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Exploring the Intersection of Trauma and Defense Mechanisms in the Character of Severus Snape in J.K. Rowling's Harry Potter Series

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DECLARATION OF INTEGRITY

I, "**SOUALAH Belkacem** ", solemnly declare that the dissertation titled "**Exploring the Intersection of Trauma and Defense Mechanisms in the Character of Severus Snape in J.K. Rowling's Harry Potter Series**" submitted to the Department of the English language and Literature at Biskra University is entirely my own work, free from plagiarism, and has not been submitted to any other educational institution. I have appropriately acknowledged and cited all sources used, and I have conducted myself with academic integrity throughout the process. I understand the severe consequences of academic misconduct and affirm the authenticity of my dissertation.

Signature

Dedication

To the eternal pillars of my life, my unwavering first and last love, my beloved parents!

To my extraordinary siblings !

To my brothers, Souhaib, Bilal, Mostafa, Moumen and Abdelkader !

To the boundless source of joy and elation, my beloved team, Real Madrid !

And to myself !

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Abstract

This dissertation analyzes the character of Severus Snape in the Harry Potter series using Freudian defense mechanisms and trauma theory. Snape is a complex figure who played a significant role in the series, and this research aims to investigate his hidden motives and behaviors. By applying Freud's theories, this study sheds light on Snape's inner thoughts and motivations in the last two books of *Harry Potter and the Half-Blood Prince* and *Harry Potter and the Deathly Hallows*. The research examines how Snape's childhood trauma shaped his adult personality and the defense mechanisms he employed to cope with it. Through this analysis, readers gain a deeper understanding of Snape's character and the reasons behind his questionable actions throughout the events of the novels.

Key words : Severus Snape, Childhood trauma, Defense mechanisms, behaviors, motivations, Half-Blood Prince, Deathly Hallows, personality, Freudian Psychoanalytic approach.

List of Abbreviations

HP-HBP : Harry Potter and the Half-Blood Prince

HP-DH : Harry Potter and the Deathly Hallows

HP-SC : Harry Potter and the Sorcerer's Stone

HP- CS : Harry Potter and the Chamber of Secrets

HP-PA : Harry Potter and the Prisoner of Azkaban

HP-OP : Harry Potter and the Order of the Phoenix

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General Introduction

Freudian psychoanalysis is a powerful and all-encompassing theory that can be applied to a wide range of characters in literature, providing valuable insights into their motivations and behaviors. As one of the primary approaches to understanding the human psyche, psychoanalysis has proven to be an invaluable tool for exploring the hidden motives and desires that shape our lives. According to Freud, the central tenet of psychoanalysis is the belief that every individual possesses a rich and complex unconscious mind, filled with thoughts, emotions, memories, and desires that are often hidden from conscious awareness. By delving into this unconscious realm, psychoanalysts seek to uncover the hidden forces that drive our behavior and shape our experiences.

Ultimately, Freudian psychoanalysis is a powerful tool for understanding the human experience and for gaining insight into the complex workings of the mind. Whether applied to fictional characters or real-life individuals, psychoanalysis offers a fascinating and enlightening window into the inner workings of the human psyche. One of the major literary fictions that allowed us to apply the Freudian theory are the Harry Potter books by J.K Rowling. Rowling was able to draw complicated personalities in her books which gives an opportunity to examine and comprehend the complexity of these characters using Freudian psychoanalytic approach. We take the character of Severus Snape as he plays a key role in the series, especially the last two books named Harry Potter and the Half-Blood Prince and Harry Potter and the Deathly Hallows.

This thesis analyzes two literary works in the Harry Potter series by the English author J. K. Rowling. The first is the sixth book, Harry Potter and the Half Blood Prince and the second is Harry Potter and the Deathly Hallows, the last book in the series. This study focuses on the character Professor Severus Snape, a teacher at Hogwarts school. The findings

intended to be arrived at in this study are to have a better understanding of the story of Harry Potter in general and more specifically of the last two books. This is a chance to discover more about Snape's complicated character and how his surroundings have an emotional impact on him. This research represents the different characteristics of Snape in the two selected works. It is theorized that the past of the character had an immense role in shaping his personality as an adult. The problem this study investigates is the inner workings of this person and his effects on his life.

The approach employed in this study is the Freudian Psychoanalytic theory, which emphasizes the significance of the Defense Mechanism in the unconscious mind in interpreting human behaviors and actions. Additionally, Freud's emphasis on the role of childhood experiences in shaping an individual's personality and behavior makes Trauma theory a relevant secondary approach for this study. Building on these theoretical frameworks, the main objective of this study is to investigate the underlying motives behind Snape's actions and behaviors. Specifically, the study aims to identify the defense mechanisms that are at play in Snape's character and to analyze how his childhood trauma has contributed to the complexity of his adult personality. By utilizing the Freudian and Trauma theories, this study seeks to shed light on the psychological factors that have influenced Snape's development and behavior, ultimately providing a deeper understanding of this character's multifaceted personality.

This thesis is divided into three chapters, the initial chapter of which is dedicated to presenting a comprehensive theoretical framework of the Freudian psychoanalytic approach and the Trauma approach. It aims to explore the fundamental tenets of these theories, including the concept of the unconscious, the conflicts arising between the three components of the psyche: the id, ego, and superego. Furthermore, the second section of this chapter delves into the concept of defense mechanisms and their role in responding to various

situations that arise within the human psyche. Finally, the last segment of this chapter concentrates on the trauma theory, which deals with past traumatic events and memories that may contribute to the development of mental illnesses and disorders later in life. This chapter serves as a foundation and reference for the subsequent chapters. The material presented in this chapter provides the groundwork for understanding the remaining parts of this thesis.

The second chapter of this work is an analytical analysis on the character of Severus Snape. It provides an in-depth examination of Snape's character throughout the Harry Potter series, with a particular focus on his role as the potions teacher at Hogwarts School of Witchcraft and Wizardry. In the first part of this chapter, we explore the significant actions and motifs of Snape throughout the series, with a particular emphasis on his interactions with the protagonist of the story, Harry Potter. We delve into the complex relationship between Snape and Harry, examining the various ways in which Snape both helps and hinders Harry in his quest to defeat Lord Voldemort. Furthermore, this chapter also delves into the hidden aspects of Snape's character, including his identity as the Half-Blood Prince. By exploring these previously undisclosed details, we gain a deeper understanding of Snape's personality, and how his experiences have shaped his actions throughout the series. The second section of this chapter provides an examination of Snape's morality, debating whether he is a character that can be defined as either good or evil. Drawing upon evidence from both within and outside of the novels, we explore the arguments for and against each viewpoint, ultimately leaving the reader to form their own opinion on this enigmatic character.

Moreover, the third chapter will discuss the idea that the character of Snape can be reflected and interpreted based on what Freud calls "defense mechanisms," which are a group of mental processes that enable the mind to reach compromise solutions to conflicts that it is unable to resolve, such as repression, projection, regression, etc. It is theorized that these defense mechanisms are well represented in the character of Severus Snape throughout the

events of the novels. Childhood Interpretation is also a psychoanalytic approach as formulated by the Austrian neurologist Sigmund Freud. It is evident in psychoanalysis that the impact of childhood has a great influence on one's adulthood; it can be seen in the childhood trauma that was stored in the unconscious of Snape's character, or in other words, how the mind of adult Snape is shaped as a consequence of his childhood trauma.

As previously discussed, the character development of Snape throughout the last two novels can be attributed to various psychological changes that align with the defense mechanisms and childhood interpretations outlined in Freudian theories. Rowling's exceptional portrayal of the impact of an unhealthy childhood upbringing and its consequences is a crucial aspect of Freudian psychoanalysis that is apparent in her writing. By examining Snape's behavior and thought processes in the context of Freudian theories, we can better understand the underlying motivations for his actions. It is worth noting that Rowling's depiction of Snape's childhood trauma and subsequent defense mechanisms aligns with Freud's belief that early experiences greatly influence an individual's development and psychological well-being. Rowling's portrayal of Snape's character provides a compelling example of how childhood experiences and their interpretation can shape a person's adult behavior. Furthermore, her depiction highlights the importance of recognizing and addressing the psychological impact of early trauma. By weaving these themes into her narrative, Rowling has created a complex and nuanced character study that resonates with readers on many levels.

This study's primary reliable source is *Personality Theories: Critical Perspectives* is a revolutionary and concluding work of Albert Ellis. As an essential reference for students, the book offers a comprehensive analysis of the historical development of personality theories with supporting evidence. Ellis's approach in examining the theories of Sigmund Freud, Carl Jung, and Alfred Adler is characterized by a deep sense of respect and admiration for their

contributions to the field. This study will attempt to focus on the fourth chapter of this book named *Freud and the Dynamic Unconscious* where the author deals with Freudian psychoanalysis with fine identification to its major concepts (81). However, he doesn't shy away from questioning the validity and practicality of their theories, while also offering an objective and critical perspective. Moreover, Ellis evaluates contemporary, research-based theories, including his own, with a similar level of scrutiny.

