

**HEROES AND ANTIHEROES AS VICTIMS OF ABUSE IN THE HARRY  
POTTER SERIES**

by

MAYSAM BAHAA SALEH

Thesis submitted in fulfillment of the requirements  
for the degree of  
Doctor of Philosophy

2011

## **ACKNOWLEDGEMENTS**

First of all, I would like to thank Allah (Subhanahu Wa Ta'ala) for giving me the strength, patience and courage to complete my study. Without His mercy, I would never be able to accomplish this research.

My sincere appreciation and gratitude to my supervisor, Dr. Agnes Liau Wei Lin, for her invaluable advice and guidance throughout the course of the study. I want also to thank my ex- supervisor Dr. Azlena Zainal for her great effort in helping me to choose the topic of the study and her tolerance until I found the end of the tunnel.

I want also to thank my family and my beloved husband for their patience, support, sacrifice and love throughout my study. It would be impossible to accomplish my research without their prayers for me.

Special thanks to the USM Hamzah Sendut Library 1 & 2 for their great help in providing me with the access to the databases and important references that helped me a lot in my study. I would like also to thank all my colleagues and friends for their effort and support, and my gratitude to the School of Humanities, USM, for giving me the chance to complete my studies under their guidance and supervision.

# TABLE OF CONTENTS

	<b>Page</b>
Acknowledgment.....	ii
Table of Contents .....	iii
List of Figures .....	vii
List of Abbreviations.....	viii
Abstrak .....	ix
Abstract.....	xii
<b>CHAPTER 1 – INTRODUCTION</b>	
1.1 Introduction.....	1
1.2 The Statement of the Problem.....	9
1.3 The Objectives.....	14
1.4 The Research Questions.....	15
1.5 Significance of the Study.....	16
1.6 Limitations of the Study.....	18
1.7 Definition of Terms.....	18
1.8 The Harry Potter Series.....	25
1.9 The Writer.....	28
1.10 Summary.....	30

## **CHAPTER TWO – LITERATURE REVIEW**

2.1 Child Abuse in Children’s Literature.....	32
2.2 Heroes and Antiheroes as Victims of abuse in Literature.....	43
2.3 Heroes and Antiheroes as Victims or Villains.....	45
2.4 Child Abuse and the Harry Potter Series.....	49
2.5 Archetypal Psychology.....	57
2.6 The Types and Effects of Child Abuse.....	66
2.7 Bullying and Mobbing.....	69
2.8 The Residual Effects of Abuse.....	77
2.9 Summary.....	82

## **CHAPTER THREE – METHODOLOGY**

3.1 Introduction.....	85
3.2 The Conceptual Framework.....	88
3.3 Summary.....	94

## **CHAPTER FOUR – HEROES VS. SHADOWS: A PROCESS TOWARDS SELF- REALIZATION**

4.1 The Child Hero.....	96
-------------------------	----

4.2 Heroes and Villains.....	102
4.3 Severus Snape: A Controversial Character.....	114
4.4 Lord Voldemort as the Shadow.....	124
4.5 Summary.....	136

**CHAPTER FIVE – CHILD ABUSE: A REAL PROBLEM IN A FICTIONAL WORLD**

5.1 Child Abuse: Its Types and Instances in the Harry Potter Series.....	139
5.2 Victims of Abuse: Everlasting Scars.....	147
5.3 Abuse, Bullying and Mobbing.....	165
5.3.1 The Bully.....	176
5.3.2 The Victim.....	177
5.4 The School of Hogwarts: A Problem of Safety.....	181
5.5 Silence and Neglecting the Problem of Abuse.....	183
5.6 Summary.....	185

**CHAPTER SIX – NEGATIVE AND POSITIVE EFFECTS: A BATTLE OF CHOICES**

6.1 The Effects of Abuse in the Harry Potter Series.....	187
6.2 The Effects of Abuse on Harry.....	195

6.3 The Effects of Abuse on Snape.....	199
6.4 The Effects of Abuse on Voldemort.....	202
6.5 Summary.....	207
 <b>CHAPTER SEVEN – CONCLUSIONS AND RECOMMENDATIONS</b>	
7.1 Introduction.....	209
7.2 The Findings of the Study.....	212
7.3 Recommendations for Future Research.....	223
7.4 Summary.....	224
 <b>REFERENCES</b> .....	 225
 <b>LIST OF PUBLICATIONS</b> .....	 235

## LIST OF FIGURES

	<b>Page</b>
Figure 2 The Bullying Circle: Students' modes of reaction/roles in an acute bullying situation. (Olweus, 2001, p. 15)	73
Figure 3 The Conceptual Framework of the Study.	92
Figure 5.1 The Bullying circle of Harry as the victim and Dudley as the main bully.	169
Figure 5.2 The Bullying circle of Harry as the victim and Draco as the main bully.	170
Figure 5.3 The Bullying circle of Snape as the victim and James Potter as the main bully.	173

## LIST OF ABBREVIATIONS

All the texts of the *Harry Potter* series are abbreviated from:

