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**The Alterations and Ramifications of Atticus's  
Beliefs in Harper Lee's *To Kill a Mockingbird*  
(1960) and *Go Set a Watchman* (2015)**

A Dissertation Submitted to the Department of English in Partial Fulfillment of the  
Requirements for the Master Degree in English Literature and Civilization.

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## Dedication 1

I owe a profound and sincere debt of gratitude to my beloved parents without whom I could never go this far in my life and who have constantly been a source of moral , emotional and financial support throughout the pursuit of my academic goal.

It is also dedicated to my very dear siblings, *Djelloul, Imane* and *Abdallah*.

I would like also to express my wholehearted thanks for my relatives, especially my aunts, *Amina* and *Fatima* who have provided me with academic and sentimental assistance.

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Last but not least, I offer my deepest appreciations for my colleague *Assia*.

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I would like to express my special appreciations and thanks to both of my father *Tahar* and my mother *Samia*, who were the symbol of love and giving, and who taught me to trust in Allah. They have been as well a source of motivation and strength during moments of despair and discouragement; as well they have been a source of financial support throughout the pursuit of my academic goal.

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## Abstract

The current research is conducted on the basis of approaching Harper Lee's character Atticus Finch in both of *To Kill a Mockingbird* (1960) and *Go Set a Watchman* (2015) by means of Freud's theory of personality. In order to achieve the previous aim, the entire work is required to be qualitative and adopts the psychoanalytic approach in addition to the analytical and descriptive methods. The research relies on three principal notions namely a demonstration of the theoretical framework which consists of a brief introduction of Sigmund Freud's psychoanalysis, an unpretentious representation of the substantial elements of the theory, a concise description of its significance in terms of literary text analysis, in addition to an overall description of the principles of his theory of personality. Moreover, an analysis of Atticus Finch's actions in the context of *To Kill a Mockingbird* (1960) is introduced. Similarly to the previous idea but in a different context, an investigation of the protagonist in *Go Set a Watchman* (2015) is proposed. This procedure of scrutinizing the character results in defining which elements of Freud's theory of personality has an impact on his behaviors. Hence, it leads to detecting the essence of the author's presence which is demonstrated in the implication of the historical, social and political aspects and their impact on her presentation of Atticus Finch in both novels especially in *Go Set a Watchman* (2015).

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# General Introduction

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## General Introduction:

In the world of literature, it is often quite normal for the audience to be introduced to certain authors who tend mostly through their writings to engage particular incidents or ideologies as being the subject matter and a direct source of influence on some characters. Therefore, readers will find themselves stuck in a state of vagueness and trying to establish links between the author and the book. Consequently, these associations will permit them to grasp the details inserted in a piece of literature.

The deceased American author, Harper Lee (1926-2016), has become lately ranked as such writers. After she has been acknowledged by all to be the writer of the significantly virtuous book *To Kill a Mockingbird* that stood for years as the idealistic moral novel, and won a year after it was published the 1961 Pulitzer Prize, which is an award given for achievements in different fields, in fiction, she recently published her first draft of *To Kill a Mockingbird* in 2015 naming it *Go Set a Watchman*. However, and despite of the immense success of her first novel, many questions were raised due to the unexpected changes that typically occurred at the level of the character Atticus Finch in her latest novel.

Harper Lee's character Atticus Finch was recently classified as being a source of controversy. He appeared in *To Kill a Mockingbird* as the ultimate righteous lawyer of all time by defending a wrongly accused African American. However, he radically shifted to be a segregationist in *Go Set a Watchman*. As for a personage to witness such change, some concealed causes might interfere. Accordingly, the inner self of the character must be analyzed in both novels for the sake of discovering the reasons that led for his attitudes to change and

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eventually deduce the significant contribution of the author's background in shaping Atticus Finch's change in her latest novel.

As for accomplishing further progress in the research process, it is a must to assign particular aims which will provide more accuracy to the desired result. The present study demonstrates the efficiency of the psychoanalytic theory in terms of analyzing the character in both literary texts, highlights the extent to which this theory enables to deeply comprehend the details of the two stories separately, and permits the establishment of links between the two stories as a whole to eventually reach a full understanding about what led for the protagonist to change.

The significance of this study lies more specifically in the newly published novel. After decades of getting familiar with *To Kill a Mockingbird* as being the exemplification of moral values, *Go Set a Watchman*, after being published, witnessed a huge burst of judgments and opinions for the reason that the two novels are unlike, especially in the case of the protagonist Atticus Finch. Hence, it is interesting to closely examine both novels in order to recognize the source of change and why it occurred in the second novel.

For the purpose of guiding the research strictly, some questions are ought to be stated. The research is held on the basis of explaining what the psychoanalytic theory is and what its chief principles are, how Atticus Finch is depicted and how his presence could be interpreted by means of Freud's theory in both novels, in addition to how approaching the character psychoanalytically leads to detect the causes as to why he was transformed.

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In order to guide the research process and ensure the systematic flow of work, certain approaches and methods are to be applied. The psychoanalytical approach is to be made use of along this research in addition to utilizing the analytical and descriptive methods. Moreover, the study is merely qualitative. All that was mentioned previously will be put into practice at the level of the protagonist in both novels especially in the latest one.

The fulfillment of the work necessitates the reliance on effective sources which provide the needed knowledge as to shape a well constructed view about the topic. Therefore, a list of references was reviewed from which the most efficient ones were selected to engage the research. Firstly, in the case of primary sources, it is a must to include the novels as a premier source of information. Secondly, as secondary sources, the article “Growing up With Scout and Atticus” (2016), which is written by Robert Atkinson JR, examines how Jean Louise, the protagonist’s daughter, sees her father’s changes after both of them got older in “Go Set a Watchman”. In addition to that, in an online article entitled “Go Set a Watchman: Why Harper Lee's new book is so controversial” (2015), Dara Lind mentions some important facts about the interference of some historical and social elements in Harper Lee’s novels.

Developing the research problematic requires drawing a consistent work plan in which each step complements the other one to reach at last a pleasant conclusion. The entire work is divided into three chapters. The first chapter tackles an introduction of the Freudian Psychoanalysis Theory and its prominent pillars, whereas the two other chapters address consecutively an overview in addition to an examination of Atticus Finch in both of *To Kill a Mockingbird* and *Go Set a Watchman*. Therefore, each of the two chapters is devoted to a single

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novel and a study of the protagonist's presence in each one. However, the interpretation of Harper Lee's presentations of Atticus Finch is precisely stated in the third chapter.

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# **Chapter one**

## **An Overview of the Freudian Psychoanalytic Theory**

## 1.1 Introduction:

Literature is known to be an interdisciplinary structure that might gather different fields including philosophy, history, and psychology. If different domains were brought together under the umbrella of literature, the result will be the creation of a multi-perspective literary work. This process might be done intentionally by the author in order to trigger readers' attention. Consequently, and since literature has always been interesting for many of those who seek to widen their thoughts and experiences with different literary works, they will not only be motivated towards questioning the content of that work, but also curious about the presence of authors in what they produce.

It is clearly obvious that a piece of literature is not the same as any regular piece of work since it makes use of language in an unusual manner, and owns more implicit features and meanings. It has the ability to bring about different matters together in a single work. Hence, the reader is required to deeply interpret many aspects of the literary work as to eventually come up with conclusions which might raise other questions that demand further investigations. It is here where the reader needs to establish a solid base from which his/her conclusions will be built upon.

The process of going through a literary work depends upon setting the adequate frame in order to guide one's thoughts. Hence, it is recommended to initially use a literary theory as to launch the investigation. A literary theory represents the tool by which it becomes much easier to interpret literature. It provides the reader with the ability of deciphering the literal meaning from which the implicit one will be brought to light and set connections between the author and the entire work elements. By doing that, lastly, the reader will not only perceive knowledge about

the subject matter, which is the literary work in general or one of its constituents, but also they will be introduced to the different existing associations among the components of that piece of literature.