The impact of childhood trauma on adult health has become a widely researched topic in recent years. One such publication that explores this relationship is *Scared Sick: The Role of Childhood Trauma in Adult Disease* by Meredith S. Wiley and Robin Karr-Morse. The authors argue that early experiences of trauma, such as neglect or abuse, can lead to long-term health consequences in adulthood (4). This book provides a comprehensive overview of the scientific evidence linking childhood trauma to chronic illnesses such as heart disease, diabetes, and cancer. In addition, the concept of good and evil is another popular theme in literature, and the Harry Potter series by J.K. Rowling is no exception. This thesis' third source is Sonja Wendel's article, "Snape and the Question of Good and Evil in Rowling's Harry Potter Series," examines the character of Snape and his portrayal as both a villain and a hero throughout the series. The article explores the complexities of Snape's character and how his actions and motivations challenge traditional notions of good and evil in literature (15-20).

Chapter One: Theoretical Framework

Introduction

This chapter serves as the foundation for the third chapter of the study, focusing on the Freudian psychoanalytic theory. It aims to define, exemplify, and explain key concepts and ideas within this theory. Additionally, it explores the childhood interpretation theory, which seeks to provide reasonable explanations for human behaviors by considering both childhood and adult experiences. The first section delves into Freudian psychoanalytical literary criticism, investigating concepts such as the unconscious mind, which comprises the id, ego, and superego. The functions and effects of these processes on the psyche are also outlined. The second part covers defense mechanisms, including repression, sublimation, regression, denial, displacement, and rationalization. The chapter explores how these mechanisms operate and the circumstances that give rise to them. The third part focuses on the child interpretation theory and its connection to the unconscious mind described by Freud. Childhood trauma is emphasized as a significant factor in this approach, as it may contribute to adult behavior. The researcher examines childhood trauma theory as a justification for understanding adult behaviors.

1.1 Tripartite Model of the Psyche

Sigmund Freud is widely considered the founder of psychoanalysis, a method of treating psychological disorders and understanding human behavior. His work was influenced by a number of factors, including his medical training and experience as a neurologist, as well as his interest in philosophy, literature, and cultural studies. He was particularly interested in the concept of the unconscious mind, which he believed held powerful and often repressed emotions and desires that could influence a person's behavior. He theorized that the root of his patient's problems is psychological in nature rather than physical (Bressler 125). Freud argued that human behavior had unconscious origins, such as early events or the repression of certain

basic drives. Freud tried to identify the origin of the patients' psychological issues by listening to their prior experiences and tales while treating them (128).

Freudian psychoanalysis is a psychological theory and therapy developed by Sigmund Freud in the late 19th and early 20th centuries in Vienna, Austria. It is based on the idea that several psychological issues are brought on by suppressed emotions and unconscious conflicts that are deeply ingrained in the psyche. The human psyche is considered the source of our behaviors, thoughts and actions. According to Freud, the human mind is linked to a particular model; this model is divided into three layers, or systems: conscious, preconscious and unconscious. Freud depicts this model in the idea of the iceberg in which these three parts are described. First, the conscious mind is first thought of as the top of the iceberg. It consists of the active mental processes at the present time. Second, the preconscious, resides before the unconscious mind below the conscious mind, in which thoughts and feelings are stored in and can be easily brought to consciousness; however, sometimes traumatic and powerful negative emotions are repressed and hence not available in the preconscious.

Finally, Freud believed that the most important part is the unconscious mind as it plays a crucial role in shaping our thoughts, feelings, and behaviors. According to him, the unconscious mind is a reservoir of repressed desires, memories, and emotions that are outside of our conscious awareness but continue to influence us in subtle ways. Like an iceberg, the most important part of the mind is the part you cannot see (Siegfried 1-2). Freud took upon himself to develop the personality theory as he focused on the models of the mind. In his fine work, *The Ego and the Id*, he introduces the structure of the mind by dividing it into three essential parts called: the id, ego and superego (10). These three components of the psyche are in a constant state of conflict, and mental health depends on their successful integration and balance. Freud also believed that early childhood experiences and traumas shape the

development of the psyche and the relationship between these three components, which can lead to psychological disorders if unresolved (59).

1.1.1 The Id

According to Freud's psychoanalytic theory, the Id is the primitive and instinctual part of the mind that operates and examines the instinctual drives, desires, and hidden memories. It is divided into two main components: Eros or the instinct to survive in life, and Thanatos, or death instinct. The Id is regarded as entirely unconscious, in which it is responsible for immediate intervention for the basic urges, needs, and desires (Guerin et al 156-157). Freud states that "Id knows no values, no good or evil, no morality" (104-105). This means that the Id acts in two different ways: the pleasure principle is the first heading of the Id in order to satisfy the mind's urges at the moment when the first principle fails to do so. In order to conjure up a mental image and temporarily ease the stress, the Id will depend on other principles known as the primary process.

1.1.2 The Ego

Freud says that "where Id was, there ego shall be" (Seitz 577). It means that the ego stands for the id as sort of a check, in the sake of satisfying the id's needs in a socially accepted way (Guerin et al 157). The ego is recognized as an awareness of the personality and serves as a bridge between the unrealistic id and the external real world, since it's the only part of the conscious. It acts to prevent the id from following the basic instincts (Lunbeck et al 2019). Freud states the relationship between the id and the ego as a horse and its rider relation, this analogy symbolizes that the id is represented by the horse and in which it represents a powerful force that requires a guiding toward the right direction from the rider called the ego (Freud 15).

1.1.3 The Superego

The third regulating component that resides in the unconscious, incorporates morality and higher principles of a society which are learned or inherited. It resists the urges of the id particularly those that challenge society's values and norms, such as sex and violence, and it strives to make the ego act morally rather than realistically and to achieve perfection.

According to Freud, the superego develops during early childhood as a result of the internalization of moral standards and values that are imposed upon the child by parents, teachers, and other authority figures. The superego is often referred to as the psyche's "conscience", and it acts on the basis of strict moral norms and ideals such as justice, fairness, and obligation. It also serves as the social component of personality means that it has the ability to control both the id and the ego in the sake of protecting the society standards (Ewen 23-24).

1.2 Defense mechanisms

Through the models of the mind; often, conflicts occur in the functions of the three parts causing anxiety or guilt in the personality. Therefore, Freud notes that the ego interferes in order to shield the psyche from such experiences as a sort of defense mechanism. These mechanisms are not always conscious or intentional. They can be automatic responses to stress and anxiety that are deeply ingrained in a person's personality and coping strategies (Ewen 19). Defense mechanisms are unconscious strategies used to deal with a stressful situation or unacceptable feelings that arises from one person's anxiety, and hence, to design appropriate individualized treatment and maintain mental stability (Freud 41). Sigmund Freud's daughter, Anna Freud, elaborated ten different defense mechanisms used by the ego, the most well-known defense mechanisms are: denial, displacement, projection, rationalization, reaction formation, repression, and sublimation.

1.2.1 Repression

Repression is an unconscious mechanism that acts to exclude Threatening or painful thoughts and feelings from the conscious part and represses it deep down in the unconscious (Corey 64). According to Freud, repression is a central structure of psycho-analysis. He states that “the essence of repression lies simply in turning something away, and keeping it at a distance, from the conscious” (Freud 147). However, this mechanism has no long term effects since it’s responsible for repressing disturbing ideas or memories into the unconscious. It may cause anxiety and other altered forms, such as dreams or unreasonable behaviors. An example may be found in Some inexplicable phobias, as a result of painful childhood experiences that the person has subsequently repressed (Bennet & Royle 207).

1.2.2 Denial

According to Anna Freud, denial is when the ego tends to block or avoid painful external events or circumstances when people do not want to deal with painful emotional impacts of a traumatic situation. Unlike repression, it operates at preconscious and conscious levels. In short, denial is the conscious rejection of the harsh truth and denying its existence. To illustrate, disregard the harmful consequences of excessive alcohol use instead of reducing alcohol consumption (Corey 64).

1.2.3 Projection

Projection is a mechanism of defense that attempts to solve discomfort by attributing the individual’s unacceptable desires and impulses to another person, for instance: A young man ignores his own aggressive impulses and instead inaccurately believes his friend has aggressive tendencies (Barry 96).

1.2.4 Displacement

Displacement is the redirection of an impulse (usually aggression) from its original object to another person or thing. It occurs when the superego prevent the Id from doing

something. The Ego thus finds some other way of releasing the psychic energy of the Id toward a less threatening target. To give you an idea, a man experiences intense rage and hatred toward his boss; however, he cannot act on these impulses. Instead, he displaces his feelings about his boss onto one of his relatives (Corey 64).

1.2.5 Regression

Freud's psychoanalytic theory includes general development and progression in personalities with time. However, human mind may reverse this operation and moves backward in development to a certain period when the person felt safer as a response to stressful situations, for example: when an adult behave like a child in front of his strict parents. This mechanism called regression (Costa 4346).

1.2.6 Sublimation

According to Freud, sublimation is the most mature and functional defense mechanism. Anna Freud claims that sublimation is "the displacement of the instinctual aim in conformity with higher social values" (52). Unlike displacement, it acts to displace our unacceptable emotions such as aggression toward socially or morally acceptable behavior. For example, a person may turn to athletics to relieve stress and anger (Ellis et al 101).

