



جمهورية العراق
وزارة التعليم العالي والبحث العلمي
جامعة الموصل
كلية التربية للعلوم الإنسانية

مجلة التربية للعلوم الإنسانية

مجلة عليّة فضيلة محكمة
تصدر عن كلية التربية للعلوم الإنسانية
في جامعة الموصل

العدد الخاص

المجلد (٥)

٢٠٢٥ م

نيسان

القسم الثالث

رقم الإيداع في دار الكتب والوثائق ببغداد

٢٤٢٥ لسنة ٢٠٢٠ م

رئيس التحرير

الأستاذ الدكتور إبراهيم محمد محمود الحمداني

مدير التحرير

الأستاذ الدكتور عبدالمالك سالم عثمان الجبوري

أعضاء التحرير

الأستاذ الدكتور كمال حازم حسين

الأستاذ الدكتور ياسر عبدالجواد حامد

الأستاذ الدكتور صدام محمد حميد

الأستاذ الدكتور أحمد حامد علي عبدالله

الأستاذ المساعد الدكتور عاصم أحمد خليل

الأستاذ المساعد الدكتور جاسم محمد حسين

المقومان اللغويان

الأستاذ المساعد الدكتور رياض يونس الخطابي

الأستاذ المساعد الدكتور إسماعيل فتحي حسين

شروط النشر في مجلة التربية للعلوم الإنسانية

ترحب مجلة (التربية للعلوم الإنسانية) العلمية المحكمة بإسهام الباحثين من العراق وخارجه، فتخطو بهم ومعهم خطوات واثقة نحو مستقبل مشرق، وفيما يأتي بعض ضوابط النشر فيها:

- ❖ تستقبل المجلة البحوث العلمية في مجالات العلوم الإنسانية كافة.
- ❖ تقوم هيئة التحرير بالبحوث علمياً مع خبراء مشهود لهم بالكفاية العلمية في اختصاصهم الدقيق. في الجامعات العراقية والعربية.
- ❖ ترفض المجلة نشر البحوث التي لا تطابق منهج البحث العلمي المعروف.
- ❖ يلزم الباحث بالأخذ بما يرد من ملحوظات حول بحثه من خلال ما يحدده الخبراء المقومون.
- ❖ ألا يكون البحث مقدماً إلى مجلة أخرى، ولم ينشر سابقاً، وعلى الباحث أن يتعهد خطياً بذلك.
- ❖ يثبت على الصفحة الأولى ما يأتي: عنوان البحث ، واسم الباحث، ولقبه العلمي، ومكان عمله، وبريده الإلكتروني ، ورقم هاتفه ، وكلمات مفتاحية ، جميع هذه البيانات باللغتين العربية والإنكليزية وفي حالة وجود أكثر من باحث تذكر أسمائهم وعناوينهم، لتسهيل عملية الاتصال بهم.
- ❖ يطبع الباحث ملخصاً للبحث في صفحة مستقلة، وباللغتين العربية والإنكليزية، على ألا يزيد عن (٢٠٠) كلمة.
- ❖ تعتمد المجلة أسلوب APA للنشر العلمي في التوثيق، ويجب على الباحث اتباع قواعد الاقتباس وتوثيق المصادر وأخلاقيات البحث العلمي وفق هذا النظام.
- ❖ تدون مراجع البحث على صفحة منفصلة أو صفحات مرتبة حسب الأصول المعتمدة بحسب الاتي:
- ❖ كنية المؤلف اسمه. (سنة النشر). عنوان الكتاب. رقم الطبعة (١٣) دار النشر. مكان النشر (المدينة). انظر (موارد وثائق نظام APA). لمزيد من المعلومات (<https://www.apa.org>).
- ❖ ترجمة جميع المصادر غير الإنكليزية (بما في ذلك العربية) إلى اللغة الإنكليزية، مع الاحتفاظ بالقائمة مكتوبة بلغة البحث.
- ❖ إذا كانت المصادر العربية لها ترجمة معتمدة من اللغة الإنكليزية، فيجب اعتمادها، أما المصادر التي ليس لديها ترجمة معتمدة للغة الإنكليزية (مثل: لسان العرب، تتم ترجمتها صوتياً، أي أن المصدر مكتوب بحروف إنكليزية (Lisan AleArab).