*Harry Potter and the Philosopher's Stone* to: *The Philosopher's Stone*

*Harry Potter and the Chamber of Secrets* to: *The Chamber of Secrets*

*Harry Potter and the Prisoner of Azkaban* to: *The Prisoner of Azkaban*

*Harry Potter and the Goblet of Fire* to: *The Goblet of Fire*

*Harry Potter and the Order of the Phoenix* to: *The Order of the Phoenix*

*Harry Potter and the Half-Blood Prince* to: *The Half-Blood Prince*

*Harry Potter and the Deathly Hallows* to: *The Deathly Hallows*



# HERO DAN ANTIHERO SEBAGAI MANGSA PENDERAAN DALAM SIRI HARRY POTTER

## ABSTRAK

Dalam kesusasteraan kanak-kanak, pelbagai tema berkaitan dengan keganasan seperti penganiayaan dan kegiatan membuli telah dikaji. Karya Charles Dickens seperti *Oliver Twist* dan karya Roald Dahl seperti *James and the Giant Peach* mencerminkan penderitaan kanak-kanak sebab watak utama karya-karya ini merupakan anak yatim yang hidup dalam dunia ganas, pada masa yang sama, mereka juga merupakan mangsa penderaan. Siri Harry Potter tidak dikecualikan. JK Rowling menekankan tema penderaan kanak-kanak sejak buku pertama dalam siri ini yang bertajuk *Harry Potter and the Philosopher's Stone* (1997) sehingga buku ketujuh bertajuk *Harry Potter and the Deathly Hallows* (2007) melalui penggambaran tiga watak, Harry Potter, Severus Snape dan Lord Voldemort dengan menggunakan pelbagai jenis penderaan seperti penderaan fizikal, penderaan emosi, penderaan verbal, kegiatan membuli, kegiatan mengerumuni serta pengabaian. Kajian ini akan cuba menerokai setakat mana Rowling telah menggambarkan watak-watak ini sebagai hero dan anti-hero yang telah dianiayai, jenis-jenis penderaan yang digambarkan dalam novel serta mengkaji kesan penderaan ke atas watak yang didera. Teori 'archetypal' Jung (1953) akan diadaptasi dalam kajian ini dengan menekankan proses individuasi serta integrasi kedua-dua kesedaran dan ketidaksedaran yang boleh mempengaruhi watak secara positif atau negatif. Kajian ini akan menggabungkan teori 'archetypal' dengan klasifikasi penderaan sosiologi serta

psikolog, jenis dan kesan penderaan yang diutarakan oleh Briere (1992), Olweus (2001), Tower (2002) dan Eliot (2003) untuk menganalisa personaliti serta kelakuan watak sepanjang siri ini yang boleh dipengaruhi oleh kesan penderaan yang negatif. Watak boleh menjadi mangsa hero, mangsa antihero atau penganiaya, ataupun sesuatu bayang, yang boleh menjadi mangsa atau orang yang melakukan kejahatan.

Dengan mengaplikasi teori 'archetypal' Jung atas watak Harry, Harry mencapai keadaan individuasi dengan mengintegrasikan kedua-dua kesedaran dan ketidaksedaran di mana memori penderaan Harry yang telah dipendam dipulihkan. Walaupun Harry telah dipengaruhi oleh kesan negatif penderaan, dia diandaikan seorang watak yang tabah. Kesan positif individuasi telah membantu Harry memulihkan dirinya sendiri daripada penderaan serta kesan kegiatan membuli justeru itu, Harry menjadi hero mangsa dan bukan penganiaya.

Snape mengalami pergolakan di antara kesedaran dan ketidaksedaran. Memori penganiayaan dan kegiatan membuli yang dipendam dan dialami oleh Snape membawa kesan negatif ke atas kelakuannya tetapi ini tidak menghalangnya dari mencapai individuasi. Dia telah dipengaruhi oleh kesan positif individuasi yang telah membantunya mengatasi masalah psikologinya serta membina keazaman untuk mengatasi penderitaannya lalu menukar statusnya dari menjadi antihero Harry kepada seorang hero. Di sebaliknya, Voldemort mempunyai pergolakan di antara kesedarannya dan ketidaksedarannya yang telah menghalangnya dari menggabungkan kedua-dua kesedaran dan ketidaksedaran. Dia tidak dapat membesar secara psikologi; jadi dia tidak dapat mencapai keadaan individuasi. Dia telah dipengaruhi oleh kesan negatif penderaan manakala kesan positif individuasi tidak mempunyai apa-apa kesa keatasnya. Oleh itu

kesan penderaan telah menyebabkan Voldemort menjadi seorang yang melakukan kejahatan yang gemar menganiayai orang lain.

# HEROES AND ANTIHEROES AS VICTIMS OF ABUSE IN THE HARRY POTTER SERIES

## ABSTRACT

In children's literature various themes have been examined in connection with violence such as abuse and bullying. Charles Dickens' *Oliver Twist* and Roald Dahl's *James and the Giant Peach* are examples of children's suffering since the main characters are orphans living in a violent world and who are, at the same time, victims of abuse. The Harry Potter series are no exception. Since the first book of the series, *Harry Potter and the Philosopher's Stone* (1997), until the seventh book *Harry Potter and the Deathly Hallows* (2007) J.K. Rowling pursued the theme of child abuse through her depiction of three characters: Harry Potter, Severus Snape and Lord Voldemort by using different types of abuse such as the physical abuse, emotional abuse, verbal abuse, bullying, mobbing and neglect. The current research explores to what extent Rowling has depicted these three characters as victimized heroes and antiheroes, the different types of abuse throughout the novel and examine the effects of abuse on the abused characters. Jung's (1953) archetypal theory will be adapted in the current study with emphasis on the individuation process and the integration of both the conscious and the unconscious which can affect the characters either negatively or positively. The study will combine the archetypal theory with the sociological and psychological classifications of abuse as well as the types and effects presented by Briere (1992),

Olweus (2001), Tower (2002) and Elliot (2003) to analyze the characters' personality and behaviour throughout the series which can be affected by the negative effects of abuse. Accordingly, the character can turn into a hero victim, antihero victim or victimizer, or a shadow, which can be a victim or a perpetrator.

By applying Jung's archetypal theory on Harry's character, Harry reaches the individuation state by integrating both the conscious and the unconscious in which his suppressed memories of being abused have been cured. Though Harry has been affected by the negative effects of abuse, he is considered a resilient character. The positive effects of individuation helped him to heal himself from abuse and the effects of bullying; consequently, Harry was a victim hero rather than a victimizer.