Psychology is one of the important fields that intertwine with literature. It is a field that provided the audience with the necessary guidelines to understand any literary work. Those guidelines are a set of principles discovered by researchers and applied on the subject as to facilitate the process of analyzing the major components of any piece of literature. Characters play an important role in the psychological analysis; they are a mere representation of the human beings and an absolute reflection of their lives. Therefore, the Freudian Psychoanalytic Theory is required for understanding the characters' behaviours, what are their causes, in addition to what is really happening in their minds.

### **1.2 The Freudian Psychoanalysis:**

The roots of psychoanalysis go back to the early 20<sup>th</sup> century. Owing to the Austrian psychiatrist Sigmund Freud, the first principles of the psychoanalytic theory were established. He was first a regular “medical man” who was more into “the study and treatment of patients in his clinic”. Due to “his long devotion to this sector”, he was able to recognize and detect the “mental diseases of his patients”. Hence, his interest “in the study of psychology and more particularly psychology of the unconscious mind” grew more (Hossain 42). Put differently, his contributions were firstly marked at the level of psychology treatment which comes by being exposed to the patient's mind in order to diagnose the source of the mental and psychological disturbances; however, his legacy was later on applied primarily in the field of literature.

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In reference to history, the evolution of the theory went through different stages. As stated earlier, it emerged first from the clinical field with the premier attempts of Freud to move thereafter into the world of psychology where it prevailed to other areas of knowledge. Finally the psychoanalytic theory paved, aside to other theories, another way of approaching literary works. The prominent belief of the former theory lies in the idea that the previously stored thoughts of the frequent events witnessed by humans are responsible for their behaviors (Hossain 41). Freud believed that the human mind is a complex mechanism that contains several devices responsible for distinct tasks. Many systems incorporate together each with a precise procedure for the purpose of creating the final outcome which is a reflection of what occurred in the mind at first place. That is to say, he was aware that humans do not simply behave out of nothing, meaning certain conditions interfered cooperatively for the reason of generating human actions (Cherry What are the Id, Ego, and Superego?).

The Freudian psychoanalytic theory was and still considered as one of the main literary theories to approach literary works either by going through the psyche of authors or any of their fictional characters. Meaning that understanding the authors' orientations or the characters' motives and behaviours require making use of psychoanalysis. In other words, as Hossain stated:

In the process of explaining literature, psychoanalysis has been used and in the process literature has been used as a source for psychoanalytic conceptions. We noticed that literary criticism has used psychoanalysis theory to interpret literature and literature has also attempted to exploit and use psychoanalysis for creative purposes. Psychological criticism deals with the work of literature primarily as an expression, in fictional form, of the state of mind and the structure of personality of individual author. (41)

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Literature and psychoanalysis complement each other in the sense that the latter is regarded as a means by which it will be possible to interpret literary texts, and the former uses the theory's philosophies for the purpose of conveying certain ideas. The psychological criticism clearly reflects the mind status and the author's personality.

The Freudian Psychoanalysis has a major impact on the world of literature as a whole. It paved the way for the audience to shift from the regular norms of approaching particular works to smoothly have a precise overview about them. It is nowadays taken by readers as serviceable means of literary analysis since it proved its significance in terms of investigating authors' attitudes, how they really are in their lives, and what similarities are found between the work and their real lives. In addition to the theory's concern of authors, their characters also represent a vivid image which might be approachable from various angles.

The reason why the Freudian Psychoanalytic Theory is of importance notably in the field of literature as Hossain explains that psychoanalysis demonstrates the co-relational relationship between the interactions of the inner self which results in the performed actions and how it gives clarity to the literary text. He explains:

. . . It has given much importance on the significance between the unconscious and thought processes. They believed that an awareness of this is therapeutic and vital to a healthy mind. Psychoanalysis emphasized on motives, it focused on hidden or disguised motives which helps to clarify literature on two levels, the level of writing itself and the level of character action within the text. Psychoanalysis gives emphasis on the subject and tries to explain what are the relationship of meaning and identity are to the psychic and cultural forces. (41)

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The core concern of the theory lies in motives. They are considered to be the elements which elucidate the text and the characters' behaviors. As a consequence, the analysis of the two previous elements results in establishing interpretations which are related to the psyche of the subject matter.

In relation to literature, psychoanalysis seems to focus on four major conditions; it tackles the text itself, addresses the author, focuses on the structure of the work, or examines the influence on the audience. While the first part involves the procedure of analyzing the components of a literary text such as the characters, and the plot in order to understand the work, the second one seeks to investigate the author by reading mainly about his/her biography. The third case is specialized in the literary context and typically in the sequence of events. The fourth and last part concerns with the readers' i.e. what influence the work has on them and how their reviews about it were (Hossain 43). Approaching a literary work from those two perspectives enables the audience to read between the lines in order to further comprehend the hidden details of the events as for the characters' behaviors.

The significance of the theory is symbolized in the fact that Freud's discoveries revolves around an important notion called the unconscious. It is according to him a unit from the mind which interferes in human actions and thoughts. In other words, authors when writing they insert a part of their unconsciousness in their literary works mainly through their characters. This is what is considered to be as a source of motivation for the audience to understand the authors' thinking, the reason behind the characters' behaviors, in addition to the relationship between authors and their characters which are often seen like an accurate case study that reflects some Freudian concepts.

### **1.2.1 Freud's classification of the human mind:**

During his long years of research and examination, Freud proposed that the human mind is divided into three basic sectors. He believed that behavior and personality were derived from the constant and unique interaction of conflicting psychological forces that operate at three different levels of awareness: the preconscious, conscious, and unconscious (Cherry The Preconscious).

#### **1.2.1.1 The conscious:**

The conscious comes right at the top of the iceberg illustration presented by Freud; it is more specifically the part which is seen outside the water. It represents the thoughts, memories, and the entire matters which humans are simply aware of at the moment whether they were personal or related to their environment (Cherry The Role of The Conscious Mind).

#### **1.2.1.2 The preconscious:**

The preconscious, also known as the subconscious, is located between the conscious and the unconscious. It is the part which comes before the conscious where the normal memory exists i.e. it is seen more like a repertoire in which our memories and all the things that one can recall in different situations are found. In addition to that, the preconscious thoughts can smoothly be retrieved and transformed when needed to be conscious ones (Cherry The Role of The Conscious Mind). Alternatively stated, Memories which are stored in the preconscious are not the standard memories that people are always conscious about, they portray instead the kind of memories which tend to be specifically brought at certain moments and times. Such preconscious memories or thoughts will be remembered in case of being stimulated by some factors. To oversimplify, the preconscious might be regarded as a waiting room where ideas remain until being brought to the conscious by means of particular causes (qtd. in McLeod

Unconscious Mind). For instance, email addresses are the type of information to be classified in the preconscious since it is not constantly present in the mind, but it is easy to be recalled to conscious.

### **1.2.1.3 The unconscious:**

The unconscious, which received more attention from Freud, is the enormous unseen part that lies deep within the mind. It predominantly contains the repressed feelings, desires, and thoughts that are kept outside of our awareness. This is what Freud deduced by observing his patients whose experiences and emotions were hard to confess (qtd. in McLeod). Despite the fact that people do not often feel comfortable with acknowledging their past experiences, sentiments, and needs, Freud believes that those elements which are stored in the unconscious section of the human mind are principally responsible for one's actions in spite of not being conscious about that process. This is what Hossain shed light on by stating the following:

The unconscious is that part of the mind that lies outside the somewhat vague and porous boundaries of consciousness and is constructed in part by the repression of that which is too painful to remain in consciousness. . . In general we can say that the unconscious serves the theoretical function of making the relation between childhood experience and adult behavior intelligible. (42)

The unconscious is, according to what the author states, that part which lies far from the human consciousness. It is the storehouse of what is considered to be too painful to be in the conscious mind. Put simply, the unconscious is responsible for providing the accuracy in terms of the relationship between the past experiences and present behaviors.