- ❖ تطبيق المجلة نظام فحص (الاستلال) باستخدام برنامج (Turnitin)، حيث يتم رفض نشر الأبحاث التي تزيد فيها نسبة (الاستلال) عن المعدل المقبول دوليًا.
- ❖ لا يعد قبول النشر ملزماً للمجلة بنشر البحث العلمي ضمن الاعداد إلا ما يليق بسمعتها العلمية.
- ❖ رسوم البحث للباحثين من داخل العراق (125,000) دينار، على ألا يتجاوز عدد صفحاته (25) صفحة بما فيها البيانات والخرائط، والمصورات، وإذا زاد البحث على ذلك يتحمل الباحث دفع مبلغ (2000) دينار عن كل صفحة إضافية.
- ❖ يطبع البحث على الآلة الحاسبة، وعلى ورق حجم (A4) وبوجه واحد.
- ❖ يطبع البحث وبواسطة برنامج (Microsoft Word) بخط (Simplified Arabic)، للبحث المكتوب باللغة العربية وخط (Times New Roman) للبحث المكتوب باللغة الإنجليزية، بحجم (١٤) لمثن البحث، و (١٦) للعناوين الرئيسية والفرعية ، ويكون ادراج الهوامش الكترونيا وليس يدويا .
- ❖ بعد الأخذ بملحوظات المقيمين يرفق قرص (CD) مع البحث المصحح.
- ❖ يقسم البحث على مقدمة وعناوين مناسبة تدل عليه، لتغني عن قائمة المحتويات.
- ❖ التباعد بين الاسطر (١) سم باللغة العربية و (١.٥) سم باللغة الإنكليزية .
- ❖ يطبع عنوان البحث بخط غامق وحجم (١٦) بينما المتن يكون بحجم (١٤) والحاشية بخط عادي وحجم (١٢) باللغة العربية والانكليزية
- ❖ لا تلزم المجلة بإعادة البحث إلى صاحبه إذا اعترض على نشره الخبراء، ويُكتفى بالاعتذار.
- ❖ منهج البحث العلمي والتوثيق من سمات المجلة المحكمة.
- ❖ تعنون المراسلات باسم (رئيس التحرير) او مدير التحرير .
- ❖ إذا كان البحث يحتوي على آيات قرآنية يكون نمط الآيات وفق برنامج مصحف المدينة ولا يتم نشر البحث خلاف ذلك.
- ❖ تتم المراسلة عبر الوسائل الاتية:

١- البريد الإلكتروني: Journal.eh@uomosul.edu.iq E-mail:

٢- رقم الهاتف: ٠٧٧٤٠٩٠٥٤٥٥ المفتاح الدولي ٠٠٩٦٤

٣- الواتس اب: ٠٧٧٤٠٩٠٥٤٥٥ المفتاح الدولي ٠٠٩٦٤

المحتويات

١. بناء مقياس الحيوية النفسية لدى طلبة جامعة الموصل
عزيزة خالد خير الدين و أ.م.د. رنا كمال جباد..... ١٥٨٥-١٦٠٦
٢. حكم أخذ الأجرة على العبادات دراسة فقهية مقارنة
م.م. معاذ محمد حسين الجحيشي..... ١٦٠٧-١٦٣٨
٣. منتخب ثواب الأعمال لأبي الشيخ الأصبهاني من قوله ثواب من ملك نفسه عند الغضب إلى قوله مداراة الناس -دراسة وتحقيق-
امنه غازي حميد و أ. د. عمار جاسم محمد..... ١٦٣٩-١٦٦٢
٤. المقاصد الجزئية في باب التيمم عند الصنعاني في كتاب سبل السلام
زهراء فوزي حسين احمد و أ.د. نبيل محمد غريب..... ١٦٦٣-١٦٧٦
٥. المقصد الجزئي من عدم قطع اليد على الضيف إذا سرق ممن أضافه ولم يخرج ما سرق خارج الدار عند الكمال ابن الهمام
محمود عبدالله فتحي و أ. م. د مضر حيدر محمود اليوزبكي..... ١٦٧٧-١٦٩٦
٦. معوقات تطبيق الذكاء الاصطناعي بكلية التربية للعلوم الانسانية من وجهة نظر الطلبة
أ.د. ندى فتاح زيدان و م.م. فائق زكي محمد حميد..... ١٦٩٧-١٧١٦
٧. بلاغة النداء في شعر العباس بن الاحنف
م.د.محمود عبد الجبار محمود المشهداني..... ١٧١٧-١٧٢٨
٨. الصحابية سلمى بنت عميس (رضي الله عنها) دراسة في سيرتها
م.د.د. مها صالح مطر و أ.د. عمر أمجد صالح..... ١٧٢٩-١٧٤٤
٩. الحذف عند المهدي (٤٤٠هـ) في كتابه التحصيل لفوائد التفصيل الجامع لعلوم التنزيل
عبير محمد حسن و أ.م.د. صالح علي شيخ علي..... ١٧٤٥-١٧٦٦
١٠. تعبيرية الفقد في الافتتاح والإقبال قراءة في قصيدة (بتول) للشاعرة بشرى البستاني
أ.م.د. جاسم خلف الياس..... ١٧٦٧-١٧٨٢
١١. الذكاء الاصطناعي محلاً تداولياً، دراسة لبائية وليد الصراف
م.د. أحمد الشهاب صالح ذياب..... ١٧٨٣-١٨٠٨
١٢. ازدواجية التعبير العاطفي لدى طلبة جامعة الموصل
م.م. عبير عبدالستار عبدالله و أ.د. صبيحة ياسر مكطوف..... ١٨٠٩-١٨٢٦