Snape has a struggle between the conscious and unconscious. Snape's repressed memories of abuse and bullying have negative effects on his behavior but that did not prevent him from reaching individuation. He has been affected by the positive effects of individuation which helped him to cure his own psychological problems and developing a will-power to triumph over his torment and change his status from being Harry's antihero into a hero himself. Voldemort, on the other hand, has a struggle between his conscious and unconscious and that prevented him from integrating both. He could not grow up psychologically; therefore, he could not reach the individuation state. He was affected by the negative effects of abuse while the positive effects of individuation did not have any influence on him. Thus, abuse's effects have turned him into a perpetrator who enjoys victimizing others.

## CHAPTER ONE

### INTRODUCTION

“Always the innocent are the first victims,’  
he said. ‘So it has been for ages past, so it is  
now.’”

(Rowling, *Harry Potter and the  
Philosopher’s Stone*, p.185)

#### 1.1. Introduction

Abuse in general and child abuse in particular have been considered as serious problems that need attention. Some writers have depicted the abuse problem in their works and these include Charles Dickens and Roald Dahl to shed light on how children are exploited and abused. (Kornfeld & Prothro, 2003, 2009) Dickens wrote *Oliver Twist* which is about a boy who worked as an apprentice to an undertaker and how he lived in bad conditions there. Cynthia Crosson-Tower (2002, p.10) argues that Dickens “spoke up for child protection” since he was sent by his family at the age of twelve to a workhouse after his father’s imprisonment and his mother’s rejection of him. It was thought that *Oliver Twist* was his “first social protest” and then the novel was followed by many other novels that addressed the problems of abuse and abandoned children. Drew Chappell (2008, p.1) argues that children in children’s literature can usually be found to be neglected and not supported by adults. These children do not seem qualified to handle difficult problems but they always come up with a special insight to “deconstruct the adult’s world.” Still, Chappell (2008) assumes that “power and

authority” which are given to these children characters positions them in a “mythic rather than realistic realm.” (Chappell, 2008, p.1)The characters in the Harry Potter series might be mythic in having magical powers and participating in magical adventures but these do not take them far away from dealing with realistic issues such as love, friendship, hate, violence, death and abuse.

Folk and fairy tales are full of abused, abandoned and neglected children and nursery rhymes show traces of them as well. The rhyme about the old woman who lived in a shoe, fed her many children broth without any bread, and whipped them all soundly before sending them to bed reflects the living conditions of many children during the industrial period. Dickens, also, portrayed the conditions of those suffering children who had to work so as to live. (Metcalf & Meyer, 1992)

The main characters in Dickens’ and Dahl’s novels are orphans living in a violent world and they are victims of neglect and exploitation. The fairy tales long ago, talked about this problem in stories such as *Cinderella*, *Snow White* as well as *Hansel and Gretel*. Hearne (2000, p.1) argues that fairy tales are often “case studies of child abuse,” and the “motif of the persecuted heroine becomes the realistic depiction of an abused child.” Snow White, for example, has been abused by her stepmother, and Cinderella has been exposed to disgrace, slavery, neglect and humiliation by her stepmother and stepsisters.

Yet, these stories usually end happily and such a focus on resolution and happiness only points to our deep wish of avoiding unpleasant insights into childhood experiences. Zipes (1988, p.1) states that the classical Grimms' stories are based more on

something adults suppress and are cautious about, which is child abuse and neglect. Thus, if one examines the body of the Grimms' tales, one may find many children who experience some form of mistreatment. Many tales begin with children being kidnapped, used or abandoned; for example, abandonment and continual persecution are central issues in *Snow White*, and *Hansel and Gretel*. (1988, p.1)

However, Dickens' *Oliver Twist* and Roald Dahl's *James and the Giant Peach* are examples of the depiction of the hero who happens to be a victim of abuse and neglect. In such works and other literary studies, the main concern was the hero or the main character in the work such as Thomas Carlyle's *Sartor Resartus: On Heroes and Hero Worship* (1908), Joseph Campbell's *The Hero with a Thousand Faces* (1968), and Vladimir Propp's *Morphology of the Folk Tale* (1968). These studies concentrated on the heroes in particular, their dramatic persona, qualities, quests and adventures.

The hero usually has special qualities like nobility, courage, selflessness and love for mankind. The hero is usually victimized by another character that can be called the antihero. The antihero is the character that does not have the heroic qualities that are expected from the hero. He could be the antagonist who is the rival of the hero, or he could be the villain. (Baldick, 1990; Cuddon, 1977; Harmon, 2003) It is important to differentiate between the hero and the antihero since they are the main concern of the current study.

Carlyle (1908) argued that heroes can be divine and worshipped by their fellowmen especially in mythology. Here, the hero is the greatest man, or the God who is discovered and then ought to be obeyed by people. The hero can be a prophet, a poet,



a priest, a writer, or a king, but initially they all have the same qualities like honesty, courage, sacrifice and other exceptional merits which define them as heroes.

Campbell (1968, p.30) studied the hero as a monomyth. The monomyth can be defined as the person that has a standard path for his adventure starting with the “separation,” then “initiation,” and finally the “return.” The hero will venture from his world to a supernatural world, and then he will face obstacles and problems that are solved and battles that are won. Finally, he will return to his people with great victory and wisdom.

Campbell (1968, p.38) has discussed the mythical heroes, fairytale heroes, and their achievements. He argues that the fairytale hero accomplishes “microcosmic triumph”, while the hero of myth achieves “macrocosmic triumph.” In other words, there is a young, disgraced and humiliated person who gets special powers that help him to defeat his enemies and in that case he is getting a personal achievement such as power, wisdom, and popularity by defeating his rivals.

Vladimir Propp (1968, p. 36) has recognized a type of hero called “*victim-hero*.” The villain may start the whole problem by banishing or kidnapping the hero and the whole events of the tale are connected to the hero’s fate, and in that case we have a victimized hero. Propp (1968) stated that the hero is usually the victim, and the villain tries to maltreat and disgrace the hero since he is a major threat from the villain’s point of view. This study, nevertheless, examined both heroes and antiheroes with more focus on the heroes, and investigated a critical issue in order to find out which heroes are victims of maltreatment and disdain.