## 1.2.2 Freud's model of the human personality:

In addition to his well-known division of the human mind, Sigmund Freud presented another theory that is related with the human personality. He brought attention to the fact that the human personality is complex and contains various systems which operate collectively for the sake of shaping one's personality and contributing in the process of behavior constructing. According to Freud, the personality is sectored into three basic parts each with a specific function. The id, the ego, and the superego are those mechanisms which govern the human behaviors (McLeod Id, Ego and Superego 1).

### 1.2.2.1 Id:

The Id is the part of the human personality which is located in the unconscious. It is basically responsible for the desires whether they were biological or psychological such as thirst or anger and does not acknowledge the rational or value. It also attempts to fulfill an immediate satisfaction of those needs regardless of any circumstances. Freud believed that all humans are born with only the Id since during their very first years of childhood they seek only to satisfy their wants (McLeod 1-2). This is why newborn babies cry quite often for the purpose of pleasing their hunger until being fed. This is also why it is said that the Id is motivated by the principle of pleasure (Cherry What are the Id, Ego and Superego?)

### 1.2.2.2 Ego:

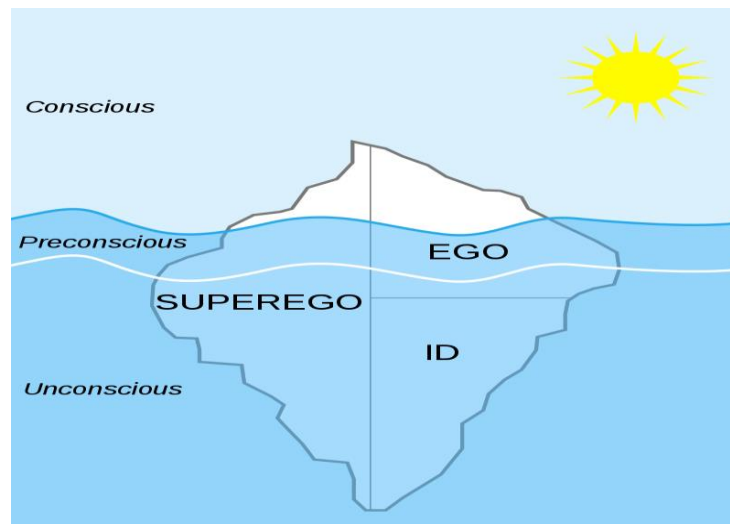
The ego, however, takes in charge the process of adjusting the requirements of the Id in a socially suitable manner. Therefore, the ego aims to deal with the Id appropriately barring into consideration the surrounding community, ensures to keep the balance between the Id and the Superego, and manages the aspect of dealing with reality. It is, as Freud claims, developed from

the Id in a way that parallels the instinctual urges with socially approved behaviors i.e. it acts according to the principle of reality (Cherry What are the Id, Ego and Superego?). For example, it is not possible for a football team to randomly play a match. Players are restricted to play according to the plan that was organized by the coach. To further illustrate, if a teacher asks her learners to be prepared for an oral test, they will feel obliged to revise well in order to avoid the embarrassment in front of their classmates.

### **1.2.2.3 Superego:**

The Superego represents the part of personality that carries the morality and integrity. Freud claims that the child develops superego at the age of five approximately (Cherry What are the Id, Ego and Superego?). It mostly looks for maintaining the righteousness, yet it is executed in a way which guarantees further emphasis on morals unlike the ego's interests which are exclusively restricted in presenting the perfect image of the individuals in the eyes of their societies. In other words, the superego leads the ego not to act upon a realistic drive, but according to what is right (McLeod Id, Ego and Superego 3). To illustrate, a poor man feels a strong need to steal money from a grocery shop, yet at the last minute he decides not to do so for avoiding to take somebody else's money. The remarkably known figure of the person who the devil sits on his/her shoulder and the angel on the other symbolizes the image of how those three elements work. The person indicates the ego whereas the devil is the id, and the superego represents the angel.

Sigmund Freud suggested a human mind division which consists of the conscious, the preconscious, and the unconscious. In addition to that, the representation includes also his model of psyche which constitutes of the id, the ego, and the superego.



**Figure 1:** The diagram of Freud's human mind division theory

Source: en:Image:Structural.Iceberg.png

by en:User:Jordangordanier

Sigmund Freud's theory contains various principles that could be made use of in order to analyze literary texts or their authors. These principles provide a profound understanding of the context when being applied on certain works. More importantly, they permit readers to investigate the relationship between authors and what they produced and help them to determine the similarities between the works themselves and their writers. Hossain highlights the nature of that relationship saying: "The authors and writers are influenced by the psychoanalytic concepts which are reflected in the characters of their works and also in their mind" (43). The principles also provide more often a neat representation of the authors' real-life experiences, beliefs, or their emotions. In general, works present, in a way or another, some hints about their authors' personality or biography in particular. In order to illustrate the previous ideas, there shall be a concrete example through which the image will be clearer.

### 1.3 Harper Lee's *To Kill a Mockingbird* and *Go Set a Watchman*:

Harper Lee was an American novelist known of her two widely famous novels *To Kill a Mockingbird* and *Go Set a Watchman*. In 1960, she succeeded to transform a previously written series of short stories into *To Kill a Mockingbird* which has received for many years enormous attention. It achieved huge amount of success by selling millions of copies not only in America, but also worldwide since her work was translated into many languages, by notably winning a Pulitzer Prize for fiction in 1961, and by being turned into a movie that won many awards in 1962. Due to its huge sense of morality, the novel was frequently taught in schools.

It is obvious for those who read the novel or have an idea about it, and they simultaneously know about Harper Lee's biography that the work has some similarities connected somehow to her real life. The content is mostly historical; it focuses on particular incidents which have a significant influence on the story. Just like Jean Louise Finch, the narrator of *To Kill a Mockingbird* known as Scout, Harper lived during the 1930s which is a significant period that witnessed the Great Depression. Both of the writer and her fictional character Scout shared in a certain way many childhood experiences mainly witnessing segregation. Similarly to the protagonist Atticus Finch, Harper's father worked for some time as a lawyer, and defended two African American men accused of a crime. The setting as well took place in the Southern state of Alabama where she grew up during the 1930's, a period which was full of enmity towards African-Americans because of the fact that racism was strongly admitted.

Many years later, specifically in 2015, the controversial book entitled *Go Set a Watchman* was released. It was stated that the recently published novel was initially written chronologically before *To Kill a Mockingbird* and during the 1950's; it was in fact the first draft of the latter. Her work was seen more like a sequel which made the audience question its

awkwardness due to the radical changes that occurred through it. On one hand, the story of the sequel revolves around severe racial issues as the firstly published novel, and on the other hand it highly concentrates on the returning of the 26 years old Jean Louise Finch from New York to her hometown for a visit and facing the dark side and the unbearable truth about her father who was in her eyes an angel-like man and used to be intolerant with the issue of segregation to later discover his unexpected transformation into a segregationist who became a part of a racist organization.

### 1.4 Conclusion:

The Freudian Psychoanalytic Theory is based on a representation of the human mind and personality divisions. The Austrian neurologist gave a concrete image of his theory. He claimed that the human mind is seen more like an iceberg which contains three main consecutive parts: the conscious, the preconscious, and the unconscious. The conscious is consisted of the thoughts that humans are aware of; the preconscious indicates the ideas which might be easily recalled to be conscious, and the unconscious which refers to the undesired hidden thoughts or emotions. Freud's theory has also a classification that is related to the personality which constitutes also of three elements. While the id embodies the primitive instincts, the ego and superego represents the desire of social approval and the high sense of morality. The Freudian Psychoanalytic Theory could serve as a bridge that relates the field of psychology with literature for the sake of deeply understanding any given piece of literature and having more details about the author. Harper Lee's *To Kill a Mockingbird* and *Go Set a Watchman* are the kind of novels which contain a character that noticeably changed. In order to investigate the character's

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transformation and the author's presence in both novels, the theory of psychoanalysis shall be utilized as a means of examination.