١٣. الذكاء الاصطناعي بين المخاطر الإنسانية والممارسة الأخلاقية
د. يوسف ادريس عبدالرزاق و د. نور عوني عبدالرحمن..... ١٨٢٧-١٨٤٢
١٤. المرجعيات الدينية في رسائل ابي المطرف بن عميرة نماذج مختارة
دعاء بشير يونس و أ.د. مثنى عبدالله محمد..... ١٨٤٣-١٨٦٦
١٥. الشعارات والهتافات الجماهيرية لثورة ١٩١٩ في مصر
نهى سعد عزالدين و د. بيداء سالم صالح..... ١٨٦٧-١٨٨٢
١٦. الذكاء الاصطناعي ومعالجة اللغة العربية دراسة
حول التحديات والآفاق
د. حسين مهني و أ. عبد الكريم حسين الشرعة..... ١٨٨٣-١٨٩٨
١٧. بناء مقياس الشخصية الساذجة لدى طلبة المرحلة الاعدادية في
مدينة الموصل
م.م نشوى معيوف مردان و أ.د. أسامة حامد محمد..... ١٨٩٩-١٩١٦
١٨. النمذجة المكانية لاحتمالية حدوث الفيضانات في حوض دهوك
سمير غانم خليل و أ.م. د. عمر عبدالله إسماعيل القصاب..... ١٩١٧-١٩٤٨
١٩. الذكاء الاصطناعي وتطبيقاته في علم النفس التربوي: نحو نموذج
تكاملي لتطوير طرائق التدريس (دراسة نظرية تحليلية)
أ.م. رقية رافد شاكر و م. د. شوان حميد حسن..... ١٩٤٩-١٩٦٨
٢٠. بناء مقياس انماط التفاعل الاجتماعي وفق نظرية Bales لدى
موظفي مديرية زراعة نينوى
محسن موفق محسن و أ.د. فضيلة عرفات محمد..... ١٩٦٩-٢٠١٠
٢١. المعرفة الانفعالية لدى طلبة الجامعة
اسراء محمد احمد و أ.م. د. اسيل محمود محمود..... ٢٠١١-٢٠٣٦
٢٢. دراسة التغيرات في استخدامات أراضي بساتين مدينة خانقين باستخدام
تقنيات الاستشعار عن بعد للمدة ١٩٩٠م - ٢٠٢٢م
م. عبدالله علي إبراهيم و شادان عبدالله علي..... ٢٠٣٧-٢٠٦٢
٢٣. جهود علماء الشام في التدريس والتعليم في مصر
ا.د. محمود فياض حمادي و م. د. حسام قاسم محمد الصميدعي..... ٢٠٦٣-٢٠٧٤

٢٤. اثر انموذج بارمان في تنمية مهارات التفكير المنظومي لدى طالبات الصف الرابع الاعدادي
- ٢١٠٢-٢٠٧٥ اميرة اسماعيل هادي و ا.د ندى لقمان محمد امين الحبار
٢٥. اعادة احياء مدينة الموصل التاريخية والتنمية المستدامة عبر استخدام برامج الذكاء الاصطناعي
- ٢١١٤-٢١٠٣ أ.د. ليث شاكر محمود
٢٦. حاشية إبراهيم وحدي (ت ١١٢٦هـ) على تفسير البيضاوي سورة يونس الآيات (١٩ - ٢٦) (دراسة وتحقيق)
- ٢١٣٨-٢١١٥ جمال حمود مهاوش و أ.م.د. فارس فاضل موسى الشمري
٢٧. تحولات البنية الزمنية في بناء النص السردي شعراء بلنسية نموذجاً
- ٢١٦٢-٢١٣٩ م.م شلاش خلف يونس و أ.د. مثنى عبدالله محمد علي
٢٨. الحكم التكليفي الصريح في باب الخلع عند الصنعاني في سبل السلام
- ٢١٨٠-٢١٦٣ نبراس حمود خليف علي و أ. د نبيل محمد غريب
٢٩. تحليل جغرافي لصناعة الاثاث الخشبي في محافظة نينوى ومشكلاته
- ٢٢٠٨-٢١٨١ سفيان سالم عبد الله و ا.م.د احمد طلال خضر
٣٠. التوجهات الامريكية في السياسة الدولية وموقع العراق منها
- ٢٢٣٠-٢٢٠٩ أ.د. احمد داود و أ.د. احمد سلمان و م. هويدة عبدالغني
٣١. التفسير التحليلي للآية (٤٣) من سورة النساء بين الإمام الرازي وابن عاشور دراسة مقارنة
- ٢٢٥٨-٢٢٣١ رحمة طلال عبد الله و ا.م.د حذيفة فاضل يونس
٣٢. Minor Disorder, Major Collapse: A Broken Windows Reading of Wertenbaker's *The Grace of Mary Traverse*
- 2259-2276 Mohammed Majid & Ahmed Sabah.....
٣٣. Neurotic Trauma in Tennessee Williams' *A Streetcar Named Desire*
- Dr. Abdulhameed Abdullah & Dr. Omar M. Abdullah & Yousif Ismael.....
- 2277-2294 Breaking the Quantity Rule: Exploring Gender Differences in Learners' Responses to Gricean Maxim Violations
٣٤. Ashraf Abdulwahid & Maha Khaled & Kamal Hazim
- 2295-2308

EFL College Students' Self-Reported of Their Sociolinguistic Competence	٣٥
2309-2330 Dr. Shoaib Saied Abdulfatah.....	