Literature depicted the problem of abuse as this problem was extracted from real life. Throughout history children were considered the property of their parents. In early Rome, the father has all the right to kill, abandon, or sell his child. (Tower, 2002, p.1) There were families who used to kill their disabled infants or the females, and sometimes infanticide was the mother's solution to her act of shame. (2002, p.1) Sander J. Breiner (2006) agrees that "we have been abusing, maiming, and killing our children for as long as history has been recorded..." (as cited in Rios, 2006, p. 1) Simultaneously, one of the earlier forms of abuse was child labour or the "indenture" of the parents to apprentice their children to masters who taught them a trade. Usually these masters enslaved these children and deprived them from their simplest needs such as food and proper shelter. (Tower, 2002, p.4) Metcalf and Meyer (1992, p.1) believe that:

*violence against children is as diverse as it is ancient, and in today's global community it takes many forms...The powerless in any community are easy targets for abuse, and under adverse conditions children, who have always been the most powerless, bear a double burden of suffering.*

The National Clearinghouse on Child Abuse and Neglect Information in the United States of America has defined child abuse as the "physical injury (ranging from minor bruises to severe fractures or death) as a result of punching, beating, kicking, biting, shaking, throwing, stabbing, choking, hitting (with a hand, stick, strap, or other objects), burning or otherwise harming a child." (Almond, 2006, p. 14) Child Abuse has serious physical and psychosocial consequences which adversely affect health. It refers to any act or failure to act that violates the rights of the child, which endangers his or her optimum health, survival and development. Abuse, however, has been divided into four

types by Jill Goldman and Marsha K. Salus (2006, p.22): physical abuse, sexual abuse, neglect and psychological or emotional abuse. The World Health Organization (WHO) and the United Nations defined four areas of abuse and neglect: physical, sexual, neglect and emotional abuse. (Corby, 1993; Goldman & Salus, 2006)

To understand what is meant by abuse, one should grasp the meaning of each category of abuse. Goldman and Salus (2006, p. 22-28) stated that physical abuse is considered as any physical injury that results from punching, beating, kicking, biting, shaking, throwing, stabbing, choking, hitting, etc. Sexual abuse, on the other hand, is any sexual act, behaviour, or sexual exploitation of the abused. Neglect, however, is the most common type of abuse which can be defined as the failure to provide the child's basic needs such as food, shelter, clothes and medical care. Still, there are three kinds of neglect: physical, educational and emotional neglect. The psychological or emotional abuse is any behaviour that expresses to the abused that he or she is valueless, unwanted or insignificant in the society. Therefore, ridiculing, terrorizing, threatening, isolating and restricting the person's freedom are all types of emotional abuse.

Emotional abuse is a pattern of behaviour that hurts the child's emotional development or sense of self-worth. This may include constant criticism, threat or rejection, as well as withholding love, support, or guidance. Emotional abuse is almost always present when other forms are identified. Verbal abuse however, is defined as any behaviour that shows to others they are bad, have bad qualities and are not accepted by people. Goldstein has mentioned four types of verbal abuse: teasing, cursing, gossip and ostracism. (Goldstein, 2005, p.1; Rein, 2006, p. 64)

Furthermore, researchers such as Jill Goldman and Marsha K. Salus (2006, p.28) argued that the psychological or the emotional abuse is the most difficult type to be recognized because its effects such as learning problems, speech disorder and troubles in development can be traced in those who experienced it and those who did not experience it. Such effects may continue and appear in later stages of the individual's life. In other words, the repercussion of abuse continues from childhood till adulthood, and this is what the current study tries to investigate.

The current study, on the other hand, studies the Harry Potter series by examining the child abuse issue throughout the seven books. The study will focus on three characters in the series by trying to investigate whether these characters, heroes and antiheroes, can be considered as victims of abuse. The recent study is different from Rios's study (2006) in examining both heroes and antiheroes in the series while Rios concentrates on the main hero in the text and how he or she had been abused. Rios is essentially investigating children's characters without paying attention to later stages in their life, in other words, she is observing mainly the characters' childhood. The present study, on the other hand, will try to scrutinize the personality of the characters in the Harry Potter series by pursuing the characters from their childhood to their adulthood. One will attempt to explore the main types of child abuse, its instances and the effects of child abuse on the heroes and antiheroes in the series by examining and analysing their behaviour, personality, and attitudes. Rios (2006), on the other hand, observed whether the books could be considered useful to teach children about abuse by using Masha Rudman's (1995) criteria to evaluate books which are written especially to teach children how to recognize child abuse.

Debora De Rosa's (2003) study focused on Harry as the main character in the series and how he reached his initiation from childhood to adulthood. De Rosa (2003) explained the problem of abuse in the series as part of Harry's childhood which was so important to go through his quest from childhood to adulthood, so that abuse here, was not a problem that might affect his personality and attitudes. The recent study will try to investigate each type of abuse with an analysis to the instances of abuse in the Harry Potter series.

De Rosa (2003) has discussed Harry's character only by concentrating in her article on Harry's childhood, mentioning that he is in the process of transferring from childhood to adulthood and this is what the present study will try to avoid. Therefore, the present study will examine not only Harry as the main hero in the series but other characters, heroes and antiheroes, by investigating the effect of abuse on their behaviour and attitudes. It is important to study other characters since the series contains other heroes, such as Snape, besides Harry as the main hero, and there are many antiheroes, too. Some of the heroes do not remain as heroes throughout the series, and some of the antiheroes turn to be heroes, thus, it is important to study the heroes and antiheroes progressively throughout the Harry Potter series and to examine how abuse may change their personalities and attitudes. Furthermore, the current study will examine the chronological development of the characters from the time they were children until the seventh and last book of the series when they become mature adults.