1.2.7 Rationalization

It is the use of reasonable justification for unacceptable feelings or behaviors in order to make an event or an impulse less threatening. In other words, rationalization is when a person provide himself with excuses for unacceptable truth, for instance: blaming failure on other people or outside forces rather than admitting it was their fault (Corey 64).

1.3 Child Interpretation Theory

Sigmund Freud and Erik Erikson were two predominant figures in the field of child interpretation theory. This theory used to explain human behavior and particularly children. According to this theory, the individual's anxiety might be the result of stressful experiences

in their childhood that were concealed from consciousness and that will trigger difficulties throughout their adulthood. In other sense, the adulthood of a person is well connected to his childhood (Saracho 25). In addition, the development of child's psyche is also related to his social relatives, and the nature of relations that exist in his daily life can play a key factor in the development of the child physically, mentally and emotionally (Thompson 41).

1.3.1 Trauma Theory

Aurell Hamilton said "There are wounds that never show on the body that are deeper and more hurtful than anything that bleeds" (125). This quote symbolizes the theory of Trauma. Although this phenomenon is more complex and cannot be limited in one single definition; hence, it generally refers to a stressful or distressing events occurs in a person's life and may cause a long or short term psychological harm. Caruth argues that trauma is "not locatable in the simple violent or original event in the individual's past" but only identified in "the way it is precisely not known in the first instance—returns to haunt the survivor later on" (Caruth 4).

The study of psychological trauma has its roots in the later part of the nineteenth century with the work of the neurologist Jean Martin-Charcot, a French physician who was working with traumatized women in the Salpetriere hospital. This theory is currently considered as one of today's key paradigms that spread since the early 1990s via psychology, cognitive science, law, and cultural and literary studies (Visser 270). Charcot argues that traumatic events could induce a hypnotic state in his patients and was the first to "describe both the problems of suggestibility in these patients, and the fact that hysterical attacks are dissociative problems— the results of having endured unbearable experiences" (Van der Kolk et al 50).

Trauma theory suggests that individuals who experience trauma may develop coping mechanisms and survival strategies to manage their emotional distress. These strategies can

be adaptive in the short term but can lead to negative long-term consequences, such as mental health problems like post-traumatic stress disorder (PTSD), depression, anxiety, and substance abuse. Post-traumatic stress disorder (PTSD) is a mental health disorder that can occur after experiencing or witnessing a traumatic event. This last can lead to PTSD include military combat, sexual or physical assault, accidents, natural disasters, and other life-threatening experiences. PTSD can have a significant impact on a person's ability to function in daily life, including relationships, work, and social activities. It can also lead to other mental health problems, such as depression, anxiety, and substance abuse (Herman 378).

Memories of trauma share some similarities with normal memories, but they also possess distinct characteristics that set them apart. Traumatized individuals may remember certain critical events indefinitely, which can be a beneficial outcome. Nowadays, the term "triggered" is commonly used to describe anything that elicits emotional discomfort, but for those who have experienced trauma, triggers can be incredibly distressing, overwhelming, and seem to emerge out of nowhere. Trauma triggers can be anything that brings back memories of a past traumatic experience, such as a specific scent, a particular song or sound, or an item of clothing. Each person's triggers are unique to them. Experiencing triggers is a prominent aspect of PTSD, and often serves as a precursor to the onset of its symptoms (Yrondi et al 2).

A trigger refers to anything that can cause a memory or a part of a traumatic experience to resurface. It can happen unexpectedly, and once triggered, memories and thoughts linked with the trauma flood back. These intrusive thoughts cannot be controlled and can trigger emotional reactions. A trigger may evoke feelings of helplessness, panic, insecurity, and intense emotional overwhelm, making it feel like the traumatic event is being relived. When encountering a trigger, the mind perceives it as a threat and activates a defense mechanism of fear, panic, or agitation. This reaction is a way to protect oneself from perceived danger (Wright). Recovering from a trigger can take time because trauma shrinks

the window of tolerance, which is the emotional state of feeling balanced, calm, and grounded. When the window of tolerance is small, stressors can easily disrupt emotional stability and cause greater emotional distress (Boysen 169).

1.3.1.1 Childhood Trauma

Bessel van der Kolk, and his colleagues from the National Child Traumatic Stress Network Complex Trauma Task Group, identify a kind of trauma associated with prolonged mistreatment of a child and named it “Complex developmental trauma”. It refers to the idea that adverse experiences during childhood can have a profound and lasting impact on a person's development and mental health. The theory suggests that when children experience trauma, such as abuse, neglect, or witnessing violence, it can affect their brain development, their emotional regulation, and their ability to form healthy relationships (Winnette & Baylin 53).

Childhood trauma appears to be an important etiological element in the development of a variety of major disorders in both childhood and adulthood, it emerges as a consequence when a child repeatedly experiences fear or terror which is unpredictable and out of his control (Terr 322). According to some psychiatrists, children who have suffered trauma will remember it quite differently than adults who have experienced it, since the traumatic experiences leave a chain of memories that may persist for years. Children may be reminded by persons, places, things, situations, anniversaries, or by feelings that related to these memories causing a renewed fear or sadness (Everett & Gallop 86-87).

1.3.1.2 Childhood Trauma and Adulthood

Psychologists claimed that there is an actual indirect relationship between childhood trauma and adulthood mental disorders. In other sense, the foundation of the adult mind is well influenced by his childhood environment (Winnette & Baylin 34). It occurs in the child who's exposed to a traumatic event that leads him to develop the concept of “a heightened

stress response”. This concept is responsible for regulating his emotions and increases the chance of a variety of physical issues throughout adulthood (McKay et al 204).

Many studies and investigations were conducted on people who had experienced childhood trauma in order to learn more about its overall effects on the human mind and body. The findings of these studies were disasters. They argue that victims of childhood trauma have low self-esteem, as well as depression and anxiety. Some reject their trauma background, while others build a fake self-image and engage in drug and alcohol abuse in order to avoid the consequences of their traumatic experiences (Downey & Crummy 6).

Childhood trauma can impact a person's ability to form and maintain healthy relationships in adulthood. This is due to the fact that people who experienced childhood trauma may have trouble establishing and maintaining close relationships and communicating with others. For instance, if a child experiences neglect or emotional abuse, they may grow up feeling insecure, unworthy, or unlovable. As an adult, they may struggle to form close relationships or to trust others. They may avoid intimate relationships altogether, or they may enter into relationships that are unhealthy or abusive (Wilson & Scarpa 417).

1.3.1.3 Child Abuse

Winnette and Baylin states that: “Stress caused by traumatic experiences of neglect and abuse damages brain architecture and the whole mind–body system” (97). One of the main types of child abuse is “Bullying”. Bullying is defined as a repetitive verbal, physical, or social abuse of power in relationships with the intent of causing physical, social, or psychological harm. It’s characterized by an imbalance of power between the bully and the victim based on certain cognitive factors such as: physical size, strength, age, or social status (Brank et al 216).

The trauma of childhood bullying might have a long term effects. It can follow the person through his life and interfere in his decisions, behaviors and mentality. In fact,

according to one research, the effects of bullying throughout childhood can remain for up to 40 years (Wolke & Lereya 880). Moreover, parents play a key role in the foundation of child preliminary development. They considered as the main reliable source of safety, protection and support whenever the child needs it if he feels insecure or weak (Winnette & Baylin 34). However, things may not always work as intended, and the nice source could turn out to be a bad source, as Winnette & Baylin states:

The presence of a good parent makes the important difference. A child's brain needs a parent or safe caregiver in order to maintain a regulated state of mind. Although life brings difficulties and losses, they can be handled and overcome by a child who has the support of caregivers. When the caregiver is the source of overwhelming stress or the caregiver is unavailable to the child, the child suffers toxic stress and is at risk for its negative effects on his developing brain. (49)

In this case, the parents are not providers and cannot be regarded as the most trustworthy source. When they are the source of trauma, it can create a sense of betrayal and confusion for the child causing pain, stress, and fear, which leads to probable abuse. As a result, these children may struggle with attachment issues and have difficulty forming healthy relationships later in life.

Conclusion

The theoretical part of this research focuses on the Freudian Psychoanalysis. Moving across the main concepts and ideas of Sigmund Freud and his daughter Anna such as the id, ego and superego, as a tool to understand and investigate the part of the human psyche and its multiple functions. These three models are considered the main source of a person's own desires and behaviors, according to Freud. Another angle in this chapter is the defense mechanisms proposed by Freud and his daughter Anna. These mechanisms operate as a shield

to the person from overwhelming situations caused by an outside threat. It assists us to understand and interpret the different actions and behaviors done by a person consciously or unconsciously. Freud argues that defense mechanisms provide us with reasonable justifications for different processes occur inside and between the models of the psyche.