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## **Chapter two**

# **A Psychoanalytic Examination of Atticus Finch in *To Kill a Mockingbird***

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## **Chapter two** A Psychoanalytic Examination of Atticus Finch in *To Kill a Mockingbird*

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### **2.1 Introduction:**

It is quite significant for a story to have particular literary elements in order to be structurally accurate and meaningful. It is for that reason when writing a literary work, authors tend to take into consideration the efficiency of its components the extent to which they add a valuable addition to the context; a character is seen more like an essential pillar without which literary texts do not make sense or do not exist at first place. In addition to that, characters are considered to be a vivid representation of various realistic situations and morals which most of the time have a direct influence on the progress of the plot. They are also regarded as a means by which readers do not just strictly learn about the plot, the settings, or any other literary aspect that shapes the story, but also know about the real world especially if the story is inspired from true events. Despite the fact that some characters are fictional and people are fully aware of that, they sometimes find themselves unconsciously affected by them in a way or another. This is what truly happened in the case of Atticus Finch.

### **2.2 Atticus Finch:**

Atticus Finch is not only one of the major fictional characters in Harper Lee's firstly published novel *To Kill a Mockingbird*, he has greatly succeeded to be among the mostly well-known literary characters as well. His character was mainly inspired by her father Amasa Coleman Lee who, similarly to the protagonist, took in charge to defend two African Americans in a murder trial and worked in the legislature system of Alabama. Atticus is a lawyer who lived in the fictional town of Maycomb in Alabama, and a father of two children, Jean Louise and Jeremy Finch.

## **Chapter two** A Psychoanalytic Examination of Atticus Finch in *To Kill a Mockingbird*

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### **2.2.1 Atticus Finch in *To Kill a Mockingbird*:**

Atticus Finch symbolizes all along Harper Lee's very first novel the brightest image of righteousness in a town full of racial prejudice mainly through two situations. On one hand, despite being mocked by the racist people of Maycomb, he firmly stands for his principles and goes for defending Tom Robinson though proving his innocence was a complicated task since the setting took place in a period of time when African Americans were highly being discriminated against. Atticus's relationship with his children, on the other hand, was transparent and very full of morals.

### **2.2.2 Atticus Finch's relationship with his children:**

Atticus is representing the accurate meaning of a positive role model typically in regards to his relationship with his children whom he uses a unique style of parenting to treat and teach them to be tolerant, kindhearted, and respectful. Though he is a single father, he always looks for taking good care of them. Regardless of his children's young age and the fact that at the very beginning of the novel they do not idolize their father, he seeks to treat them as if they are adults and waters their souls with righteous and virtuous morals by conscientiously practicing his duty of fatherhood. By this means, he implicitly teaches his children to be the pleasant example of integrity mainly through defending Tom Robinson. This is what Atticus tries to deliver to his children by stating the following: "This case, Tom Robinson's case, is something that goes to the essence of a man's conscience—Scout, I couldn't go to church and worship God if I didn't try to help that man" (Lee 108).

Atticus has always been a good listener who cares about what his two children have to say and answers their questions concerning what they do not grasp. Scout confirms that by

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saying: “. . . we were at all times free to interrupt Atticus for a translation when it was beyond our understanding” (Lee 32). Even when it comes to his profession, he is at all times ready to provide them with explanations in order to make things very clear for them, especially if their queries are about Tom’s case. He once explained to his daughter why he is defending Tom trying to clarify that this specific case has a significant importance in his career stating that he is doing so “For a number of reasons,” said Atticus. “The main one is, if I didn’t I couldn’t hold up my head in town, I couldn’t represent this county in the legislature, I couldn’t even tell you or Jem not to do something again . . . Scout, simply by the nature of the work, every lawyer gets at least one case in his lifetime that affects him personally. This one’s mine, I guess” (78).

His role is not merely about using his power as a father to give direct orders and instructions that must be instantly applied; he tries instead to indirectly encourage his children to behave appropriately. For instance, Scout and Jem were once practicing how to use an air-rifle with their uncle Jack since their father would not teach them to do so, she said: “When he gave us our air-rifles [.] Atticus wouldn’t teach us to shoot . . . He [Jack] said [that] Atticus wasn’t interested in guns. Atticus said to Jem one day, “I’d rather you shot at tin cans in the back yard, but I know you’ll go after birds. Shoot all the bluejays you want . . . but remember it’s a sin to kill a mockingbird” (92-93). Atticus’ words indicate that he does not prefer to teach his children how to shoot since according to him shooting things is not morally appropriate. This is illustrated by saying that killing mockingbirds is considered to be a sin since they are peaceful creatures which would do no harm to humans.

It is important to mention the fact that he is widowed which makes him play a double role of parenting. He gained the popularity by representing the moral figure especially with his children whom he seeks to educate by including entertainment and seriousness. This is mainly

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why they found their father “satisfactory” since he plays with them, reads to them, and more importantly treats them with “courteous detachment” (Lee 6).

When Scout witnessed once a new experience at the very beginning of her journey in school, her father guided her morally. She faces problems with her teacher Miss Caroline about her belief that Atticus does not teach Scout appropriately, which is a false claim. The incident left within her a feeling of discomfort. Once, while they were speaking, she told her father about the issue, he wisely tries to comfort her and open her mind towards being tolerant with other people saying: “if you can learn a simple trick, Scout, you’ll get along a lot better with all kinds of folks. You never really understand a person until you consider things from his point of view . . . until you climb into his skin and walk around in it” (30).

A similar incident occurs in the day before Tom Robinson’s trial. Atticus went out; he was followed by his children and their friend Dill to the jail of Maycomb. They suddenly see four cars coming right where their father was. Scout feels worried and that something wrong is going on, so she runs to her father who was surprised. She sees Mr. Cunningham, who knows her father, and greets him but he does not respond. He eventually leaves and orders the cars to do so. Later on, Jem mentions in a conversation with his father that he has understood what Mr. Cunningham came to do; he wanted to hurt him last night. Atticus tried to clarify what happened by carefully saying:

He might have hurt me a little, but son, you’ll understand folks a little better when you’re older. A mob’s always made up of people, no matter what. Mr. Cunningham was part of a mob last night, but he was still a man. Every mob in every little Southern town is always made up of people you know doesn’t say much for them, does it? (159)

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Atticus attempts once again to calm the situation down though he and his children have witnessed a difficult status. He clarifies to Jem that it is obvious that older peoples' actions might be totally unexpected, still one cannot judge them. He comes back to the idea of not being possible to understand someone till observing things from their perspectives which is a thing that not all people can do.

Courage is considered to be one of the most moral lessons taught by Atticus to his children. Despite the fact that his daughter is very young, she always notices her father's noble deeds and positive perspectives. She proudly acknowledged that she thought of her father, "who hated guns and had never been to any wars", to be "the bravest man who ever lived" (Lee 104).

### **2.2.3 Atticus Finch in relation to Tom Robinson's trial:**

Despite the fact that he is surrounded by a discriminating society which existed in a commonly known area of racism, he chooses to stick to his principles and undertakes the case of Tom Robinson ,an African American man who has been dragged into an unfair trial. Moreover, he tries to convince the jury to put aside their prejudice towards that category of people and act upon objectively sincere standards. Atkinson claims that eventually the trial will result in reviewing "the sweet—Atticus's relationship with his children, particularly his educating them about the harsher racial realities of their hometown and his hope that, with his help, they can transcend them" (97).

During the post Great Depression era, the African American minority witnessed a rough time of racism and discrimination typically in the South. Atkinson highlights: "Times are hard; this is the Deep South in the Great Depression" (97). The priority went to the Americans in everything specifically in regards to jobs and other living requirements. In the novel, Tom

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Robinson is a representation of the African Americans' struggle and sufferance. He is a twenty-five years old regular worker in cotton fields who tries hardly to sustain his wife and children. The conflict appears in the book when he was accused of raping a female character named Mayella Ewell. He finds himself in the middle of a serious problem by just trying to give a hand to Mayella who keeps on asking for his services at their house. Since he is an African-American, he turns out to be seen as guilty. Therefore, he becomes even more subjugated and classified as the victim of racial prejudice imposed by the people of Maycomb.