Furthermore, the current study will analyse the selected heroes and antiheroes as victims of abuse by applying Jung's archetypal theory with emphasis on the individuation process which is a psychological growing up, the process of discovering those aspects of

one's self that make one an individual different from other members of the species. It is essentially a process of recognition. The individual must consciously recognize the various aspects, unfavorable as well as favorable, of one's total self. This self-recognition requires extraordinary courage and honesty but is absolutely essential if one is to become a well balanced individual. (Guerin et al., 2005, p.204)

## **1.2. Statement of the Problem**

There have been studies on heroes in literature and history such as Thomas Carlyle's *Sartor Resartus: On Heroes and Hero Worship* (1908), Joseph Campbell's *The Hero with a Thousand Faces* (1968), Vladimir Propp's *Morphology of the Folk Tale* (1968) and Segal, Rank, Raglan and Dundes' (1990) *In Quest of The Hero* which have examined the heroes in particular without giving the same attention to the antiheroes in the literary work. Though Alsford's (2006) *Heroes and Villains* examined both heroes and villains, it did not tackle the problem of abuse and whether the heroes and the villains are victims or victimizers. Therefore, the current study will try to analyze the heroes and the antiheroes in being victims of abuse and the effects on their behaviour and choices in life. It is important to study both heroes and antiheroes in the series since some of them do not remain as heroes or antiheroes throughout the series. Abuse may change the character's attitudes positively or negatively and that change in the personality will determine who is the hero and who is the antihero. Furthermore, these studies will be reviewed in Chapter Two as a literary background for studies on heroism.

On the other hand, the Harry Potter series has been studied as a representative of the fairytale and archetypal hero by analyzing Harry's character mainly without giving the same attention to other characters in the series such as the antiheroes and the villains. Harry in the Harry Potter series has joined the orphan characters in the fairytales, Charles Dickens' David Copperfield and Oliver Twist, Mark Twain's Tom Sawyer and Huckleberry Finn, yet the main characters, heroes and antiheroes, in the Harry Potters series have not been studied as victims of child abuse. Though Deborah De Rosa (2003), M. Katherine Grimes (2004) and Mary Pharr (2004) have mentioned in their studies that Harry is an abused child, they did not concentrate on the abuse issue and did not consider it a problem that might affect Harry's personality and attitudes. Deborah De Rosa's study (2003) focuses on Harry's initiation paradigm from childhood to maturity, while Grimes (2004) and Pharr (2004) concentrate on Harry as the fairytale hero and the one whose moral and knowledge are developing throughout the series. Abuse has been mentioned as part of his childhood and was not analyzed deeply nor were the main types of abuse classified. Furthermore, the main concern is Harry's character and not the other characters in the series such as Voldemort and Snape. Besides, the effects of this abuse have not been examined in terms of the characters' behaviours. It is essential to study the antiheroes since they are as vital and significant as the heroes; in fact some of the antiheroes are heroes and vice versa. In fiction in general and children's fiction in particular there are always heroes, antiheroes and villains and the heroes are created because of their struggle with the antiheroes.

There are other studies that examined violence in literature such as Dresang's (1997) study in which he studied the American literature that have been published

between 1993-1996. Some of the works were poetry, picture books or nursery rhymes. This study did not examine violence in the Harry Potter series since its focus was on the American literature in which issues such as family violence and the depiction of a resilient child protagonist who successfully survives the violence are investigated. Dresang (1997) explained that resilience is important when the victim was prone to violence. However, this study sheds light on two important issues in literature: violence and resilience.

Fiedler (1980) maintained that child abuse has been manipulated by writers such as Hans Christian Andersen, Mark Twain, Lewis Carroll, Charles Dickens, Dostoevsky and Le Guin. Langbauer (2008) agreed that the works of Dickens, Dostoevsky and Le Guin can be considered biographies of their childhood. These two studies were important in shedding light on the abuse issue in literature though these studies did not examine the types of abuse and the effects of it on the characters. Moreover, the Harry Potter series and J.K. Rowling's childhood were not part of this study.

Furthermore, other studies such as Chevalier (2005), Sawyer (2007) and Kornfeld and Prothro (2003, 2009) have studied the Harry Potter series and concentrated on Harry's character, his family life and that he had no moral problem and he will do the right thing. Abuse has been mentioned in these studies as part of Harry's childhood but the types and effects of abuse were not examined. Besides, the main focus of these studies is Harry as the main hero, though Sawyer (2007) has examined the matter of choices for Harry and Snape. Sawyer (2007) believed that Harry had no problem with choices and he will choose the good side, but Snape had a problem in choosing between



good or evil. However, these studies did not examine abuse and its types and effects on the victims whether they are heroes or antiheroes.

Nonetheless, there are two important studies that examined Snape's character in the Harry Potter series: Appelbaum (2003, 2009) and Berner et al. (2007). These studies concentrated on Snape's character from two perspectives: good and evil. These studies, however, did not analyze Snape as a victim of abuse by examining the types of abuse and its effects on the individuation process of Snape's character. Besides the archetypal theory and Jung's individuation process were not applied by these researchers to determine Snape's character as hero or antihero, as victim of abuse or an abuser. Moreover, Appelbaum (2003, 2009) focused on Snape and Harry without giving the same emphasis to Voldemort, while Berner et al. (2007) concentrated mainly on Snape.

Moreover, the present study will try to investigate the abuse issue in the Harry Potter series by studying abuse and its types such as emotional abuse, physical abuse and neglect. Furthermore, the recent study will investigate the effects of child abuse on the characters' personalities and attitudes. However, the sexual abuse will not be examined since it is not depicted in the series.