The third and the last section of this chapter is based on the child interpretation theory which is a theory that deals with several sub-theories in which study the childhood of a person and its relationships with adulthood. This approach is a broad in nature; however, this was signified and concentrated on one part of it which is the trauma theory. The trauma theory is related to a particular person who's exposed to traumatic events or a sort of abuse in his childhood particularly. According to some studies, childhood trauma can play a key role in forming and developing the child's mind in a negative aspects which is one of the most essential reasons that leads to adult diseases and mental illness such as anxiety, depression and other disorders.

Chapter Two : The Role of Severus Snape in the Harry Potter Series

Introduction

This chapter is considered the background of the character Severus Snape in *Harry Potter and the Half-Blood Prince* and *Harry Potter and the Deathly Hallows*. This study will initiate with an analytical overview in which the researcher will give a proper introduction to the character of Snape. It will focus on the quality of life and the different interactions with the story's protagonist and other main characters that Snape knows in order to comprehend his unreasonable actions and decisions. In addition, this section will deal with the significant role and function of Snape regarding the main object of the story based on Harry Potter's perspective, such as his role as a teacher and a headmaster, especially in the last two Harry Potter books. Finally, it will discuss a hidden factor about Snape that goes back to this character's roots and origins. Moreover, this part will attempt to present several aspects of Snape and shed the lights on his questionable behaviors following with Rowling's interpretation in order to determine whether he is good or evil.

2.1 Snape the teacher

Severus Snape is a character in J.K. Rowling's Harry Potter series. He is introduced as a professor at Hogwarts School of Witchcraft and Wizardry in the first novel, *Harry Potter and the Philosopher's Stone*. In the artwork, Snape is portrayed as a tall, skinny guy with greasy black hair, a hooked nose, and a sallow skin tone. He frequently appears with a wand and long black robes. Snape is known for his cold and sarcastic demeanor, which makes him a feared and disliked figure among his students. It is eventually discovered, however, that he has a complicated back-story, having grown up in poverty and been bullied as a child. He also had feelings for Harry's mother, Lily, but their relationship ended when she married his competitor, James Potter. Snape works as a double agent for Dumbledore throughout the book, going secretly to spy on Voldemort and his followers, the Death Eaters. He is also an

excellent potion maker, and he plays an important role in Harry's defeat of Voldemort in the last novel, *Harry Potter and the Deathly Hallows*.

One of the most significant influences on Snape's character was Rowling's own experiences with difficult teachers during her school year. She has revealed in interviews and on her website that the character of Severus Snape was inspired by a teacher she had as a child. In a 2005 interview with *Time Magazine*, she stated: "Snape was partly inspired by a teacher I once had. I didn't dislike him; he just made me uneasy on a deep level. It was only years later that I realized that he must have been the best teacher I ever had, because the lessons he taught me are still with me today." As a teacher, Snape is known for his strict and demanding demeanor. He expects his students to obey the rules and meet his high expectations and does not tolerate laziness or incompetence. He is feared and respected by many of his students, as well as by the other teachers at Hogwarts. However, he also shows favoritism towards students who are members of his own house, Slytherin. Such as the time when he catches Harry and Ron trying to find out what is in the restricted section of the library and he assigns them a difficult essay as punishment.

The personal biases of Snape are also an important aspect of his character in the *Harry Potter* series. It can be portrayed in several interactions with his students particularly Harry, because to his troubled relationship with Harry Potter's father, James Potter, it seems that Snape holds a hate and resentment towards Harry Potter. He is frequently unfairly harsh and judgmental of Harry, often punishing him for seemingly trivial mistakes. He appears to enjoy criticizing and punishing Harry specifically. He insults Harry's intelligence, mocks his lack of knowledge of basic potions, and generally makes his life difficult in and outside the class. These biases create a difficult and unsettling learning atmosphere for Harry, who is already dealing with feelings of inadequacy and loneliness. It also symbolizes that Snape has an

imbalance in the three components of the id, ego and superego which caused problems in his psyche.

As mentioned before, the id is the primal instinctive aspect of the mind that pursues instant fulfillment of desires and functions according to the pleasure principle; therefore, when Snape gets upset or annoyed with his students, his spontaneous responses to events might be interpreted as evidence of his id and more specifically his Thanatos. One example of his harsh and unfair treatment can be found at the beginning of the school year, only for lateness, Snape took fifty points from Gryffindor and more points because Harry failed to arrive in his school robes “another twenty for your Muggle attire” (HP-HBP 134), Snape's remark on "Muggle attire" reflects his prejudice against non-magical people and his belief in the superiority of pureblood wizards. “Not quite,” said Snape calmly.

It is implied that Snape has had a long-standing ambition to teach defense against the dark arts. Throughout the series, Snape declares his intention to attain this post and is constantly disappointed when he is passed over for the role. Snape's yearning to become the teacher of Defense Against the Dark Arts can be linked to his own past involvement with the subject. While studying at Hogwarts, Snape was keenly interested in the Dark Arts and befriended a fellow Slytherin student named Tom Riddle, who eventually transformed into the infamous dark wizard, Voldemort. Snape's curiosity for the Dark Arts, alongside his aspirations and craving for authority, could have been the driving force behind his ambition to become a teacher of Defense Against the Dark Arts.

However, Snape's aspirations were repeatedly thwarted, partly due to his association with the Death Eaters and his own past involvement with the Dark Arts, as he claimed “He wouldn't give me the Defense Against the Dark Arts job, you know. Seemed to think it might, ah, bring about a relapse ,.. tempt me into my old ways ”(HP-HBP 23). Additionally, Dumbledore, the Headmaster of Hogwarts, had reservations about appointing Snape to the

position, as he believed that Snape's expertise in the Dark Arts could be used for darker purposes. Nevertheless, he eventually became the Defense Against the Dark Arts teacher in *Harry Potter and the Half-Blood Prince*, after years of waiting for the opportunity.

2.2 Snape's Loyalty

Rowling uses the reader's perspective to develop suspicions about Snape from the beginning of the sixth novel, *Harry Potter and the Half-Blood Prince*. It is revealed that Snape and Narcissa Malfoy made an Unbreakable Vow to look out for Draco and carry out his deed to murder Dumbledore if Draco failed. The Unbreakable Vow requires the person making the vow to fulfill a specific task or face dire consequences. If the person fails to fulfill the vow, they will suffer terrible consequences, as Ron explains “[...] What happens if you break it, then?” “You die,” said Ron simply.” (HP-HBP 371). Before he ended up making the vow, Snape was stating evidences and arguments in order to prove his loyalty to Voldemort and maintain his cover as a Death Eater. The Unbreakable Vow symbolize Snape's willingness to risk his life to protect those he cares about, even if it means appearing to betray Dumbledore and the Order.

The biggest plot twist in this book is when Draco eventually fails in his attempt to assassinate Dumbledore and Snape steps in to do the job and kills Dumbledore with cold emotions as he supposed to be. This plot twist is a key point in the story, adding depth to Snape's character. It also foreshadows the events in the last book. Nevertheless, in *Harry Potter and the Deathly Hallows*, it is revealed that this was all part of a plan to defeat Voldemort. Dumbledore saw he was dying and requested Snape to murder him as part of a bigger scheme to preserve Snape's cover and help defeat Voldemort.

Another picture of Snape's loyalty is when he provides crucial information to Harry and the Order, including the location of the Sword of Gryffindor and the truth about the Elder Wand, one of the three Deathly Hallows and a powerful wand that provides its owner with

incredible power in wizard duels. When Voldemort realizes that the Elder Wand is not working for him, he suspects that Snape has taken it for himself. As he states, "The Elder Wand cannot serve me properly, Severus, because I am not its true master. The Elder Wand belongs to the wizard who killed its last owner. You killed Albus Dumbledore. While you live, Severus, the Elder Wand cannot truly be mine" (HP-DH 536). However, as it is revealed later, Snape never actually possessed the Elder Wand. The wand's true allegiance actually belonged to Draco Malfoy, who had disarmed Dumbledore before Snape killed him. Therefore, Draco was the true master of the Elder Wand. In the light of these events, it is important to bear in mind that Snape never revealed this truth to Voldemort, even if his life was on the line, yet he chose to protect Draco as an act of loyalty.

In "*The Prince's Tale*" chapter, it is shown that Snape's love for Lily Potter is the driven force behind his loyalty to Dumbledore and the Order. Snape begged Dumbledore to protect Lily and her family after hearing that Voldemort was intending to kill them "Hide them all, then," he croaked. "Keep her – them – safe. Please" (553). After Lily's death, Snape was devastated and deeply regretful for his past actions. He promised to assist Dumbledore in protecting Harry in order to respect Lily's memory and to make amends for his mistakes. Snape's devotion to Dumbledore and the Order of the Phoenix stemmed from his wish to protect Lily's son, whom he considered as the last remaining part of Lily.

2.3 The Half-Blood Prince

At the beginning of the HP-HBP book, Harry finds an old textbook in his Potions class that is inscribed with the phrase "This Book is the Property of the Half-Blood Prince" (HP-HBP 162). Harry discovers that the book contains handwritten notes and modifications to the potion recipes, which greatly improve their effectiveness. Throughout the book, Harry becomes increasingly obsessed with the Half-Blood Prince's book and uses its instructions to

excel in his potions class. This obsession strains Harry's relationship with his best friend, Hermione, who suspects that the book may have dark and dangerous origins.