Miss Maudie Atkinson, Atticus's neighbor who lives across the street from his house, is known to be reasonable and remarkably tries to help his children about understanding how things are working around them, especially when it comes to their father and society. She mentions once when she was talking with Scout that her father "is the same in his house as he is on the public streets" (Lee 47). This is an illustration that he is not a hypocrite who appears differently to the community than he actually is with his children.

Scout mentioned that she receives an unpleasant comment from a girl named Cecil about the fact that her father in defending an African-American man. She asks her father and he answers: "I'm simply defending a Negro—his name's Tom Robinson. He lives in that little settlement beyond the town dump. He's a member of Calpurnia's church, and Cal knows his family well. She says they're clean-living folks" (77). Stating that point in front of his daughter indicates his awareness of the necessity to inform her that he is doing his duty which one must not be ashamed of.

After the news spread all over the town about the fact that Atticus takes Tom's trial, Scout and Jem were being harassed by their friends at school as well. Their father as usual asks them to avoid violence and not take into consideration what other people are talking about. He

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said: “You might hear some ugly talk about it at school, but do one thing for me if you will: you just hold your head high and keep those fists down. No matter what anybody says to you . . . Try fighting with your head for a change” (Lee 78).

Soon before the trial’s end, Atticus insists once again on the equality of all people in spite of who they are and what their social status are typically under the roof of one institution, the court:

. . . There is one human institution that makes a pauper the equal of a Rockefeller, the stupid man the equal of an Einstein, and the ignorant man the equal of any college president. That institution, gentlemen, is a court. It can be the Supreme Court of the United States or the humblest J.P. court in the land, or this honorable court which you serve. Our courts have their faults, as does any human institution, but in this country our courts are the great levelers, and in our courts all men are created equal. (210)

The statement was clear and sound. There is no basis on which one is allowed to differentiate between people. Humans are all born alike and must be treated evenly in whatever situation is faced. The court is the significant institution which shall guarantee the aspect of evenness.

In the courthouse, Atticus did his best all along the trial hoping for the jury to be just and fair as much as he was. He said his last words aiming for them to fulfill their duty towards this innocent man:

I’m no idealist to believe firmly in the integrity of our courts and in the jury system—that is no ideal to me, it is a living, working reality. Gentlemen, a court is no better than each man of you sitting before me on this jury. A court is only as sound as its jury, and a jury is only as sound as the men who make it up. I am confident that you gentlemen will review without passion the evidence

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you have heard, come to a decision, and restore this defendant to his family. In the name of God, do your duty. (Lee 209)

Atticus aimed for the legal system to be fair enough to admit the innocence of the falsely accused Tom Robinson. According to him, people themselves are the key for a positive amelioration. It is up to them to move step by step away from the current unjust incidents into much better circumstances where equality prevails.

Despite the fact that Atticus defended Tom strictly, and showed the authenticity of the given evidences, the jury denounced that he is guilty and he was sentenced to death. He was sent back to jail where something unexpected happened:

Alas, it does not win. The members of the all-white, all-male jury do not do their duty. Against all evidence, they convict Tom Robinson of rape. Atticus hopes to win on appeal and urges Tom Robinson not to lose hope. But Tom does. During an exercise break in prison, he makes a desperate, despairing dash for the perimeter fence; the guards fire warning shots into the air. When Tom clears the top of the fence, they bring him down with eleven shots, presumably in the back. (Atkinson 98-99)

The fact that he finds himself in the middle of an unjust trial just because of his skin color led Tom Robinson to lose hope. The jury charged him of being guilty despite the fact that all the evidences show the opposite. He puts an end to himself trying to escape from jail.

After the trial and during one of their regular conversations, Atticus speaks with Jem about the fact that the jury's announcement is not completely fair for the reason of the non-existing eye-witnesses to confirm the guilt: ". . . In the absence of eyewitnesses there's always a doubt, sometimes only the shadow of a doubt. The law says 'reasonable doubt, 'but I think a

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defendant's entitled to the shadow of a doubt. There's always the possibility, no matter how improbable, that he's innocent" (Lee 223). He believes the jury's decision lack fairness. Sending the so-acknowledged guilty man to be killed whereas the evidence proves the contrary is unethical. He tries through these words to convey a moral to his child that people must not uncertainly throw judgments on others whatever the circumstances are. Though "Atticus proved his innocence to all who had eyes to see and ears to hear" yet, "the racist jury returned a verdict of guilty, and sentenced him to death" (Atkinson 97).

Despite not wanting "his children to see the trial" due to his fear on them being "disillusioned by the disjunction between his classical rhetoric and local reality", they secretly sneak into the courthouse with the help of an avuncular Black minister, who lets them sit with him in the segregated balcony" (qtd. in 100). This is how they, mainly the narrator Scout, observe the entire trial and notice their father's attempts to defend the wrongly accused Tom Robinson. Atticus is concerned that his children will be confused when noticing the contradiction between hearing his righteous speech dedicated to the jury and confronting the prevalent belief of racism and discrimination in their hometown.

Tom's trial comes to ensure once again the prejudice and discrimination faced by African-Americans in the town of Maycomb. It is not quite new for his children and typically Atticus to notice racist attitudes where they live. While Jem and Scout become more aware of that fact throughout the case, their father has always been conscious about that the ugly truth. He illustrates to them the minority's anguish in regards to his experience as a lawyer in one of racist Southern states in America. He states: "In our courts, when it's a white man's word against a black man's, the white man always wins. They're ugly, but those are the facts of life" (224).

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Even though the lawsuit has ended, Atticus does not simply choose to let that specific case pass without setting things straight in his children's minds. He tries to open their eyes about the fact that they will encounter situations where people like Tom are going to be immorally harassed:

As you grow older, you'll see white men cheat black men every day of your life, but let me tell you something and don't you forget it— whenever a white man does that to a black man, no matter who he is, how rich he is, or how fine a family he comes from, that white man is trash . . . There's nothing more sickening to me than a low-grade white man who'll take advantage of a Negro's ignorance. (Lee 224)

As an honorable father, Atticus explains to his children that social and economic status shall not be the factors which draw a distinction between people. All individuals are born alike despite being poor or rich, whites or skin-colored.

### 2.3 A psychoanalytic view of Atticus Finch:

In *To Kill a Mockingbird*, it appears that Atticus' behaviors are highly influenced by his ego. The ego interferes in the situations where he respects people around him despite the fact that they are being disrespectful towards him and his children. Moreover, he urges his children to undertake the quality of respecting others. For instance, when Scout is being harassed because of the fact that her father was defending Tom Robinson, he tells her to avoid in being a part of a violent conflict (78). Another example when he urges his daughter to act morally when she had an issue with her teacher at school. Her father advises her to be tolerant with people, and that one cannot understand someone else's behaviors and viewpoints unless they put themselves in the

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shoes of that other person (Lee 30). Similarly to what happened with Scout, Jem also receives a lesson from the incident of Mr. Cunningham who wanted to hurt his father (159).

The other element which affects Atticus Finch's behaviors and has control over his actions is the superego. There are various cases in the story where the notion of superego arises. To illustrate, he often welcomes his children's questions in case they does not grasp what he is talking about (32), teaches them about the value of courage (78), and motivates them to do the right things at all times (108). The same concept is vividly present in Tom Robinson's trial. He stands for the victim despite of being an African-America, and insists on the prominence of equality in the courthouse especially (210).

### 2.4 Conclusion:

Throughout *To Kill a Mockingbird*, Harper Lee has succeeded in creating a flawless character that was for years acknowledged by many to be the all-time highly ethical character. Atticus Finch appears through the book to be the exemplary ethical figure in relation to two main points. Firstly, when it comes to his relationship with his children, he always encourages them to act morally. Secondly, in the case of Tom Robinson, his children notice that their father accepts to defend the falsely accused African American despite all the harsh circumstances around him. On the basis of these two situations, one shall deduce which elements of the Freudian Psychoanalytic Theory interfere in shaping the behaviors of Atticus Finch.