الصدمة العصابية في مسرحية عربية / اسمها الرغبة لتينيسي ويليامز

Neurotic Trauma in Tennessee Williams' *A Streetcar Named Desire*

Dr. Abdulhameed

د. عبد الحميد عبد الله مجيد

Abdullah majeed

University Of Anbar, College
of Education for Humanities,
Department of English

جامعة الانبار، كلية التربية للعلوم
الانسانية، قسم اللغة الانكليزية

Dr. Omar M. Abdullah

ا.م.د. عمر محمد عبد الله

Assistant Professor

أستاذ مساعد

University Of Anbar,
College of Arts,
Department of English

جامعة الانبار، كلية الاداب، قسم اللغة
الانكليزية

Ismael Adwan Yousif

م.م. يوسف إسماعيل عدوان

Assistant Lecturer

مدرس مساعد

Continuous learning center,
Anbar University

مركز التعليم المستمر - جامعة الانبار

A_abdullah_m@uoanbar.edu.iq

Omar.moh@uoanbar.edu.iq

Yousif.ismael@uoanbar.edu.iq

الكلمات المفتاحية: الاكتئاب، العصاب، النفس، الصدمة، ويليامز

Keywords: Depression, Neurosis, Psyche, Trauma, Williams

المستخلص

تتناول هذه الدراسة الصدمة في مسرحية عربية / اسمها الرغبة لتينيسي ويليامز، حيث تسلط الضوء على أسباب الصدمة وكيفية تحكمها في سلوك الشخصيات داخل المسرحية. يركز البحث على ثلاثة أسباب مترابطة للصدمة. أولاً، الأحداث السلبية وتأثيرها النسبي على نفسيات الشخصيات، والتي سيتم تحليلها من خلال مشاعرهم وعواطفهم. ثانياً، سيتم تفسير السلوك العصابي للشخصيات كأحد أعراض الصدمة الناتجة عن الأحداث السيئة. ثالثاً، سيتم تناول الاكتئاب كميزة حاسمة لصدمة الشخصيات، خاصة عندما يمرون بتجارب قاسية، لا سيما عند انخراطهم في علاقات غير مرغوبة مع الآخرين. بناءً على ذلك، تركز منهجية الدراسة على عنصرين أدبيين في المسرحية المختارة. الأول هو التجلي الموضوعي للصدمة كما هو مصور في الحبكة، أما العنصر الثاني فيتمثل في تحليل مشاعر الشخصيات وعواطفهم بوصفها انعكاساً لحالاتهم النفسية الصادمة.

ABSTRACT

This study examines trauma in Tennessee Williams' *A Streetcar Named Desire*. The study highlights the causes of trauma and how they control the characters' behaviors in the play. The focus of the study will be on three interrelated causes of trauma. First, negative events and their relative impact upon the characters' psyches will be elaborated in terms of their feelings and emotions. Second, the characters' neurotic demeanors will be explicated as a symptoms of their trauma as a result of bad events. Third, depression will be also pursued as a definitive feature of the characters' trauma because they have nasty experience, especially when they are set in undesired relationship with other people. Therefore, the study's methodology concentrates on two literary components of the selected play. The first one will be the thematic manifestation of trauma depicted in the plot. The characters' feelings and emotions will be the second component that will be analyzed as reflections of their traumatic psychic states.

1. Introduction

The study of trauma has been of paramount importance to infer the lurking messages of psychological literature. Trauma has a deep root in the traditional Freudian designations of the human psyche and its related health issues. Yet, it has been further explicated in relation to its presence and manifestation in many human disciplines, including literature by means of "intellectuality and view of life" (Majeed, 2024, p.2013). Literary works unravel the traumatic complications of the characters that suffer from various and discrepant experiences making them traumatic. Hence, psychoanalytic critics have tried their hands to reveal the causes, symptoms, and effects of psychological trauma upon people represented by literary figures.

Trauma, then, has been accentuated as a concept dealing with the inner states of people who undergo different experiences which leave their apparent impact upon their psyches. In this respect, critics tackled the causes of trauma in the light of internal and external conditions. On the one hand, the internal conditions are connected with the thoughts, feelings, and emotions of people who tend to repress their undesired experiences or memories in their psyches through "literary structure at the expense of the subjective priorities, including the theme, subject

matter and other technical elements” (Kaur et al., 2023, p.1948). On the other hand, the external conditions of trauma are associated with the events, experiences, and social circumferences which deeply affect people and their psychological reactions.

The external and internal conditions of trauma, in the long run, appear on the behavioral reflections and reactions of traumatic people. In this case, traumatic people are noticed as being abnormal, psychically disordered, and emotional instability. Furthermore, they causes of trauma originate in the form of agitated behavioral abnormality perceived by people who are in close contact with traumatic individuals. The abnormal behaviors of traumatic people are approached as the symptomatic features of psychic people because trauma “reveals the implicit metafictional authorial presence in the novel’s narrative structure to accentuate the author’s subjective voice. Such authorial presence is conveyed via insinuating self-reflexivity device which allows the author to intervene in his narrative fabric” (Kaur and Abu Jweid, 2018, p.1). In this way, the effects of trauma becomes relatively obvious, especially when they reflect the internal existence of trauma in people’s psyches. Neurosis, therefore, is one of the reflection or trauma because individuals appear as being lost and unconscious of their behaviors. The main objective of this study is to examine neurotic trauma in Tennessee Williams’ *A Streetcar Named Desire*.