In his journey to find the owner of this book, Harry starts to learn and use it to improve his own magical abilities in terms of potions or spells. He states that this book became more than a teacher and mentor to him "the prince had proved a much more effective teacher than Snape so far" (HP-HBP 199). He even linked this book to one of his passed relatives, such as his father or his godfather, Sirius Black. However, as the story progresses, he discovers that the Half-Blood Prince was actually Severus Snape. This whole situation was clarified when Snape killed Dumbledore and Harry followed him in order to attack him with a significant dark spell that he learned from that book called "SECTUMSEMPRA". Yet, Snape was able to block this curse and then reveal his identity, saying "You dare use my own spells against me, Potter? It was I who invented them—I, the Half-Blood Prince!" (HP-HBP 503).

The origins of the name "The Half-Blood Prince" are revealed in the sixth book of the Harry Potter series. As a student at Hogwarts, Snape wrote his nickname in a book that he used to record his own spells and potion recipes. In an attempt to distance himself from his Muggle heritage and gain respect from his peers, Snape adopted the title "The Half-Blood Prince". It is suggested in the book that Snape chose this name as a reference to his own half-blood status as well as a way to assert his own power and authority within the wizarding world. The term "half-blood" in the wizarding world refers to someone who has one magical parent and one Muggle (non-magical) parent. Snape's father was a Muggle, while his mother was a pure-blood witch. This made Snape a half-blood, and he was often teased and bullied by his fellow Slytherin students because of it.

Another reason that can be interpreted in the origins of this name is that the choice of "Prince" as part of his title may have been a nod to the fact that Snape was often regarded as a prodigy in the field of potions "Snape must have been proud of being 'half a prince'" (HP-

HBP 530), and he may have seen himself as a "prince" of the subject. Additionally, it could also be interpreted as a reference to his close association with Slytherin house, which values traits such as ambition and a desire for power; in order to assert his own authority and expertise in this field, he makes the Half-Blood Prince book serve as a window into genius-level intellect.

Nevertheless, the book also reveals the darker aspects of Snape's character, such as his willingness to use dark magic and his tendency to put his own ambitions above the safety and well-being of others. Snape's relationship with the Half-Blood Prince book is a reflection of his own struggles with identity, power, and morality. It shows how his past experiences have shaped him into a complex and multi-dimensional character and highlights the ways in which his actions and motivations are intertwined with his own insecurities and desires.

2.4 Snape the Headmaster

Severus Snape's role as headmaster of Hogwarts was brief, as he only held the position for one year, during the events of the Deathly Hallows. He was appointed headmaster of Hogwarts by the Death Eater-controlled Ministry of Magic, after the death of the previous headmaster, Albus Dumbledore. Although he was technically the headmaster, Snape was still secretly working with the Order of the Phoenix. As headmaster, Snape was responsible for overseeing the running of the school, including the curriculum, the hiring of new teachers, and disciplinary actions against students. He was also in charge of the school's budget and finances. One of Snape's major challenges as headmaster was dealing with the Carrows as Dumbledore says "I am counting upon you to remain in Lord Voldemort's good books as long as possible, or Hogwarts will be left to the mercy of the Carrows. . . ." (HP-DH 562). The Carrows are considered two Death Eaters who were appointed as professors at Hogwarts and who were given free rein to use violent and cruel methods to discipline students. Snape

was often forced to balance his loyalty to the Order with his obligation to maintain his cover as a Death Eater in front of the Carrows even if that meant hurting others.

2.5 Snape : Good or Evil

The concept of Good and Evil can differ from one perspective to another. What is considered good or evil can depend on various factors such as cultural beliefs, personal values, and life experiences. For example, one culture may view a certain behavior as good, while another culture may view it as evil. Similarly, an action that may be considered good in one situation may be seen as evil in another situation. Furthermore, individuals may have different perspectives on what is good and evil based on their personal values and life experiences. What one person views as good may be seen as evil by another person, and vice versa. In the case of Severus Snape, Rowling uses various narrative tools to influence the reader's perception of him throughout the Harry Potter series, highlighting the subjectivity of the concept of good and evil and the importance of considering different perspectives.

One of the most significant tools Rowling uses is point of view. The story is primarily told from Harry's perspective, and as a result, the reader's perception of Snape is significantly influenced by Harry's opinions and experiences with him. Initially, Harry perceives Snape as a villain, and the reader is inclined to see him in the same way. Furthermore, Rowling also employs the use of foreshadowing and plot twists to keep the reader guessing about Snape's true intentions and loyalties. These literary techniques help maintain the sense of intrigue surrounding Snape, furthering the reader's impression of him as a person. However as the plot develops, Rowling also makes use of flashback scenes to shed further light on Snape's history and intentions. These scenes give Snape's character depth and complexity as well as give the reader a new perspective on him.

Rowling uses Snape's point of view only one time, in the chapter titled "*The Prince's Tale*" in the seventh and final book, *Harry Potter and the Deathly Hallows*. This time was

enough to reconsider the main reasons behind Snape actions which he considered as necessary and justified in order to protect the ones he cares about and fulfill his duties to Dumbledore. Rowling's decision to reveal Snape's true character at the very end was a masterstroke of storytelling. It added an unexpected twist to the plot, and gave readers a new perspective on a character they thought they knew. It also allowed Rowling to explore complex themes such as redemption, forgiveness, and sacrifice in a way that was both meaningful and poignant. By the end of the chapter, readers may even feel a sense of empathy for Snape, despite his past actions and his harsh demeanor throughout the series.

It was revealed in several aspects of the story that Snape was both a scoundrel and a saint, and it was left to the reader's interpretation to decide that. One of the main aspects of Snape's life is joining the Order and dealing with Dumbledore. It occurs after the spread of the prophecy. Snape seeks out Dumbledore in order to protect Lily from Voldemort, and he's willing to do "anything" (HP-DH 553). This shows the amount of love and the fear of losing it, even though he is aware of the fact that he will never be able to attain it. Yet he is willing to make any sacrifice in its name. However, this love was known to be selfish. Since it seems that Snape didn't care at all about the destiny of Lily's family, as Dumbledore claimed, "You do not care, then, about the deaths of her husband and child? They can die, as long as you have what you want?" (553).

In terms of his attitude towards non-magical people or Muggles, it is implied that Snape holds a deep-seated prejudice against them, likely due to his involvement with the Death Eaters and his upbringing in a household where his father mistreated his mother. This prejudice is also associated with the house he belongs to, Slytherin, which is often characterized as being home to students who possess a dark and cunning personality. Snape's prejudice against non-magical people is manifested in his interactions with Petunia Evans, who is the older sister of Lily. Snape is shown to hold a grudge against Petunia due to her lack

of magical abilities and sees her as inferior to him and other magical people. This behavior is often seen as one of the negative aspects of Snape's character.

Nevertheless, The world isn't split into good people and Death Eaters. We've all got both light and dark inside us. What matters is the part we choose to act on. Snape made choices that were not always easy, and often put him in difficult and dangerous situations. But ultimately, he chose to act on the side of good. Regardless of Dumbledore's use, Snape stick to all of his orders and remained loyal to him throughout the series. As his trusted servant, Snape helped Dumbledore in a lot of problems from nursing him when he was cursed to keeping his secrets safe. Dumbledore expressed his gratitude to Snape by telling him: "I am fortunate, extremely fortunate, that I have you, Severus." (HP-DH 556). Snape trusted Dumbledore completely and did everything he asked of him, even when he assigned him a difficult task which was killing him, he ultimately agreed.

In the HP-HBP novel, immediately after killing Dumbledore, Snape fled the castle in a hurry in order to not interact with students or teachers and be forced to hurt them or watch them get hurt by the Death Eaters. When Snape heard Harry call him a coward, he replied in a very thick voice, saying "Don't" (HP-HBP 503), meaning don't say that word. He appeared with a terrifying expression of anger and madness, as if he was suffering more than the dog that kept barking in Hagrid's burning house. He was a person who lost his only remaining friend, the two friends he knew all his life, Dumbledore and Lily, and both of their deaths were partly his fault. They called him a coward, but he was always trying to help and protect Harry and keep him away from danger.

There is a theory that says Snape's spell didn't kill Dumbledore, but it was his collision with the ground that killed him. One of the most important factors in the success of unforgivable curses is that the caster really intends to cast them which Snape didn't have. The most important evidence is that in the story, when Snape cast the curse to Dumbledore, Harry

screamed but the scream didn't have a sound. This was because Dumbledore cast a spell to bind Harry's body completely, so he couldn't move or speak. The curse continued until Dumbledore fell to the ground, and then Harry was able to move again. This can be explained by the fact that the curse was broken because its caster died when he collided with the ground, not when he cast the curse. So that proves that Snape didn't actually murdered him because he never had the intention to do so.