Analyzing different quotations from the novel, whether they have been said by the protagonist himself or noticed by other characters, resulted into profoundly approaching Atticus Finch. His presence along the novel through his sayings or behaviors indicates that the concepts of ego and superego are controlling over him. On the one hand, showing kindness and

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compassion in distinct situations towards the people of Maycomb despite their prejudice and racist attitudes displays the presence of the ego which is mainly related to the surrounding environment. On the other hand, the superego is portrayed through his defense of Tom Robinson in addition to the moral lessons and values including courage, sympathy, and conscience which he conveys to his children.

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# Chapter three

## Harper Lee's Interpretation of Atticus Finch in *Go Set a Watchman*

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### 3.1 Introduction:

For more than half a century after the book was published in 1960, Harper Lee's *To Kill a Mockingbird* widely known character, Atticus Finch, stood in the spotlight due to his virtuous representation of a father and lawyer. His name became enormously famous all around the world and especially in America. However, in 2015 after a quit long time of not being literarily present, she stepped into the light with the publication of her second novel *Go Set a Watchman*. Her latest work is seen by many as a sequel of *To Kill a Mockingbird*, but it is as a matter of fact its first draft. *Go Set a Watchman* presents notably a questionable version of the character Atticus Finch comparing to his image in *To Kill a Mockingbird*.

The events of *Go Set a Watchman* take place nearly twenty years after the setting of the first novel i.e. in the 1950's which was a time when the Civil Rights Movement was gradually being established and witnessed the birth of the Supreme Court's *Brown v. Board of Education* decision<sup>1</sup>. It concentrates on the return of the adult Jean Louise Finch, known as Scout in *To Kill a Mockingbird*, from New York City where she is mostly living to her hometown Maycomb, Alabama for what is thought to be a normal annual visit. Nevertheless, she will find herself confronting her father's shocking attitudes and behaviors. Her father, who reaches his 70's, is no longer the noble Atticus of *To Kill a Mockingbird*; he is instead a part of Maycomb County Citizen's Council, an institution aims to maintain segregation in the South and became "a vocal supporter of segregation" (Lind). Progressively, with the help of her uncle Jack, she will come into terms with the fact that her father is human, and no human is impeccable.

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<sup>1</sup>*Brown v. Board of Education* decision declared that separate educational facilities for white and African American students were inherently unequal. It thus rejected as inapplicable to public education the "separate but equal" doctrine (Duignan).

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### 3.2 Atticus Finch in *Go Set a Watchman*:

In the first part of the plot, things go quite normal for Jean Louise who comes back to Maycomb for a visit and meets her relatives. However, "Things have, of course, changed a bit in the intervening year[s], and quite a lot since her childhood" (Atkinson 103). It is her discovery that made the circumstances take a complicated way. Harper Lee includes an incident which is going to be a significant point that will influence the coming events:

. . . A pamphlet the size of a business envelope caught her eye. On its cover was a drawing of an anthropophagous Negro; above the drawing was printed *The Black Plague*. Its author was somebody with several academic degrees after his name. She opened the pamphlet, sat down in her father's chair, and began reading. (Lee *Go Set a Watchman* 392-393)

When her father left to attend a work meeting, Jean Louise went to his office and surprisingly discovers, while being there, something unexpected. She comes across a racist pamphlet and begins to explore its content.

After being exposed to the content of the pamphlet, "... she took the pamphlet by one of its corners, held it like she would hold a dead rat by the tail, and walked into the kitchen. She held the pamphlet in front of her aunt" (393). She went straight to her aunt, Alexandra, hoping to find an appropriate explanation. Alexandra informs her that the pamphlet was brought from Maycomb County Citizen's Council by her father who actually is "on the board of directors" (400). Out of mixed feelings of curiosity and shock, she rushes to the courthouse where the meeting is supposed to be held.

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For the purpose of figuring out the truth about the meeting and what her father was doing there, Jean Louise observes everything from the colored balcony. It just happened the same way in the past with Tom Robinson's trial but quite differently. During the meeting, her father was accompanied with "not only most of the trash in Maycomb County, but [also] the county's most respectable men" (Lee *Go Set a Watchman* 408-409), including "William Willoughby, the political symbol of everything her father and men like him despised" (409-410), a man that Atticus would "scarcely give him the time of day, and there he is at the same" (410), besides "Mr. O'Hanlon . . . who had quit his job to devote his full time to the preservation of segregation" (419). The fact of being in that situation brought to her mind what her father denounced once in the trial of the falsely convicted African American. He proudly said: "Gentlemen, if there's one slogan in this world I believe, it is this: equal rights for all, special privileges for none" (*To Kill a Mockingbird* 249). Jean Louise desperately "knew that her father's presence at the table with a man who spewed filth from his mouth—did that make it less filthy? No. It condoned" (432-433). Jean Louise is finally able to see with her own eyes for the first time a situation which she never thought her father will be a part of. She ironically witnessed the situation from the same spot where she proudly saw her father defending an innocent man. After seeing her father there with a group of vicious men, who apparently did not seem by any means to welcome the integration, a huge feeling of endless frustration was brought to her mind.

With a dreadful sense of disappointment, she withdraws from the meeting roaming around the town to eventually find herself at their childhood house, which turned to be an ice cream shop. For the moment, all she could realize is:

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The one human being she had ever fully and wholeheartedly trusted had failed her; the only man she had ever known to whom she could point and say with expert knowledge, "He is a gentleman, in his heart he is a gentleman," had betrayed her, publicly, grossly, and shamelessly. (Lee 442-443)

Jean Louise confronts the ugly truth. Her beloved father, who was the symbol of goodness, and passionately performed his best to genuinely fulfill his duty, is now a member of an anti integration institution.

One time, while the Finches were having a regular breakfast time, "Hank", or Henry Clinton, who is an old family friend and Atticus' work partner, "arrives with news that one of Calpurnia's wayward grandchildren", Frank, "has run over and killed the town drunk, most unfortunately, a white man. Atticus agrees to take the case; Jean Louise knows that Atticus will never forget his old retainers" (Atkinson 110). While Hank tries to argue about Atticus' decision, he interrupts him to further explain his real motivation behind accepting the case: "Hank, I suspect when we know all the facts in the case the best that can be done for the boy is for him to plead guilty. Now, isn't it better for us to stand up with him in court than to have him fall into the wrong hands?" (574-575). Atticus means by "the wrong hands" the NAACP<sup>2</sup>.

Afterwards, he shifts towards clarifying to his daughter some of his views about the NAACP and its strategies to achieve its political and social benefits:

Scout, you probably don't know it, but the NAACP-paid lawyers are standing around like buzzards down here waiting for things like this to happen . . . .  
. . . .

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<sup>2</sup> National Association for the Advancement of Colored People.

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. . . [T]hey watch and wait, just for some felony committed by a Negro against a white person . . . . [T]hey demand Negroes on the juries in such cases. . . . [T]hey raise every legal trick in their books—and they have 'em [sic] aplenty . . . . Above all else, they try to get the case into a Federal court where they know the cards are stacked in their favor. (qtd. in Atkinson 110-111)

With this lawsuit emerging, the plot takes another turn. Atticus does not take in charge defending Calpurnia's grandson who caused the death of a white man in a car accident neither for his former slogan "equal rights for all, special privileges for none" (Lee *To Kill a Mockingbird* 249), nor for the favor of Calpurnia, who is his former African-American housekeeper, and the woman who actually raised his children. He interferes in order not to provide the chance for the NAACP to do so.

Jean Louise left the room thinking about Calpurnia's grandson who was in need of a "real help" while "what do they do" is nothing but sitting "in the kitchen and" talking "NAACP". Soon she remembered Tom Robinson's trial and the fact that "not long ago, Atticus would have done it simply from his goodness, he would have done it for Cal". She feels astonished trying to figure out "What was this blight that had come down over the people she loved?" and "what made her kind of people harden and say "nigger" when the word had never crossed their lips before?" (580-582).