2. Literature Review

Williams’ *A Streetcar Named Desire* has been tackled in different critical fields. In “Quest for Identity in Tennessee Williams’ *The Streetcar Named Desire*,” Noorbakhsh Hooti (2011) applies the concept of identity to study the protagonist’s life. The protagonist leads a tragic life which shapes his identity and disposition; Hooti (2011) claims that his study “tries to display the tragic plight by presenting a contrast in Blanche’s life. Earlier in her life, she had been a gentlewoman, whereas the action of the play shows her gradual disintegration into an aging destitute, who has become alcoholic and nymphomaniac” (p.18). Hooti’s (2011) finds that the protagonist’s tragic life resulted in her social disintegration which makes her feel nostalgic to her past life.

In “Domestic Violence and Silence of Women with Reference to the Broadway Drama by Tennessee Williams ‘A Streetcar Named Desire’ (1947),” Ananya Boruah (2022) approaches feminist themes in the play. She (2022) contends that Williams deals with women’s suffering through the female characters living in male main-stream societies. Women are subjects to subjugation via violence and silence because they are deprived of being equal to their male counterparts; Boruah (2022) studies “how the female characters of A Streetcar Named Desire at the hands of the subjugating males suffered to the core, silence being their key fault. The contrasting form of dealing with male abuse by the two female characters Blanche and Stella are the main focus of the paper” (p.203). Therefore, Boruah’s (2022) discussion of female characters found that subjugated women could get rid of masculine violence by being strong and self-autonomous as a reaction to their suppressive and marginalizing patriarchal society.

Liang Zhang (2014), in “Ambiguity and Final Choice: Reader’s Response in *A Streetcar Named Desire*,” applies reader-response theory to explicate the rhetorical and linguistic characteristics of the play. The study concentrates on the role of the reader to deduce the significance of the play in depicting the characters. In this respect, Zhang (2014) argues that the play aesthetically focuses on the skillful dramatic description of the characters roles that are “caused by the ambiguities created by Williams for misleading readers in their appreciation. Until in the last scene do readers finally make clear these ambiguities and realize writer’s true intention. The article also points out the reasons why Williams intentionally created ambiguities in his most famous work” (p.221). The finding of Zhang’s (2014) study lies in the exploration of Williams’ intentional use of ambiguities to create a rhetorical and aesthetic sense of the play.

The current study, however, departs from the aforementioned studies by examining trauma and its pertinent psychic complexes in Williams’ *A Streetcar Named Desire*. It will look into the play from a psychoanalytic perspective that is scarcely applied in previous studies. Therefore, it will discuss three interrelated psychological topics that are not completely tackled in previous studies. First, it will study the characters’ trauma as a result of their negative events and experiences. Second, it will focus on depression and an emotional manifestation of

this trauma. Third, it will highlight neurosis as a behavioral reflection of the characters' trauma.

3. Analysis and Discussion

The origin of trauma relates to the emancipation of Sigmund Freud's (1920) riveting book *Beyond the Pleasure Principle* which signifies the fundamental drives of trauma as a psychic disorder. Strikingly, trauma originates in negative events and their relative impact upon the characters' psyches. In this sense, trauma appears on their reactions, and emotions that signify the existence of trauma in their repressed feelings. Freud (1920) argues that trauma is inhibited in the form of psychic tension that turns into an "outcome" and inevitably "coincides with a lowering of that tension" (p.7). By the same way, trauma appears as a result of tension in Williams' *A Streetcar Named Desire*. The play reflects this kind of tense trauma. The characters undergo negative events passively influencing their psyches. For example, Blanche and Eunice suffer from a traumatic experience due to the abrupt disappearance of Stella who is Blanche's sister. Blanche loses her sister suddenly at the party, which leaves him in extreme bewilderment and despondence. Consequently, he gets infuriated and confused; and he uncomprehendingly does not know where to go and find her:

Blanche [uncomprehendingly]: I'm looking for my sister, Stella DuBois. I mean Mrs. Stanley Kowalski.

Eunice: That's the party. You just did miss her, though.

Blanche: This can this be her home?

Eunice: She's got the downstairs here and I got the up.

Blanche: Oh. She's out?