In her one of the main interviews on social media Rowling was asked if she consider Snape as a hero, she answered :

Yes, I do; though a very flawed hero. An anti-hero, perhaps. He is not a particularly likeable man in many ways. He remains rather cruel, a bully, riddled with bitterness and insecurity — and yet he loved, and showed loyalty to that love and, ultimately, laid down his life because of it. That's pretty heroic!. (Appelbaum 1)

In this quote, Rowling is acknowledging that Severus Snape is not a perfect or admirable character in many ways. He can be cruel and insecure, and he has a history of bullying others. However, despite his flaws, Snape is also capable of love and loyalty. Rowling is highlighting the fact that Snape's love for Lily Potter, ultimately motivates him to become a heroic figure, even if he himself may not be seen as a traditional hero. Snape's sacrifice in the final book, where he dies protecting Harry and the other students, is a clear example of his heroism, as it shows that he was willing to put his own life on the line for others. Rowling's statement suggests that she sees Snape as a complex and multi-faceted character, who is capable of both good and bad actions, and whose motivations are not always straightforward or easy to understand.

Eventually, Rowling argues that "Snape is all grey. You can't make him a saint: he was vindictive and bullying. You can't make him a devil: he died to save the wizarding world " (J.K_ Rowling _). Snape cannot be easily categorized as a saint or a devil. Instead, he is

considered a "grey character" with both negative and positive traits. His actions are not always easy to understand or justify because he embodies many shades of gray, which makes him a compelling and interesting character in the Harry Potter series. Snape's dilemma has managed to be a great debate among the readers, in which they can take both sides with subjective perspectives, yet they both agree to the greatness of this character in painting the events of the story perfectly, one time is a coward and the other is "the bravest man I ever knew" said Harry (HP-DH 619).

Conclusion

Rowling has skillfully crafted a multi-dimensional character in Snape, who is capable of great things, motivated by his love for Lily. Snape's blurred personality adds depth and complexity to the story. This chapter highlighted how the revelation of Snape's past adds richness to his character, as it showed that he is not a simplistic character who is purely good or bad. Instead, he has many layers and dimensions to his personality, and exploring these layers can help readers gain a better understanding of his character and motivations, making them more relatable. In conclusion, Snape's complexity adds to his intrigue and appeal as a character, and delving deeper into his character can improve readers' comprehension of him.

Chapter Three : Psychoanalyzing the character of Severus Snape in *Harry Potter and the Half-Blood Prince* and *Harry Potter and the Deathly Hallows*

Introduction

The following chapter is considered a psychoanalysis of the character Severus Snape in Harry Potter and the Half-Blood Prince and Harry Potter and the Deathly Hallows. It investigates this character based on the Freudian theory and its main concepts. Particularly, it will attempt to study the unconscious of Snape and how it could be analyzed as a result of conflicts between the three main aspects of his psyche, with the id representing his primal desires, the superego representing his moral compass, and the ego mediating between the two. In addition, this study will present the several defense mechanisms involved and portrayed in Snape's character as a sort of interpretation of his hidden motifs and behaviors. Finally, the trauma of Snape is also evident, and it will be dealt with in this section. It will focus on the early life of the character of Snape and how it was the reason for shaping his adulthood based on the theory of trauma.

3.1 The Unconscious of Snape

The idea of the unconscious mind and its function in influencing our thoughts, feelings, and behaviors is one of the major ideas of the Freudian theory. One of Freud's most influential works on the topic of the unconscious mind is *"The Interpretation of Dreams"*, according to him, our unconscious desires and fears can often manifest themselves in ways that we are not aware of, and it is through the exploration of these hidden motivations that we can gain a deeper understanding of ourselves and others (190). Severus Snape is considered a complex and mysterious character who exhibits a variety of psychological characteristics that point to a profound, frequently tormented unconscious. He is an extremely secretive guy who refuses to reveal his feelings and intentions to people. He is also well renowned for his forbidding and distant exterior, which implies a deep-seated dread of connection and vulnerability.

This can be a sign that Snape has experienced emotional pain or trauma in the past, which has caused him to construct a wall around his private thoughts and emotions. In the Harry Potter series, Rowling succeeds to represent a variety of aspects that shaped the unconscious of Snape. One of the main notable aspects of Snape's unconscious is his strong attachment to Lily Potter. Despite the fact that she married James and died years before the events of the books, Snape continues to carry a torch for her. This intense attachment to a person who has been dead for years suggests that Snape may be struggling with unresolved grief and guilt. Relationship with power and control is also a key factor, since Snape's position as head of Slytherin house and his involvement with the Death Eaters both speak to his thirst for authority and dominance.

3.1.1 The Id

It is possible to interpret Snape's id as the source of his drive for power and vengeance against those who have mistreated him, like James Potter whom he blames for stealing Lily away from him. Because it is motivated by his strong emotional bond to Harry Potter and Lily Evans, his urge to defend them can also be understood as a manifestation of the id. Snape's id is also the driving force behind his alliance with Voldemort and the Death Eaters. Even though he despises the Dark Lord and everything he stands for, Snape is willing to use any means necessary to achieve his goals, even if it means hurting others in the process.

Snape's work as a double agent for Dumbledore and the Order of the Phoenix demonstrates his determination to take whatever action required. Snape is tasked with investigating about Voldemort's plans and informing Dumbledore of his findings "You have used me, Dumbledore. I have spied for you and lied for you, put myself in mortal danger for you. Everything was supposed to be to keep Lily Potter's son safe. Now you tell me you have been raising him like a pig for slaughter" (HP-DH 561). He is compelled to lie and manipulate others around him, including his Hogwarts colleagues and even his own Death Eater

associates, in order to keep his cover. This demonstrates Snape's belief that the ends justify the means, and that the ultimate goal of defeating Voldemort justifies any actions taken along the way.

Snape's use of the Patronus charm is one illustration of his id at action. The Patronus charm, as Remus Lupin define, "The Patronus is a kind of positive force, a projection of the very things that the Dementor feeds upon - hope, happiness, the desire to survive - but it cannot feel despair, as real humans can, so the Dementors can't hurt it" (HP-PA 256). The form that a person's Patronus takes is unique to each individual and can be influenced by their personality, experiences, and emotions. Snape's Patronus takes the form of a doe, which is the same form that Lily Potter's Patronus took. This indicates that Snape's love for Lily is so strong that it manifests in his magic, as Harry explained the significance of this to his adversary, and to us: "Snape's Patronus was a doe," said Harry, "the same as my mother's, because he loved her for nearly all of his life, from the time when they were children. You should have realized" (HP-DH 605). Snape's Patronus stands for his innermost wishes and feelings, and therefore it is a representation of his Id.

3.1.2 The Ego

The ego, according to Freudian psychoanalysis, is the reasoning element of the mind that mediates between the instinctive needs of the id and the external environment. It functions on the reality principle, attempting to balance the needs of the id with the constraints of the environment. The ego of Snape can be seen in several aspects in Harry potter series. One of the most significant aspects is the emotional control, Snape is able to keep his emotions in check even when confronted with overwhelming emotions. For example, he can maintain his cool in the face of taunts from his students or when Dumbledore places him in unpleasant situations. This implies a certain amount of emotional self-control, which is indicative of a well-developed ego.

Another aspect that contribute to form a fully matured ego of Snape is the reality testing. Snape can effectively evaluate events and make rational decisions based on the knowledge at his hands. In *Harry Potter and the Goblet of Fire*, Dumbledore illustrates this aspect saying that "Severus Snape was indeed a Death Eater. However, he rejoined our side before Lord Voldemort's downfall and turned spy for us, at great personal risk. He is now no more a Death Eater than I am" (591). Snape can perceive the threat posed by Voldemort and join forces with Dumbledore to fight him. This demonstrates his ability to balance the demands of his id (his desire for revenge against Voldemort) with the constraints of reality (the need to work with others in order to achieve his goals).

3.1.3 The Superego

Snape's superego is influenced by his strict upbringing, his experiences as a Hogwarts student, and his commitment to the Order of the Phoenix and the fight against Lord Voldemort is distinguished by a strong sense of duty and responsibility, as well as a deep desire to defend the innocent and fight for what is right. He is willing to make tough and often unpleasant decisions in the service of his values, even when they conflict with his personal desires or relationships. In *Harry Potter and the Half-Blood Prince*, As he decides to carry out Dumbledore's plan to kill him, Snape once more demonstrates his sense of responsibility and duty. Despite his personal doubts and emotional attachment to Dumbledore, Snape recognizes the value of the greater good and is ready to make a cruel sacrifice to achieve it.

Snape's superego is also marked by a deep sense of guilt and self-loathing derive from his association with Voldemort and his role in the death of Harry's parents. This weight follows him throughout the series, motivating him to seek redemption and atone for his misdeeds in the past. This guilt is also evident in his treatment of Harry, whom he sees as a constant reminder of his failure to protect Lily Potter. Moreover, the superego of Snape can be captured in the final book of the series. As he is dying, Snape calls Harry to his side and

asks him to look into his eyes, "Look...at...me..." (HP-DH 537). For Snape, this is a final act of redemption, a chance to atone for his faults and prove his devotion to the cause he has been fighting for so long. It is a strong illustration of the depth and complexity of Snape's superego, which motivates him to go through painful sacrifices for the sake of the greater good.