With the aim of figuring out what is happening to the people around her, especially receiving appropriate explanations about her father's strange behaviors, Jean Louise gives her uncle a visit. After the usual visit formalities, she goes ahead to the point asking him "what's turned my father into a nigger-hater" (729). Instead of frankly providing her with an answer, he goes around and around in meaningless circles. Once she noticed that, she bursts saying: "You've been giving me some kind of elaborate runaround, Uncle Jack, and I've never known

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you to do it before. You've always given me a straight answer to anything I ever asked you. Why won't you now?" (Lee 782). "because I cannot", he only answers, "It is neither within my power nor my province to do so". Few moments before she leaves, her uncle emphasizes on consulting him in case things get confusing (788). Eventually, she left with no evident answer of what she has in mind.

After seeing her uncle, Jean Louise meets Hank and they get into an intense dispute. She angrily speaks that she has seen him and Atticus in the council meeting and how shocking it was especially seeing her father there (886). The fight continues until she calls Hank a hypocrite, and hears a voice behind her speaking: ". . . Hypocrites have just as much right to live in this world as anybody". She turns around to see that her father is the speaker (912).

After the fight, Atticus and his daughter go to his office (917), and he certifies that Jack told him about their earlier conversation (920). She declares how upset she feels about her father attending such racist meetings and thinks that "it's disgusting" (922). It is from here onwards where she will face the ugly truth. In response to what Jean Louise says, Atticus declares of his claims:

Have you ever considered that you can't have a set of backward people living among people advanced in one kind of civilization and have a social Arcadia?

.....

Do you want Negroes by the carload in our schools and churches and theaters? Do you want them in our world? . . . Do you want your children going to a school that's been dragged down to accommodate Negro children? . . . So far in my experience, white is white and black's black. So far, I've not yet heard an argument that has convinced me otherwise . . . Now think about this. What would happen if all the Negroes in the South were suddenly given full civil rights? I'll tell you. There'd be another Reconstruction. Would you want your

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state governments run by people who don't know how to run 'em [sic]? . . . .  
Negroes down here are still in their childhood as a people. (Lee 938-959)

In regards to what Atticus Finch stated, African Americans are not welcomed in any means to be included as part of the American society, especially the southern one. It is surprising to see the man who bravely stood once for an innocent victim inferiorizes that small community and claims of it absolute unworthiness to be integrated.

When she was a child, Jean Louise used only to see her father as a moral code. However, after she discovers many years later of his membership in that racist council and knows about his earlier speech, she confesses her sense of betrayal:

If you had only given me some hint, if you had only broken your word with me a couple of times, if you had been badtempered or impatient with me—if you had been a lesser man, maybe I could have taken what I saw you doing. If once or twice you'd let me catch you doing something vile, then I would have understood yesterday. (972-973)

Her confession stresses the serious changes she has observed in her father's behaviors and attitudes. He used to teach her and her deceased brother Jem to always put morality above anything else, yet many years later, he himself seems unable to do that. Atticus of the past is not by any ways similar to the Atticus she is seeing now.

She eventually puts an end to the unpleasant conversation admitting her contempt not only towards his action, but also about Atticus himself. Out of the mighty disappointment, she could not think about any other thing except for reminding herself of her father's bitter treason and wishing nothing from God but to take her soul away (985-987).

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Soon after the long controversial conversation she had with Atticus, Jean Louise decides to leave Maycomb. She rushes to her home and packs her bags, but her uncle comes to prevent her from doing so. He tells her that he knew what she has said to her father (1013). He tries to help her to arrange her thoughts, to only depend on her proper self-consciousness, and not to forget that her father is only a human like all other people who make mistakes. Jack states:

. . . You are your own person now . . . . Every man's island, Jean Louise, every man's watchman, is his conscience. There is no such thing as a collective conscious . . . you confused your father with God. You never saw him as a man with a man's heart, and a man's failings—I'll grant you it may have been hard to see, he makes so few mistakes, but he makes 'em [sic] like all of us (1021-1023).

Jean Louise discovers with the help of her uncle the real meaning of the word "watchman". That word, which alludes to the pure sense of guidance despite being in the midpoint of immorality, appears as a subject of preaching Jean Louise attended at the church, yet it originally comes from a passage quoted from the twenty-first chapter, specifically verse six of Isaiah. It states: "For thus hath the Lord said unto me, Go, set a watchman, let him declare what he seeth". By means of "Watchman", Jack tries to convince her that one must stand for his proper beliefs regardless of being surrounded by ones who encourage humans to do no good. Implicitly, he urges her to focus on her own conscious rather than what her father believes in.

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### **3.3 A psychoanalytic view of Atticus Finch in *Go Set a Watchman*:**

In Harper Lee's *Go Set a Watchman*, Atticus' psyche is inspected based on three main incidents: being a member of Maycomb County Citizen's Council, taking in charge Frank's trial, and confessing his considerations about African Americans. Atticus' membership in the council indicates the presence of his ego. The members are a group of men belonging to Maycomb i.e. they symbolize the community which has an association with the ego. Hence, Atticus' belonging to the council reflects his awareness as well as his consent of their public objectives and intentions. This is what insures that his behavior is driven by his ego.

The fact that Atticus handles Frank's trial not for any specific reason but to avoid the intervention of NAACP denotes the interference of his Id. In other words, comparing to Tom Robinson's trial in *To Kill a Mockingbird* where he defended him out of his sense of duty, defending Frank and winning the trial comes from his caution about NAACP which gradually works into achieving the integration of African Americans to become a part of the society, and more importantly, paving the path to initiate a new reconstruction.

The African American minority is underestimated by Atticus who claims that the white race are ought to remain the dominant within the society. In regards to his former perspectives and statements, Atticus' id emerges quite noticed since he does not call for integration and considers them unqualified to obtain full citizenship.

### **3.4 An interpretation of Atticus Finch's shift:**

Harper Lee's representation of Atticus Finch in *To Kill a Mockingbird* and more specifically *Go Set a Watchman* reveals the intervention of the historical and political events in

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shaping the overall content. She prominently includes two main historical periods of her life in her novels, the 1930's and 1950's. In reference to the American history, the 1930's Great Depression was a crucial time when African Americans suffer even more than most. Harper Lee succeeded to embody the issue of rough conditions faced by that minority in Tom Robinson's trial in *To Kill a Mockingbird*; it is according to Lind that "the outcome of the trial is proof that the South is implacably racist". On the other hand, in *Go Set a Watchman*, she highlighted a more significant period of time, the 1950's. It was a period when the Civil Rights Movement was being instituted and the integration was being highly demanded.

The social aspect has also a remarkable influence on Harper Lee's writings since she gives a mere representation of the South American society. In *To Kill a Mockingbird*, she stresses the issue of racism and oppression, which prevailed in the south generally and Alabama specifically, through the case of the falsely convicted African American Tom Robinson. Despite the fact that he was innocent and no definite evidence was presented to prove his involvement in the rape trial, the jury denounced him guilty. In *Go Set a Watchman*, the conflict appears to be much more complicated than it was in former novel. She pictures the southern society involving in serious actions to prevent the integration of the African Americans meaning the presence of racist institutions. Atticus' incarnation as being a segregationist manifests the impact of NAACP's attempts to make the African Americans' voice heard and the bitterness of the Brown v. Board of Education resolution for southerners.

Harper Lee, who originally was southerner, managed the creation of a controversial character, which was depicted differently in her two novels, based on what she witnessed in her real life. Some facts in *To Kill a Mockingbird* were inspired by Harper Lee's early life. The book states indirectly the author's affection of her father and his respectable efforts as a lawyer. The

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story as a whole reveals Atticus Finch as being the actual superego of Harper Lee. However, as McCrum stated, “*Watchman*’ is also an apt reminder of Lee’s imaginative wellspring: the traumatic history of the American south” since it reveals her implication of the complicated social circumstances which prevailed in the south. Hence, it apparently brings Atticus Finch to be her id. “*Go Set a Watchman*” is eventually “a portrait of a particular historical moment when the South knew it was under siege by the forces of integration” (Lind). Atticus himself alluded to the fact that he wants for his state to be left alone without any interference from the NAACP (Kakutani). When it comes to the notion of integration, Southerners preferred to always stick to their own identity and maintain their traditions. “According to [historian] Johnson [Kimberley Johnson of Barnard], in the pre-*Brown* South, white liberals were relatively few. “To go against this reigning ideology of white supremacy was super dangerous, not only politically but also financially,” Johnson says”(qtd. in Lind). It is the unstable political events during the 1950’s along with her southerner attitudes that were the core reasons which made Harper Lee transform the protagonist from being a hero to a segregationist.