Eunice: You noticed that bowling alley around the corner? (p.4)

Blanche, therefore, embodies the concept of trauma because his neurotic and uncontrolled feelings are created by the loss of her sister. Being so, the loss of Stella is a mere incarnation of the concept of trauma since it is considered as a negative events that passively affects Blanche's personality and makes it psychically agitated. Furthermore, this traumatic experience leaves its traces in Blanche's repressed scared feelings regarding her sister. To link her experience with Freud's arguments, the concept of trauma is inherently a reflection of negative events. Such events produce exhausted feelings and emotions in the traumatized individuals' psyches. That is, it is repressed in the inhibited feelings of people suffering from harmful experience; and primarily it "is motivated by a particularly harmful experience. Traumatic individuals try to inhabit this experience for the sake of relieving comfort because they are exhausted by the continual recollections connected with it. Strikingly, traumatic feelings undergo a transitional psychic phase" (Sasa and Abu Jweid, 2022b, p.948). In this sense, trauma is a kind of "transitional" process i.e., it transforms from being repressed in the individuals' unconscious mind into being noticeable behaviors exemplifying the trauma. Eunice and Blanche, in Williams' *A Streetcar Named Desire*, are dramatic stereotypes of this traumatic experience. Eunice notices Blanche's traumatic behavior because she is "messed up." She is overwhelmed by traumatic feelings about her sister Stella whom she lost. Blanche looks exhausted and psychically consumed; and she gets infuriated when Eunice asks her about Stella.

Eunice [defensively, noticing Blanche's look]: It's sort of messed up right now but when it's clean it's real sweet.

Blanche: Is it?

Eunice: Uh, huh, I think so. So you're Stella's sister?

Blanche: Yes. [Wanting to get rid of her] Thanks for letting me in. (p.6)

The reason behind Blanche's infuriation lies in her view of Eunice's apathetic consideration of Stella's case. Eunice appears as indifferent to the Blanche's bewilderment and confusion, especially when she Eunice asks her about Stella many times. For this reason, Blanche loses temper and she thinks that she must get rid of Eunice because she provokes her by asking about Stella in a phlegmatic way. As

a result, Blanche represses this experience and does not reveal her till Eunice provokes her. Similarly, the unpathetic response to traumatic individuals, according to Freud (1920), is a mere cue to grasping the concept of trauma. Traumatic individuals, argues Freud (1920) suffer from dismay, just like Blanche who becomes dismayed after the sudden loss of her sister. Moreover, trauma gets amalgamated with behavioral neurosis leading to lugubrious psychic feelings n emotions. Trauma, in this sense, individual's behaviors transform into "the dark and dismal topic of traumatic neurosis" (pp.50-52). Freud's (1920) explanation of the dark attributes of trauma is evident in Eunice's and Blanche's behaviors. Both of them try to get rid of the influence of losing Stella upon their feelings. They try to do some entertainment activities to temporarily forget Stella for the sake of relieving their tense and traumatic feelings. When they want to go to a place for rest, Blanche tells Eunice that she would drop and faint. Eunice asks to relax and set down to mitigate her tension:

Eunice: A great big place with white columns.

Blanche: Yes...

Eunice: A place like that must be awful hard to keep up.

Blanche: If you will excuse me. I'm just about to drop.

Eunice: Sure, honey. Why don't you set down?

Blanche: What I meant was I'd like to be left alone.

Eunice: Aw. I'll make myself scarce, in that case. (p.7)

In this situation, Blanche wants toe alone. She is not able to have any contact with anyone including Eunice who supports her. This means that Blanche is extremely traumatized by the loss of Stella. Such loss, therefore, incarnates her neurotic and unstable behaviors as she is shocked by this negative event. To use Freud's (1920) words, the concept of trauma develops and matures in difficult and harsh events. The

individuals, who develop traumatic feelings, are considered as passive or negative recipients of these events that make them psychically traumatic. They could not cope with these events; and they, consequently, develop a “more thorough-going control of the relevant powerful experience than was possible when he was merely its passive recipient” (p.75). As such, Freud (1920) contends that psychic trauma is stimulated a powerful experience, but this experience is negative making traumatic individuals as passive victims of this experience. In Williams’ *A Streetcar Named Desire*, Blanche is psychically tormented by the loss of her sister; and she becomes a victim of this “powerful experience” which has a negative effect upon her behavior. When she becomes completely hopeless, she loses consciousness. A while later, Stella comes back again, but Blanche still does not know that. She wildly cries when she sees Stella whose return astonishes Blanche:

Blanche [faintly to herself]: I’ve got to keep hold of myself!
[Stella comes quickly around the corner of the building and runs to the door of the downstairs flat.]

Stella [calling out joyfully]: Blanche! [For a moment they stare at each other. Then Blanche springs up and runs to her with a wild cry.] (p.8)

Blanche’s trauma, therefore, is intensified by the sudden disappearance of Stella. By the same token, she recovers from trauma once she meets her sister after a long absence. Though Blanche has suffered from severe trauma, she develops psychic neurosis, and this appears in her unexpected reaction to the appearance of Stella again. She shows some wild reactions, such as crying and fainting which reveal the repressed feelings and emotions in her unconscious mind upon losing her sister, which is considered as a mere negative events leaving its apparent effect on her behaviors and personality. In the long run, Blanche’s psychic trauma turns into behavioral neurosis as she whimsically receives Stella, and she could not control her reactions.