3.2 Defense Mechanisms of Snape

Defensive mechanisms are unconscious psychological techniques that people adopt to cope with unpleasant events or emotions. These systems can appear in various ways, such as speech and behavior. Snape is a good demonstration of someone who uses a variety of defense mechanisms to deal with his deep-seated emotions and traumatic experiences. While these defenses may assist him in dealing with challenging emotions and experiences, they also contribute to his complicated and even sometimes difficult personality. Snape's way of talking and behaving can be seen as a reflection of his troubled past and intense emotions, which have shaped his personality over time. It is possible to understand the reasons behind his behavior and gain insight into his character by using various psychological strategies known as defense mechanisms.

Repressed thoughts or memories might return in a variety of ways, such as nightmares, slips of the tongue, or unexpected emotional reactions to seemingly unrelated events. In the case of Severus Snape, his repression of his feelings towards Lily Potter "After all this time?" "Always," said Snape (HP-DH 561), The woman he loved his entire life who ended up marrying his rival James Potter, has a significant impact on his behavior and relationships with others. Snape may be protecting himself from the hurt of betrayal and loss by repressing these emotions, but doing so also puts him in psychological distress, which shows in the way he treats Harry. His repression adds to his complexity as a literary figure by creating a feeling of mystery and intrigue surrounding his personality.

Snape expresses the defense mechanism of projection throughout the story by attributing his own undesirable thoughts, feelings, or impulses to someone else. He projects his own emotions, guilt, and shame onto Harry Potter. As previously stated, Snape carried profound hatred for Harry's father, whom he considered "exceedingly arrogant" (HP-PA 316), throughout their time at Hogwarts. However, Snape also had conflicting feelings towards Harry, who resembled his mother, whom Snape was in love with. Since Snape was unable to resolve his contradictory feelings, he projected them onto Harry, frequently treating him unjustly and cruelly, exactly as he felt James Potter treated him. Snape also projected his own feelings of inadequacy and self-doubt onto Harry, often belittling him in class and criticizing his abilities as a wizard. Snape's projection allows him to avoid addressing and accepting responsibility for his own impulses. Instead, he projects them onto Harry, viewing him as the personification of everything he despises and fears.

Snape's third defense mechanism is called denial, which is considered a psychological concept that involves a person's unconscious refusal to accept the reality of a particular situation, usually to avoid feelings of discomfort or anxiety. This mechanism is portrayed in Snape's interactions with Dumbledore, whom he sees as a father figure and mentor. Despite Dumbledore's efforts to guide him towards a more positive path and encourage him to confront his past mistakes "My word, Severus, that I shall never reveal the best of you?" (HP-DH 561), Snape frequently denies these efforts and refuses to acknowledge the truth about his history. Snape's denial is not just related to his past, but also to his present circumstances. As a double agent working for both Dumbledore and Voldemort, Snape is constantly forced to conceal his true feelings and intentions. He uses denial as a coping mechanism to avoid the anxiety and guilt that come with his dangerous position.

Sublimation is evident in the way he directs his intense emotions and desires into his work as a professor of potions at Hogwarts School and his loyalty to the Order of the Phoenix.

With the gaudiness of Dumbledore saying to him “If you loved Lily Evans, if you truly loved her, then your way forward is clear. You know how and why she died. Make sure it was not in vain. Help me protect Lily’s son” (HP7 554), Snape's dedication to his work and his commitment to the cause of defeating Lord Voldemort are prime examples of how sublimation can be used in a positive way. It is asserted that Snape's interest in potion-making is a method for him to focus his energies and emotions into something constructive rather than allowing them to consume him.

Snape's use of rationalization is most illustrated in his treatment of Harry Potter. Despite Harry's similarities to his mother, Lily Evans, Snape is consistently cruel to Harry throughout the series. However, Snape rationalizes his behavior by convincing himself that Harry is simply an arrogant and disrespectful student who reminds him of his childhood bully, James Potter. This rationalization allows Snape to distance himself emotionally from Harry and justify his mistreatment of him. Additionally, Snape also rationalizes his involvement with the Death Eaters and his eventual switch to the side of the Order of the Phoenix. He justifies his past actions by claiming that he was working as a double agent to gather information for the Order and that he had no choice but to remain loyal to Voldemort in order to maintain his cover. This rationalization helps Snape avoid confronting the guilt and shame he may feel about his past actions and allows him to continue to see himself as a hero in the fight against Voldemort.

Another defense mechanism that shaped the personality of Snape is displacement. Snape's childhood was marked by poverty, neglect, and abuse at the hands of his father, Tobias Snape. As a result, he resents Harry's wealthy upbringing and regards him as a spoilt, entitled child. This displacement can be attributed to Snape's treatment of other students, particularly those from wealthy or famous families, such as Neville Longbottom, who ends up being a victim of Snape's anger and frustration. It is essential to mention that Snape's use of

displacement is not entirely unconscious or involuntary. At times, he is aware of his feelings towards Harry and chooses to act on them anyway. He also puts himself in a position to hurt Harry. For example, he gives Harry a hard potion to brew in class, knowing quite well that he will struggle with it. This suggests that Snape is not simply a victim of his own defense mechanisms, but also actively chooses to use them as a way to cope with his emotional pain.

3.3 Snape's Trauma

Rowling's depiction of Severus Snape in the Harry Potter books portray him as a character with a complex personality shaped by his traumatic childhood experiences. These events contributed to shaping his complex personality and making him a character that is both sympathetic and challenging to understand. It is theorized that his earlier relationships, including those with his family, friends, and other social interactions, were major factors in shaping the person he became as an adult.

3.3.1 Snape's Childhood

Severus Snape was born into a family with a Muggle father named Tobia Snape and a pure-blood witch mother named Eileen Prince on January 9th, 1960. His parents had a dysfunctional and abusive relationship that left Severus feeling neglected and lonely as a child. This contributed to his gloomy demeanor, depression, frequent anger outbursts, and bitterness as an adult. Tobia, who despised magic, was physically and emotionally abusive towards Snape and his mother. He was an alcoholic who would frequently come home late at night, drunk and violent. He would often take out his frustrations on Snape, hitting him and calling him names. These experiences left Snape feeling isolated and alone, with no one to turn to for support.

As mentioned earlier, Snape grew up in the town of Spinner's End, which was a working-class area that had fallen on hard times. His family lived in a small house that was located near a factory. His father, Tobias Snape, was a Muggle who worked in the factory,

and his mother, Eileen Prince, was a witch. Eileen was distant and neglectful towards Snape, often ignoring his needs and neglecting his care. As a child, Snape had a twitchy walk that resembled the walk of a spider. He had a big nose and yellow, crooked teeth. Snape donned a black robe that streamed behind him, giving him the appearance of an overgrown bat. He had long black hair that cascaded down both sides of his face. His eyes were set deep into his face, giving him an enraged expression. These traumatic events of the negligence of his parents were the straight reason for his complex personality.

Snape spent most of his childhood alone because of his careless parents. Due to his loneliness and lack of affection, he was a socially awkward child who had no friends. There was only one thing in the whole neighborhood that made him happy: his friendship with Lily Evans. Lily and her family resided in the same town, near to the Spinner's End. She and Snape would spend hours discussing magic, curses, spells, and life at Hogwarts. The time Snape spent with Lily was his only escape from his pain and misery. Snape fell in love with Lily in their childhood, whereas he was considered only a good friend in her eyes. His passion for Lily became the driving force behind his insane actions throughout his childhood and adulthood.

Lily and Snape were both accepted into Hogwarts School, but they were sorted into different houses. Snape was placed in Slytherin House while Lily was placed in Gryffindor House. Snape showed an early talent for Dark Arts, and he knew more curses than any other student at Hogwarts. "... the mother-child bond can originate long before we're ever conceived. The effects can remain in our unconscious and live in our body as somatic memories that can be triggered by events reminiscent of rejection or abandonment" (Wolynn 37). His relationship with his mother was stronger than his relationship with his father, and he identified more with his mother's family. He even gave himself a nickname, the Half-blood Prince, based on his mother's maiden name.

Snape made new friends, including Bellatrix Black and Rodolphus Lestrange, who would later become Death Eaters. As he sought to gain power, Snape became increasingly supremacist toward pure-bloods due to his association with these friends. Lily started to have differences with Snape due to his company of friends and their relationship became strained when Lily became friends with James Potter and the other Gryffindors. Snape's jealousy and sense of betrayal ultimately led to the end of their friendship at once.

Despite these challenges, Snape remained devoted to Lily and continued to care for her even after their friendship ended. Snape eventually joined Lord Voldemort and became one of the most influential Death Eaters. It is largely unknown what actions Snape took as a Death Eater. One known thing about his career as a Death Eater is that he spied for Lord Voldemort. He was credited for informing Lord Voldemort about the prophecy of his downfall at the hands of boy who happened to be Lily's son. After Lily's death at the hands of Lord Voldemort, Snape was consumed with guilt and remorse. At the same time, his intense loyalty to Dumbledore and his determination to protect Harry Potter may have been motivated in part by his desire to make amends for his past mistakes and to honor Lily's memory.

