. Harry tries to stop them with the Sectumsempra Spell, but Snape deflects it and stuns him. As he departs, he explains to Harry that he is the Half-Blood Prince and the creator of the spell. A crowd has gathered around Dumbledore's body, and Fawkes, Dumbledore's phoenix, sings a grief-stricken song. The faculty assembles to decide what should be done next, and to consider closing Hogwarts for good.

Dumbledore wished to be buried on school grounds. On the day of his funeral, people from all over the world come to pay their respects. Harry reveals to Ron and Hermione that the Horcrux they got was fake, containing a message from an 'R.A.B' that stated he had already taken it, but is also seeking to end Voldemort's life. Harry tells his friends that he does not plan to return next year, instead seeking out R.A.B and the other Horcruxes so that he may put an end to Voldemort; Ron and Hermione remind Harry that they are his friends and will help alongside him in his goal.

c. Synopsis of *Harry Potter of the Deathly Hallows*

Following Dumbledore's death, Voldemort continues to gain support and increases his power. When Harry turns seventeen, the protection he has at his aunt and uncle's house is broken, and he flees to the Burrow with his friends (many of

whom use Polyjuice Potion to impersonate him so as to confuse any Death Eaters that pursue). They are attacked, but able to make it to the Burrow. Harry, Ron and Hermione know they cannot return to Hogwarts School for their seventh year, instead they finish the quest Dumbledore started: to hunt and destroy Voldemort's remaining Horcruxes, those are objects in which he has hidden parts of his soul for the purpose of being immortal. They isolate themselves to ensure their friends and families' safety. They have little knowledge about the remaining Horcruxes except the possibility that two Horcruxes are objects once belonging to Hogwarts founders, Rowena Ravenclaw, Helga Hufflepuff and the other may be Nagini, Voldemort's snake. The whereabouts of the two founders' objects are unknown, and Nagini is presumed to be with Voldemort. As they search for the Horcruxes, the trio learn more about Dumbledore's past.

In the danger condition, the Weasleys still hold a wedding ceremony of Bill, their eldest son, and Fleur Delacour. However, the wedding is disrupted by the news that Voldemort has taken over the Ministry of Magic. Harry, Ron and Hermione flee into London and move soon to 12 Grimmauld Place, where they learn from Kreacher the whereabouts of Salazar Slytherin's locket. They successfully discover this Horcrux by infiltrating the Ministry of Magic and stealing it from Dolores Umbridge.

Under the object's evil influence and the stress of being on the run, Ron leaves the others. Harry and Hermione travel to Godric Hollow, Harry's birthplace and the place his parents died, where they meet the elderly magical historian, Batilda Bagshot, who turns out to be Nagini in disguise and attacks them. They escape into the Forest of Dean, where a mysterious silver doe leads Harry to the sword of Godric Gryffindor at the bottom of an icy lake, one of the few objects which is able to destroy Horcruxes. When Harry attempts to recover the sword from the pool, the Horcrux attempts to kill him. Ron reappears, saving Harry and using the sword to destroy the locket. Resuming their search, the trio repeatedly encounter a strange symbol, that an eccentric wizard named Xenophilius Lovegood tells them that it represents the mystical Deathly Hallows. The Hallows are three sacred objects: the Resurrection Stone, with the power to

summon the dead to the living world; the Elder Wand, an unbeatable wand; and an infallible Invisibility Cloack. Harry learns that Voldemort is seeking the Elder Wand, but is unaware of the other Hallows and their significance.

The trio are captured and taken to Malfoy Manor, where Bellatrix Lestrange tortures Hermione. Harry and Ron meet Luna Lovegood, Ollivander, Dean Thomas and Griphook also being kept in the cellar. They escape to Shell Cottage (Bill and Fleur's house) with Dobby's help, but at the cost of that house-elf's life. Harry knows that Voldemort robbed Dumbledore's tomb and procured the Elder Wand, but he decides to focus on the Horcruxes instead of the Hallows. With Griphook's help, they break into Bellatrix's vault at the Wizarding Bank, Gringotts, where they believe lies another Horcrux. They are correct, and they retrieve Helga Hufflepuff's cup and escape with a dragon. Harry learns that another Horcrux is hidden in Hogwarts, which is under the control of Severus Snape. Harry, Ron and Hermione enter the school through Hogsmeade (being saved by Aberforth Dumbledore, who explains more about Albus's backstory) and with the help of the teachers, Snape is ousted from the school. The Death Eaters and Voldemort assault the school, while Harry, Ron and Hermione search for the Horcrux relating to Ravenclaw. Meanwhile, Ron and Hermione go to the Chamber of Secret and destroy the cup. The trio find Rowena Ravenclaw's diadem (another Horcrux) in the Room of Requirement. The diadem is destroyed by Fiendfyre casted by Vincent Crabbe in an attempt to kill Harry, Ron and Hermione and ends up killing him instead.

Voldemort and his followers besiege Hogwarts. Harry, Ron and Hermione, their allies and various magical creatures defend Hogwarts. Several major characters are killed in the first wave of the battle, including Remus Lupin, Nymphadora Tonks and Fred Weasley. Voldemort kills Severus Snape because he thinks doing so will make him the Elder Wand's true master. Harry discovers while viewing the memories of Snape that Voldemort inadvertently made Harry a Horcrux when he attacked him as a baby and that Harry must die to destroy Voldemort. These memories also confirm Snape's unwavering loyalty to Dumbledore and that his role as a double-agent against Voldemort never varied

after Voldemort killed Lily Evans (Harry's mother), Snape's true love. It is also revealed that Dumbledore had less than a year to live when he died, and that his death by Snape's hand had been Dumbledore's request to protect Draco Malfoy's soul.

Harry surrenders himself to death at Voldemort's hand (using the Resurrection Stone to bring back his deceased loved ones for a short while) who casts the Killing Curse at him, sending Harry to a limbo-like state between life and death. There, Dumbledore explains that when Voldemort used Harry's blood to regain his full strength, it protected Harry from Voldemort harming him; the Horcrux inside Harry has been destroyed, and Harry can return to his body despite being hit by the Killing Curse. Dumbledore also explains that Harry became the true master of the Deathly Hallows by facing Death, not by seeking to avoid or conquer it. Harry returns to his body, feigning death and Voldemort marches victorious into the castle with his body. However, Harry shows that he is still alive while Neville Longbottom kills Nagini, the last Horcrux, with the Sword of Gryffindor. The battle resumes, and Bellatrix Lestrange is killed by Molly Weasley.

Harry and Voldemort engage in a final climatic duel. Harry reveals that because he willingly sacrificed himself to death by Voldemort's hand, his act of love would protect the Wizarding community from Voldemort in the same way the sacrifice Harry's mother made protected Harry. Harry also reveals that Snape was never loyal to Voldemort and did not murder Dumbledore (Snape killed Dumbledore by Dumbledore's request). Voldemort, who murdered Snape, was not the master of the Elder Wand. During the duel, Harry refuses to use the Killing Curse and even encourages Voldemort to feel remorse, one known way to restore Voldemort's shattered soul. Voldemort dies when his own Killing Curse backfires; he and his Death Eaters are finally defeated. The Wizarding World was then able to live in peace once more.