The concept of neurosis is a typical result of repressed traumatic experiences. In the previous section, the concept of trauma is discussed as a manifestation of negative events that inexorably create traumatic individuals' neurosis. Blanche's case, furthermore, is discussed as an obtrusive example of psychic neurosis. That is, she develops neurotic behaviors as soon as she recognizes Stella coming from afar. Her feelings become a mixture of joy and surprise; which, in turn, transforms into behavioral neurosis when she could not withstand the shock of finding her sister again. In essence, this mixture represents the mutual existence of trauma and neurosis in her repressed feelings.

The duality of trauma and neurosis is considered as an inhibition process i.e., they are repressed in the unconscious layers of the traumatized individuals' minds. As long as trauma is repressed in the unconscious mind, it takes new behavioral forms when it appears gain on the conscious mind. In this case, the trauma's physic peculiarities radically change; and it appears as severe and strange reactions due to the fact that "the inhibited trauma is buried in the unconscious mind, yet, it manifests in severe and whimsical behaviors" (Sasa and Abu Jweid, 2022b, p.948). In this sense, the concept of neurosis is a practical reflection of repressed feelings and emotions that are caused by negative events. As previous argues, these events play a crucial role in shaping individuals' reactions and behaviors after the end of trauma phase. In other words, neurosis takes its role in representing individuals' personality after once trauma is completely repressed in the unconscious mind.

Blanche's repressed trauma, in this way, paves the way of the appearance of her neurotic behaviors. This is relatively obvious in her unexpected reactions to finding Stella, especially when she was shocked wildly cried. She has undergone an extremely negative and passive experience which makes her unable to respond appropriately to the new situation. She develops a plight of losing her sister; and this loss results in psychic upheaval distorting her stable personality as trauma is inherently caused by "an event in the subject's life, defined by its intensity, by the subject's incapacity to respond adequately to it and by the upheaval and long-lasting effects that it brings about in the psychical organization" (Laplanche, 1967, p.465).

Blanche's neurosis, consequently, develops as a result of a negative event which makes her inappropriately respond to the new situation. In the following lines, she also shows psychic shock when she hugs her sister and repeats Stella's name several times: "Blanche: Stella, oh, Stella, Stella! Stella for Star! [She begins to speak with feverish vivacity as if she feared for either of them to stop and think. They catch each other in a spasmodic embrace.]" (p.8). In this respect, Blanche's response to Stella is inappropriate. Her reaction and response are indicators of her behavioral abnormality. To clarify, she behaves in an abnormal way upon finding Stella, which makes Stella also supersized by her reactions. Blanche exemplifies the return to the previous phase before trauma. That is, her neurotic reactions and behaviors are essential to be conceptualized "as related possibly to current or past trauma" and these past traumatic feelings become traumatic since "they may fail to see that trauma victims" (Moroz, 2005, p.30). Blanche's case goes in tandem on this psychic trajectory. In other words, she was traumatic at first, but becomes neurotic when she could be able to get rid of the cause of her original trauma, namely, the loss of Stella.

Blanche's experience signifies trauma as the integral origin of trauma. This is true to Freud's (1920) description of neurotic individuals as casualties of trauma. Being so, trauma becomes a psychic disorder; and individuals with this kind of trauma are "trauma victims" (p.76). These victims are psychically weak due to the tragic and suppressive negative events that inflict bad experiences upon them. Hence, the concept of trauma refers to behavioral abnormality that develops into "irresolute experience which is at first physically powerful but in the end spiritually weak" (Abu Jweid, 2016, p. 529). In a similar way, Williams' *A Streetcar Named Desire* portrays Blanche and her sister as victims of trauma. When Blanche recognizes her Stella very well, she could not control her behaviors. She insists on looking at her Stella, and; at the same time, she does not want Stella to look at her as feels that she is still in dream. She could not easily accept Stella's return, and this makes her psychically agitated. She sometimes laughs and repeats her sister's name as it appears in the following situation:

Blanche: Now, then, let me look at you. But don't you look at me, Stella, no, no, no, not till later, not till I've bathed and rested! And turn that over-light off! Turn that off! I won't be looked at in this merciless glare! [Stella laughs and complies] Come back here now! Oh, my baby! Stella! Stella for Star! [She embraces her again] I thought you would never come back to this horrible place! What am I saying? I didn't mean to say that. I meant to be nice about it and say--Oh, what a convenient location and such--Haa-ha! Precious lamb! You haven't said a word to me.

According to this situation, Blanche develops hallucinatory reaction to her sister. She could not being believing united with her sister after a long absence. This reaction incarnates the presence of trauma in hers psyche because she previously inhibited it in the unconscious mind when she was a bit sad about her sister. Nevertheless, she gets neurotic once she finds her; and her neurosis manifests in her whimsical laughter, repetition of Stella's name, and insisting on keeping her sister silent till she could be really convinced by her return. In doing so, she does not give her sister any chance to speak with her. This means that she is psychically anxious as a result of her neurotic behaviors after finding Stella who describes Blanche's reactions in the following words: "**Stella:** You haven't given me a chance to, honey! [She laughs, but her glance at Blanche is a little anxious.]" (p.8). The duality of trauma and neurosis meets in Blanche's personality after she becomes anxious. Psychic anxiety, therefore, is a harmful psychic disorder once it originates in depressive reactions to negative events. Trauma constructs neurosis in a gradual phase because psychic individuals are profoundly affected by negative events and shocks which typify "trauma as a psychologically detrimental mental condition. The direct impression of the memory that suffers from traumatic experience transforms into becoming depressive behavioral reaction" (Sasa and Abu Jweid, 2022a, p.326). Negative events, at this phase, are the key clues to the development of neurosis and its anxious traits.