There are studies on child abuse in children's literature such as Albertina Rios's (2006). Rios has focused on analyzing novels, picture books, and poetry on child abuse and how these books can be useful in teaching children about child abuse and how to avoid it, so the Harry Potter series were not part of the study's scheme. Rios has concentrated on studying children characters in these books without analyzing their adulthood and the effects of abuse on their personalities. Besides, Rios has discussed

two types of abuse in her study: physical and sexual by using Masha Rudman's (1995) criteria for evaluating the child abuse issue. The criteria and guidelines are: first, never blame the victim; second, reflect the fact that abusers represent all classes and both genders; third, avoid easy solutions which are not helpful or realistic; fourth, suggest alternative ways of getting help; and finally avoid graphic scenes of abuse and violence. Moreover, Rios did not analyze the characters as heroes and antiheroes by shedding light on their conscious and unconscious and their development through the individuation process.

The current study on the other hand will adapt the archetypal theory rather than Rudman's criteria because of its relevance to the study's objectives in analyzing the heroes and antiheroes as victims of abuse. Furthermore, the current study will try to focus on children and adult characters altogether in the Harry Potter series as victims of abuse. One will try to examine the types of abuse such as physical, emotional and neglect as well as their effects on the characters. It is important to study children and adults in the series since the children in Book One are developed physically and mentally throughout the seven books.

The present study is conducted since the previous studies on the Harry Potter series that tackled the abuse issue did not examine the types of abuse such as the physical, emotional and neglect. Besides, the previous studies on the series did not explain it intensively as a serious problem which might affect the characters' behaviours. Accordingly, abuse might affect the personality of the character and turn him from a victim into a perpetrator. Abuse can shape the character as good or evil,

victim or perpetrator, hero or antihero and this problem needs deep analysis and investigation, since some of the antiheroes and the heroes exchange roles in the series.

Jung's archetypal theory will be adapted in the current study to analyze the selected characters in terms of being heroes or antiheroes and how does abuse shape their personalities and develop their psychological individuality by going through the individuation process. One will try to detect whether the three characters have achieved mental and physical health through their quest from childhood to adulthood.

Bullying as a type of abuse will be examined also in the Harry Potter series by applying Jung's archetypal theory and Olweus' (2001) bullying circle which can determine the child hero as a victim of abuse and bullying and the shadow who acts as the bully. Bullying and mobbing as a serious problem were not studied previously in the Harry Potter series. Besides, the current study is pioneering in adapting Olweus' bullying circle in literature in general and in the Harry Potter series in particular to analyze the characters in terms of being bullied and victimized by others sometimes by individuals and sometimes by groups.

### **1.3. The Objectives**

The study aims to:

1. explore whether the selected heroes and antiheroes in the Harry Potter series have been depicted as victims of child abuse by adapting Jung's archetypal psychology.

2. examine the types of child abuse that have been featured in the Harry Potter series by adapting the psychological and sociological theories of child abuse by Goldman and Salus (2006), Tower (2002), Brier (1992), Olweus (2001), and Elliot (2003).
3. determine how child abuse affects the heroes and antiheroes' behaviour progressively in the series by adapting the positive effects of individuation which is the core of Jung's archetypal psychology and the negative effects of abuse.

#### **1.4 .The Research Questions**

The research questions of this study are:

1. To what extent have the selected heroes and antiheroes in the Harry Potter series been depicted as victims of child abuse after adapting Jung's archetypal psychology and the individuation process on the characters?
2. What are the types of child abuse that have been featured in the Harry Potter series after adapting the psychological and sociological theories of child abuse by Goldman and Salus (2006), Tower (2002), Brier (1992), Olweus (2001), and Elliot (2003)?
3. How does child abuse affect the selected heroes and antiheroes' behaviour in the series after adapting the positive effects of individuation which is the core of Jung's archetypal psychology and the negative effects of abuse?

## **1.5. Significance of the Study**

Although there were studies on abuse, heroes, antiheroes and shadows in literature in general and children's literature in particular, the current study contributed in merging Jung's archetypal theory and the influence of the individuation process on the characters, with sociological and psychological theories of abuse and bullying which is believed to be an important step in the field of literary analysis. There was a deep need for intertwining the negative effects of abuse and the positive effects of individuation in evaluation the abuse problem and its effects on the selected characters. The socio-psychological study of the texts was entangled with Jung's archetypal theory will try to offer a pedagogical aspect in teaching the Harry Potter series by helping the readers, whether children or adults, and literary scholars to understand the reasons that created the problem of abuse in the series, the types of abuse that the characters were prone to which, as a result, affected them either positively or negatively.

The study is conducted to provide an insight into the issue of child abuse as a problem that has not been widely discussed in children's literature. Moreover, child abuse is part of reality and cannot be avoided so it would be quite important to address the abuse issue in children's literature. It would be significant for young readers of the Harry Potter series to understand the abuse issue and learn how to protect themselves from its effects. Besides, this study tries to investigate how J. K. Rowling has portrayed the heroes and the antiheroes as victims of child abuse in the Harry Potter series since these characters might be victims, perpetrators or both. Moreover, it would be more reliable to examine how abuse can affect the character's personality and behaviour by shaping the character as good or evil. It also hopes to offer a perspective on the types of

child abuse, the negative effects of child abuse and the positive effects of individuation on the victims' behaviour progressively throughout the series.

Though there have been many psychological and sociological studies on child abuse and its effects on the victims, there are few literary studies on child abuse in children's literature in general and on the Harry Potter series in particular. Therefore, the current study is significant since the previous studies on the Harry Potter series did not examine the child abuse issue deeply by using socio-psychological theories and Jung's archetypal theory together in classifying its main types such as the physical, emotional or psychological and neglect, and the main effects of abuse and individuation which can set the character free from the shadow's control on his unconscious. Moreover, the current study will examine bullying and mobbing as types of abuse and will adapt Olweus (2001) bullying circle in relation with the archetypal theory to find how Harry and Snape have been bullied by others. Voldemort, on the other hand, was mainly a bully who enjoyed harming and controlling others. Besides, the heroes are important characters in the literary work like the antiheroes since the main struggle is between these two types of characters, therefore the study will focus on both heroes and antiheroes. Furthermore, the antihero might be the hero himself or the hero turns out to be an antihero, so it would be much more beneficial to study both characters in the series. Furthermore, the study will examine both heroes and antiheroes with concentration on three characters, Harry Potter, Lord Voldemort and Severus Snape by considering the development of their personalities from childhood to adulthood.