### 3.5 Conclusion:

Harper Lee’s recently published novel *Go Set a Watchman* succeeded to attract readers’ attention and made them propose a lot of interpretations. Among other characters, Atticus Finch was the specific personage to receive enormous consideration due to his unusual appearance. Especially if his character in this work was paralleled with what he used to be in Lee’s very first novel *To Kill a Mockingbird*, the attention develops even further and many questions about his dramatic transformation were raised. In the current novel, going through his actions by means of the Freudian Psychoanalytic Theory permits to understand which parts of his psyche intervene

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the most. Therefore, the protagonist's behaviors indicate that his ego and id are the prominently noticed. Eventually, Atticus Finch's representation demonstrates how Harper Lee was influenced by different aspects and historical events around her.

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# General Conclusion

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### General Conclusion:

The deceased American author Harper Lee left behind a quite significant legacy represented in her two famous novels *To Kill a Mockingbird* and *Go Set a Watchman*. The former novel achieved a great success since it was a pure moral work which emphasized on various ethics that must be found in any particular society. Her recently published novel *Go Set a Watchman*, on the other hand, brought to the audience more vacillation than fascination. The opacity lies concretely in the representation of one of her main characters, Atticus Finch.

The Atticus Finch of *To Kill a Mockingbird* differs entirely from that of *Go Set a Watchman*. In the first novel, Atticus Finch appears to be noble, honorable, and good-natured father and lawyer throughout the whole work. However, in her latest narrative a conflicting facade of his character emerges. His representation with such controversial manner puts him into question for the sake of unveiling the impulses behind his transformation.

For the purpose of investigating Atticus' changes, it is important to realize the relationship between his behaviors and psyche since, according to the psychoanalytic theory that was founded by the neurologist Sigmund Freud, the complex mechanisms of the mind are initially responsible for one's actions. Throughout an in-depth analysis of his actions and claims in both novels, their properties indicate which of Freud's model of psyche, the id, ego, or superego, is more conspicuous.

Based on the findings of this research, Atticus' behaviors in *To Kill a Mockingbird* appear to be righteous contrarily to what was portrayed in *Go Set a Watchman*. He presents the symbol of a caring father who teaches his children moral values and encourages them to ethically act under all circumstances. Unlike his hometown people, he shows compassion towards African Americans in the sense that he dutifully defended the falsely accused Tom

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Robinson. On the other hand, in *Go Set a Watchman*, he becomes a part of Maycomb's racist council and expresses his total underestimation towards the capability of that suppressed minority to be positively integrated in the American society.

Throughout the present work, *To Kill a Mockingbird* and *Go Set a Watchman* are discussed for the sake of revealing which part of Atticus Finch's personality shapes his actions. *To Kill a Mockingbird* demonstrates the interference of Atticus' ego and superego. While his ego is seen especially in the cases where he insists on his children to always put themselves in other peoples' shoes, and be empathetic instead of violent, his superego is clearly shown when it comes to Tom Robinson's case. He decides to confront the widespread racism particularly in Maycomb through defending an innocent man who was convicted just due to his skin color. However, in *Go Set a Watchman*, it is mainly his id which influences his actions in addition to his ego. Atticus' id is motivated by his unwillingness to give the chance for the NAACP to intervene in Calpurnia's grandson lawsuit; this explains why he takes the case. Joining the council along with some of Maycomb's citizens gives a hint about his appreciation of the institution's attempts to maintain an entire segregation i.e. preserving the white superiority.

The fact that *Go Set a Watchman* was written in one of the most crucial periods in the American history, especially in the south, leads to consider the impact of political and social conditions on Harper Lee's perspectives which may have been resulted in the creation of that awkward sort of character. According to her claims stated in the novel, the eagerness to adopt changes was not welcomed, especially in regards to the integration of African Americans. Ultimately, we can argue that the work is a mere representation of the southern attitudes and reflections about NAACP's activities and the Supreme Court's *Brown v. Board of Education* decision.

## General Conclusion

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Since she was originally southerner, Harper Lee passed through her characters, mostly Atticus Finch, in both novels, especially in *Go Set a Watchman*, the image of how authors have the power to create a lively work. They implicitly express their inner motivations and beliefs that might have relations with various aspects around them including political, historical, and social ones.

As further recommendations, it is proposed for the forthcoming researches to tackle a study of one of the two main characters in both works. Similarly to what was exhibited in the current thesis, it is suggested to address Jack Finch, Atticus' brother, predicated on a psychoanalytic study since he is depicted in a different way that is deemed to be captivating. As further proposal, a comparative reading of how Jean Louise used to perceive her father when she was a child in *To Kill a Mockingbird* and how she observes her father's unusual attitudes in addition to how she adapts with his transformation in *Go Set a Watchman* is strongly recommended.

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## Résumé

La recherche actuelle est menée sur la base d'une approche du personnage de Harper Lee, Atticus Finch, dans ses deux romans: "Ne Tirez pas sur l'Oiseau Moqueur" et "Va et Poste une Sentinelle" par l'utilisation de la théorie de personnalité de Freud. L'ensemble du travail est construit sur la base de trois notions principales: une démonstration du cadre théorique qui consiste en une brève introduction de la psychanalyse de Sigmund Freud, une représentation des éléments substantiels de la théorie sans prétention, et une description concise de son importance en termes d'analyse de texte littéraire, en plus d'une description globale des principes de sa théorie de la personnalité. En outre, une analyse des actions d'Atticus Finch dans le contexte de "Ne Tirez pas sur l'Oiseau Moqueur" sera introduite. De même que l'idée précédente, mais dans un contexte différent, une enquête sur le protagoniste dans "Va et Poste une Sentinelle" sera proposée. Cette procédure d'expertise du personnage se traduit par la définition de la théorie de la personnalité de Freud qui a un impact sur ses comportements. En conséquence, cela conduit à illustrer l'essence de la présence de l'auteur dans les deux romans et pourquoi il se transforme du premier roman au second.

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## ملخص الدراسة

تم إجراء الدراسة الحالية وفق مقارنة إحدى شخصيات الكاتبة الأمريكية هاربر لي المسمى "أتيكيس فينتش" في كلتا روايتها "أن تقتل طائرا بريئا" و "إذهب أقم حارسا" و تحليل شخصيته بواسطة نظرية المفكر سيغmond فرويد الخاصة بالعقل و الشخصية. تم إجراء العمل بأكمله وفق ثلاثة عناصر ذات أهمية والتي تتمثل في تقديم نبذة عن الإطار النظري الذي بدوره يتكون من تعريف مختصر لنظرية فرويد، تقديم موضح لأهم عناصر النظرية، وصف موجز لأهميتها فيما يتعلق بالتصوص الأدبية، وكذلك تقديم شامل لمبادئ نظرية الشخصية. بالإضافة إلى ذلك، فان تحليلا لأفعال " أتيكيس فينتش" في إطار الرواية الأولى "أن تقتل طائرا بريئا" سيتم طرحه. على نفس الشاكلة و لكن في سياق مختلف، سيتم إقتراح إستقصاء لبطل رواية "إذهب أقم حارسا". وسيستلزم عن عملية التدقيق في الشخصية تحديد أي عنصر من عناصر نظرية فرويد لديه تأثير على سلوكياته مما سيؤدي إلى تحديد أثر الكاتبة الجوهرية في كلتا الروايتين و بيان ما أدى إلى حدوث تغيير جذري في إعتقاداتها الظاهرة من الرواية الأولى إلى الثانية.

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