Another significant traumas in Snape's early life was his experiences with bullying and ostracism at school. He was mocked and teased by other students, particularly James Potter, for his unkempt appearance and his interest in the dark arts. This likely contributed to Snape's social isolation and his tendency to withdraw from others. The psychological impact of this bullying is evident in Snape's behavior as an adult. He displays symptoms of low self-esteem, anxiety, and depression, and is often described as being irritable and easily triggered. Additionally, Snape's traumatic Hogwarts experiences may have led to the development of post-traumatic stress disorder (PTSD). Snape is haunted by intrusive memories and flashbacks from his past, especially his encounters with James Potter and Sirius Black, throughout the

books. These recollections influenced his negative perception of Gryffindor House, notably Harry Potter and his companions, whom he saw as bullies and tormentors his childhood.

In addition to bullying, Snape experienced other problems. Because of James' feelings for Lily at the time, he was also consumed with jealousy of him. In the presence of his rival, who was regarded as the most famous student in the school, Snape felt insecure. He believes that Lily will not abandon him, and this is his top priority. Yet he doesn't make any effort to improve himself to become a better person for her. Snape seems unaware that associating with Death Eaters is unacceptable behavior, but he is still afraid of losing Lily. Unfortunately, Lily went with James rather than Snape, which gave Snape a long-standing grudge towards James, and this grudge is reflected later in his son Harry. Snape acknowledges that life doesn't always go according to one's expectations. His own life took a path that was far from what he had imagined, which might be the reason for his bitterness as an adult.

In her book *The Psychology of Belonging*, Allen argues that “a feeling of rejection can dramatically undermine our sense of belonging and can, at the same time, create not only immense emotional anguish but also mimic the experience of physical pain” (47). This relates that the human need to feel connected to others and to be part of a group. This need is deeply ingrained in our evolutionary history as social beings. Belonging to a group provides us with a sense of security, identity, and purpose. Conversely, when we feel excluded or rejected from a group, it can have a negative impact on our mental health. Snape had lack in his true identity and sense of belonging since neither his own house nor his school accepted him completely. He found this privilege only with his own kind as a Death Eater. It's possible that Snape understood the needs of Lily wrongly, and he joined the Death Eaters in an attempt to impress or win her back, or that he was motivated by a desire for revenge against James Potter, whom he saw as a rival for Lily's affections.

3.3.2 Snape's Memories

Memories and trauma can be closely intertwined. Traumatic memories can be triggered by reminders. When a person experiences trauma, their brain can create strong associations between the traumatic event and specific sensory stimuli, such as sounds, smells, or sights. These associations can become ingrained in the person's memory, and when they encounter a trigger associated with the trauma, it can bring back vivid memories or flashbacks of the traumatic event (Van der Kolk 245). Triggers can be internal or external. Internal triggers can include thoughts or emotions that are associated with the trauma, such as feelings of anxiety or panic. External triggers can include things in the environment, such as particular locations, people, or objects. It is suggested that Snape's trauma also manifests in the form of triggers. Throughout the novels, Snape is triggered by reminders of his traumatic past, such as when he sees Harry Potter.

It suggests that Harry's physical resemblance to both his mother and father can trigger traumatic memories in Snape, leading to act with impulsive or erratic behavior. Specifically, Harry's similarity to Lily triggers strong emotional reactions in Snape "... He has her eyes, precisely her eyes. You remember the shape and color of Lily Evans's eyes, I am sure?" (HP-DH 554), as he witnessed the death of his beloved Lily. In contrast, Harry's resemblance to James is also a trigger for Snape, as he has a complicated history with Harry's father which likely triggered feelings of helplessness and fear from his past trauma such as bullying and abuse. Trauma triggers can be very distressing for individuals, interfering with their daily lives. When traumatic memories are triggered, it can be very distressing for the individual, and it may interfere with their ability to function in their daily life. This can give a reasonable justification to Snape's behaviors especially towards Harry.

Conclusion

The Freudian theory has been perceived as offering potential explanations for the actions and behaviors exhibited by Snape in the Harry Potter series. This chapter unveils how the character of Severus Snape effectively embodies defense mechanisms, owing to the incessant conflicts between the tripartite structure of his psyche. The defense mechanisms are manifest in both his language and behavior, particularly towards Harry Potter. However, it is worth noting that the irrational actions taken by Snape in the novels cannot solely be attributed to defense mechanisms. The subsequent segment of this chapter explores the notion of Snape's trauma and how his experiences during childhood have contributed to the complexity of his character and the shaping of his adult mind. The chapter also delves into the various challenges faced by Snape during his early life and their impact on his character development.

General Conclusion

The Harry Potter series has captivated readers of all ages since the first book was published in 1997. One of the most intriguing characters in the series is Severus Snape, the enigmatic and complex Potions master at Hogwarts School of Witchcraft and Wizardry. Snape is often portrayed as a villain in the books, but as the series progresses, we come to understand that his motivations are more complicated than we first realized. In this dissertation, we have examined the defense mechanisms and childhood trauma of Severus Snape, and how these factors contribute to his behavior and relationships with other characters in the Harry Potter series, and particularly the last two books named *Harry Potter and the Half-Blood Prince* and *Harry Potter and the Deathly Hallows*.

By examining his past experiences and psychological coping mechanisms, we can see how they have shaped his personality and actions, and how they have influenced his relationships with other characters. Through the use of psychoanalytic theory and close textual analysis of the Austrian neurologist and the founder of psychoanalysis Sigmund Freud, we have identified several defense mechanisms that Snape uses to cope with his trauma, including repression, projection, and displacement. These defense mechanisms serve as a protective shield for Snape, allowing him to avoid dealing with the pain and emotional turmoil of his past, as well as directing it towards the other characters especially the protagonist of the story, Harry Potter.

Through the analysis, this study have identified several key findings about the defense mechanisms and childhood trauma of Severus Snape. Firstly, we have found that Snape uses a range of defense mechanisms to cope with the emotional pain of his past, including repression, projection, and displacement. In addition to examining Snape's defense mechanisms, we have also explored his childhood trauma and how it has influenced his

behavior and relationships. It has been found that Snape experienced significant childhood trauma, particularly the loss of his love and the neglect and abuse he experienced from both his father and his rival James Potter. This trauma has had a profound impact on Snape's psychological development, leading him to develop a range of coping mechanisms and defense mechanisms to deal with the pain and emotional turmoil he experienced. We have also found that Snape's childhood trauma has contributed to his complex relationships with other characters, particularly Harry Potter since he is considered as a traumatic trigger for Snape.

This analysis has significant implications for our understanding of the Harry Potter series as a whole, as well as for our understanding of psychological coping mechanisms in general. Firstly, our analysis provides a new perspective on the character of Snape, and challenges the simplistic portrayal of him as a one-dimensional villain. Instead, our research reveals a more complex and nuanced understanding of Snape's motivations and behavior, which is grounded in his past experiences. Secondly, our research sheds light on the importance of addressing childhood trauma and providing appropriate psychological support for individuals who have experienced such trauma. Snape's experiences highlight the potential long-term impact of childhood trauma on an individual's psychological development, and the need for appropriate interventions and support. Finally, our analysis demonstrates the value of applying psychological theory to the analysis of fictional characters. By using psychoanalytic theory to analyze the defense mechanisms and childhood trauma of Severus Snape, we have gained new insights into his character and the factors that influence his behavior.

Overall, this study sheds light on the complex psychological factors that influence the behavior of Severus Snape and provides a starting point for further exploration of the psychological complexities of fictional characters. It could be expanded to include a qualitative component, such as interviews or surveys with fans of the Harry Potter series. By

using the Death of the Author approach, fans can interpret and relate to the character of Severus Snape. This could provide additional insights into his significance within the series and his impact on readers. In addition, this research also raises important questions for future research, including the application of psychoanalytic theory to other characters in the Harry Potter series, such as Hermione Granger or Ron Weasley, and the potential for using literature as a tool for promoting greater understanding and awareness of mental health issues.

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المخلص

تحلل هذه الدراسة شخصية سيفيروس سنيب في سلسلة هاري بوتر باستخدام نظرية التحليل النفسي الفرويدي. سنيب هو شخصية معقدة بدوافع وسلوكيات مخفية، وتطبيق نظريات فرويد يمكن أن يلقي الضوء على أفكاره ودوافعه الداخلية. يركز البحث على سمات سنيب في الكتابين الأخيرين من السلسلة، هاري بوتر والأمير الهجين و هاري بوتر ومقدسات الموت. يقدر البحث أن ماضي سنيب قد صاغ شخصيته البالغة ويهدف إلى اكتشاف الأسباب وراء تصرفاته المشكوك فيها باستخدام التحليل النفسي ليسغموند فرويد و ابنته أنا. يدرس البحث بشكل محدد كيف يتم تمثيل آليات الدفاع في شخصية سنيب وكيف تشكل عقله بسبب صدمة طفولته.

الكلمات المفتاحية : سيفيرس سنيب، صدمة الطفولة، آليات الدفاع، سلوكيات، دوافع، الأمير

هجين الدم، مقدسات الموت، الشخصية، النهج الفرويدي النفسي التحليلي.