## **1.6. Limitations of the Study**

1. The study concentrates on the child abuse issues only with regard to the main types of abuse such as physical abuse, emotional abuse and neglect.
2. The current study will focus on the character development of the heroes and the antiheroes concerning their experiences as victims of child abuse by analysing the effects of abuse on their personalities and choices.
3. The study will focus on analysing the personality of only three characters in the series: Harry Potter, Lord Voldemort and Severus Snape.
4. The study analyzes all the seven books of the series but with limitations. The study's main concern will be to study the instances and scenes that show the development of the characters and the occurrence of abuse and its types and effects in the series.

## **1.7. Definition of Terms**

**Hero:** According to Joseph Campbell (1968) the hero or the heroine is the essential character in the literary work who has the noble qualities such as self-sacrificing, honesty, love for mankind and courage. He will face many impediments to save his own people. Usually he will go through three paths: separation, acquiring knowledge and then the return. In other words, he will be separated from his family and folk to start a quest in which he will gain knowledge, and then he will return to his folk with victory. Still, not all heroes have these qualities since they may not be morally superior to other characters. In that case, however, they might be called antiheroes. (Baldick, 1990; Cuddon, 1977; Harmon, 2003)

**Antihero:** is the character who does not have the heroic qualities that are expected of the hero. He could be the antagonist who is the rival of the hero, or he could be the villain. The plot, however, focuses on the struggle between the hero and the antihero. (Baldick, 1990; Cuddon, 1977; Harmon, 2003)

**Archetypes:** motifs or themes that can be found among many different mythologies and certain images that recur in the myths of peoples widely separated in time and place tend to have a common meaning or, more accurately, tend to elicit comparable psychological responses and to serve similar cultural functions. Such motifs and images are called archetypes. Stated simply, archetypes are universal symbols. (Guerin et al., 2005) Jung was also careful to explain that archetypes are not inherited ideas or patterns of thought, but rather that they are predispositions to respond in similar ways to certain stimuli: “In reality they belong to the realm of activities of the instincts and in that sense they represent inherited forms of psychic behavior.” Jung highlighted a number of archetypes, including the anima, the mother, the shadow, the child, the wise old man, the spirits of fairytales, and the trickster figure found in myths and history. (2005)

**The Child Archetype:** the child is represented in mythology and art by children, infants most especially, as well as other small creatures. The Christ child celebrated at Christmas is a manifestation of the child archetype, and represents the future, becoming, rebirth, and salvation. Curiously, Christmas falls during the winter solstice, which in northern primitive cultures also represents the future and rebirth. People used to light bonfires and perform ceremonies to encourage the sun's return to them. The child archetype often blends with other archetypes to form the child-god, or the child-hero.



The Child also establishes our perceptions of life, safety, nurture, loyalty, and family. Its many aspects include the Wounded Child, Abandoned or Orphaned Child, Dependent, Innocent, Nature, and Divine Child. These energies may emerge in response to different situations in which you find yourself, yet the core issue of all the Child archetypes is dependency vs. responsibility: when to take responsibility, when to have a healthy dependency, when to stand up to the group, and when to embrace communal life. Each of the variants of the Child archetype is characterized by certain tendencies, including shadow tendencies. (Guerin et al., 2005, p. 190-191)

**Persona:** The persona represents your public image. The word is, obviously, related to the word person and personality, and comes from a Latin word for mask. So the persona is the mask you put on before you show yourself to the outside world. Although it begins as an archetype, by the time we are finished realizing it, it is the part of us most distant from the collective unconscious. At its best, it is just the "good impression" we all wish to present as we fill the roles society requires of us. But, of course, it can also be the "false impression" we use to manipulate people's opinions and behaviors. And, at its worst, it can be mistaken, even by ourselves, for our true nature: Sometimes we believe we really are what we pretend to be. (Guerin et al., 2005, p.204-206)

**The Collective Unconscious:** Jung (1959) admitted that the idea of the collective unconscious "belongs to the class of ideas that people at first find strange but soon come to possess and use as familiar conceptions." He had to defend it against the charge of mysticism. Yet he also noted that the idea of the unconscious on its own was thought fanciful until Freud pointed to its existence, and it then became part of our understanding of why people think and act the way they do. Freud had assumed the unconscious to be a

personal thing contained within an individual. Jung, on the other hand, saw the personal unconscious mind as sitting atop the *collective* unconscious—the inherited part of the human psyche that was not developed from personal experience. (Bowdon, 2007, p.169)

**Individuation:** One major contribution is Jung's (1959) theory of individuation as related to those archetypes designated as the shadow, the persona, and the anima. Individuation is a psychological growing up, the process of discovering those aspects of one's self that make one an individual different from other members of the species. It is essentially a process of recognition—that is, as one matures, the individual must consciously recognize the various aspects, unfavorable as well as favorable, of one's total self. This self-recognition requires extraordinary courage and honesty but is absolutely essential if one is to become a well balanced individual. (Guerin et al., 2005, p.204)

**The Shadow:** The shadow, the persona, and the anima are structural components of the psyche that human beings have inherited. We encounter the symbolic projections of these archetypes throughout the myths and the literatures of humankind. In melodrama, such as the traditional television or film western or cop story, the persona, the anima, and the shadow are projected, respectively, in the characters of the hero, the heroine, and the villain. The shadow is the darker side of our unconscious self, the inferior and less pleasing aspects of the personality, which we wish to suppress. The most common variant of this archetype, when projected, is the Devil, who, in Jung's words, represents the “dangerous aspect of the unrecognized dark half of the personality.” (Jung, 1953) In literature we see symbolic representations of this archetype in such figures as

Shakespeare's Iago, Milton's Satan, Goethe's Mephistopheles, and Conrad's Kurtz. (Guerin et al., 2005, p.204-205)

**Victim:** Any violence or abuse directed against him or her makes this person a victim. The victim may be a male or a female, a child or an adult. Often, victims experience a long suffering after the abuse reaches its end, and they are at risk of many problems throughout their lives such as psychological problems which might turn them into criminals themselves. (Almond, 2006; Meadows, 1998)

**Child Abuse:** The term “child abuse” was first used in Britain in a 1980 government circular and it refers to any maltreatment of children. (Corby, 1993, p.43) According to the Child Abuse Prevention and Treatment Act (CAPTA) child abuse is any “act or failure to act on the part of a parent or the caretaker that results in death, serious physical or emotional harm, sexual abuse, or exploitation.” (Goldman & Salus, 2006, p.20) The child in this context is any person who is under the age of eighteen. Child abuse is anything that causes injury or puts the child in danger of physical injury. Child abuse can be physical (such as experiencing burns or broken bones), sexual (such as touching of private parts or incest), or emotional (such as belittling or calling the child names). Neglect happens when a parent or responsible caretaker fails to provide adequate supervision, food, clothing, shelter or other requirements for a child. Child abuse is any action (or lack of) which endangers or impairs a child’s physical, mental or emotional health and development. Child abuse occurs in different ways. All forms of abuse and neglect are harmful to the child. (Almond, 2006, p.15; Goldman & Salus, 2006, p. 20; Corby, 1993, p.43; Meadows, 1998, p.73) Nevertheless, verbal abuse is another type that

has been added by some of the researchers such as Arnold P. Goldstein (2005, p.1) and Mei Ling Rein (2006, p.64)

**Physical Abuse:** It is any physical injury such as bruises or fractures which are the results of slapping, hitting, twisting arms and kicking. If denying food and sleep cause any medical problem to the victim then it will be considered a physical abuse. (Almond, 2006, pp. 14-15; Goldman & Salus, 2006, pp. 22-23; Corby, 1993, p.43; Meadows, 1998, p.57)

**Psychological or Emotional Abuse:** It is any behaviour or act that expresses to the abused that he/she is worthless and unwanted. Thus, abuse here involves spurning, terrorizing, isolating, corrupting and denying emotional responsiveness, i.e. ignoring the child's attempt to express his/her attitudes. Besides, mental, medical and educational neglect are considered psychological and emotional abuse too. (Campbell, 2006, p. 68; Goldman & Salus, 2006, p.27; Corby, 1993, p. 49; Meadows, 1998, p.57)

**Sexual Abuse:** It is any sexual act, behaviour, or sexual exploitation of a child or adolescent. This includes any forced sexual perversion, or activity whether it involves genital contact or physical contact. (Campbell, 2006, p.68; Goldman & Salus, 2006, pp.23-24; Corby, 1993, p.47; Meadows, 1998, p.57)

**Neglect:** It is the failure of providing the child with the basic needs such as food, clothing and shelter. Poverty, however, may not provide the child with the important needs for his living so that this situation has been excluded from the state of neglect. (Goldman & Salus, 2006, pp. 24-26) Neglect has been classified into:

1. Physical neglect: such as refusal of health care, delay in health care, abandonment, expulsion, inadequate supervision and insufficient food and clothing.
2. Educational neglect: such as permitting chronic absence from school, failure to register the child when he/she gets the proper age for school, and inattention to special education needs like refusing to treat the child's learning disorder.
3. Emotional neglect: such as neglecting the child's needs for support, love and attention, domestic violence in the child's presence, encouraging the usage of drugs and alcohol by the child, encouraging bad behaviour like severe assault, and refusal or delay in providing psychological care.

**Verbal Abuse:** It has been defined as any behaviour or words that communicate to others that they are bad, or possess mean qualities. In that case it is any action that is intended to hurt others psychologically. Nevertheless, the words that may hurt are directed to control, embarrass, induce fear, humiliate, punish, create jealousy, reject, threaten or isolate. However, the most common types of verbal abuse are “teasing, cursing, gossip, and ostracism.” (Goldstein, 2005, p.1)

**Bullying:** Literally, means to frighten or hurt a weaker person; to use your strength or power to make somebody do something. It could include name-calling, beating or shoving others at the playground, stealing or hiding one's possessions. Sometimes one will be bullied or abused because of religion, gender or racial origin. (O'Moore & Minton, 2004) It is an “overt activity that generally involves physical contact or directly

abusive language.” (Elliott, 2003, p. xvii) However, there is another form of bullying that takes place in groups, and Elliott (2003) described it as “mobbing.”

**Mobbing:** is group bullying and it is an emotional abuse that involves ridicule, shunning and humiliation. It is:

*“ganging up on someone using the tactics of rumour, innuendo, discrediting, isolating, intimidating, and above all, making it look as if the targeted person were the guilty part or instigated the behaviour. As is typical of many abusive situations, the perpetrators maintain that the victim ‘deserved it.’” (Elliott, 2003, p. 5)*

## **1.8. The Harry Potter Series**

The Harry Potter books have been chosen for the current study to analyse the problem of abuse, its types and effects on the selected characters. Since the books are so popular, among children and adults, and are commercially successful around the world, they were reliable for the study’s concern. The series have been controversially criticised by critics, scholars and parents as well. Scholars of literature and popular culture are discussing the “Harry Potter Phenomenon,” at academic conferences and in journal articles. However, the books have been praised more than they have been criticized in most circles, but negative criticism is growing in literary and education communities, especially in the form of backlash against commercialism caused by the films. Nevertheless, may be the main reason behind the series and the movies’ popularity is the bildungsroman aspect of the series in which the characters are developed mentally and physically. The characters go through a process of maturation from childhood to