Williams' *A Streetcar Named Desire*, furthermore, depicts trauma in relation to Stanley, Stella, and Blanche. It perceives trauma in the context of neurotic behaviors and anxiety. Blanche is the most conspicuous person who has profound effect of trauma. To mitigate their anxious feelings, they suggest going out in order to enjoy their time, basically to alleviate Blanche's anxiety. As time passes, she becomes calmer, yet, she gradually feels inconvenient. This inconvenience refers to her repressed traumatic feeling before she finds Stella; and she gets accustomed to traumatic and neurotics feelings as she is has trauma residuals in her unconscious mind. Even Stella becomes affected by her; and she develops neurotic feelings as she faints when she goes to the bathroom:

Blanche: I thought I would if it's not inconvenient for you all.

Stanley: Good.

Blanche: Traveling wears me out.

Stanley: Well, take it easy. [A cat screeches near the window. Blanche springs up.]

Blanche: What's that?

Stanley: Cats.... Hey, Stella!

Stella [faintly, from the bathroom]: Yes, Stanley.
(p.24)

In this respect, Blanche is utterly neurotic; and her neurosis stems from her repressed agitated feelings and emotions. Moreover, her neurotic trauma unravels her behavioral abnormality even when she could find her sister and live with her again. The presence of traumatic remains in her unconscious mind controls her behaviors and reactions till she could be entirely cured from this psychic disorder. Her trauma, moreover, develops into anxious and inconvenient responses to her surroundings. It could also led to her psychic depression that will be discussed in the next section.

Depression is a detrimental psychic disorder. It gets its essential traits and attributes from its mutual place in individuals' unconscious psyches. Jacques Lacan (1991), in *Seminar of Jacques Lacan: Book II: The Ego in Freud's Theory and in the Technique of Psychoanalysis 1954–1955*, argues the concept of depression is a conspicuous indication of traumatic individuals. It is a revelation of these individuals' complex unconscious mind which quires, anxious, traumatic, and depressive perception of reality after being affected by negative events. Lacan (1991) claims that anxiety is an object, or product, of trauma; and depression is a product of anxiety. All of them develop and mature in the unconscious mind. To put it another way, depression is caused by trauma by means of neurosis; Lacan (1991) writes: "the essential object which isn't an object any longer, but this something faced with which all words cease and all categories fail, the object of anxiety par excellence" (p.164). The successive development of psychic trauma is an indicative feature of how depression could also be made in negative events leading to passive experiences underwent by traumatized individuals.

Williams' *A Streetcar Named Desire* approaches traumatic depressive reaction through Mitch and Blanche. Blanche admits that she falls in deep and unjustified sorrow though she could live peacefully with her sister. She tells Mitch that sorrow, which is an obvious form of psychic depression, is an experience undergone by sad persons. As a result, she tries to be positive despite being very sorrowful; and she could cope with her sorrow since she believes that all persons suffer from it. Strikingly, she laughs when she stops speaking with Mitch about the intricate facts of sorrow:

Blanche: Sorrow makes for sincerity, I think.

Mitch: It sure brings it out in people.

Blanche: The little there is belongs to people who have experienced some sorrow.

Mitch: I believe you are right about that.

Blanche: I'm positive that I am. Show me a person who hasn't known any sorrow and I'll show you a superficial. Listen to me! My tongue is a little-thick! You boys are responsible for it. ...

[She laughs] (p.53)

Blanche's depressed psyched appears in her schizophrenic psychic reaction to sorrow. This means that she suffers from severe depression stemming from her neurotic trauma. Williams creates a dramatic miniature of her traumatized personality when she speaks with Stella and Eunice. She is completely moved by traumatic turbulence. She speaks with low and high voice notes and she attempts to explain her nervous behaviors as she knew that Stella and Eunice noticed her depressed psychic conditions. They try to prevent her from speaking in a very strange and depressive way; and she stops and asks them about how they look at her in a strange way. Therefore, she wants to know what is wrong with her. However, they assure her that she is fine and wonderful:

Blanche [continuing]: What's happened here? I want an explanation of what's happened here.

Stella [agonizingly]: Hush! Hush!

Eunice: Hush! Hush! Honey.

Stella: Please, Blanche.

Blanche: Why are you looking at me like that? Is something wrong with me?

Eunice: You look wonderful, Blanche. Don't she look wonderful?

Stella: Yes. (p.146)

Eunice's and Stella's courteous words are but a way of attempting to mitigate and relieve Blanche's depressed reactions. This is because they knew well that she is now at the acme of her behavioral abnormality. As such, her behavioral abnormality are associated with something buried in her unconscious mind, especially the trauma and neurosis. Hence, trauma is the ultimate stage of her traumatic neurosis that appears on her behavioral abnormality. Consequently, her psychic depression originally comes from her trauma through neurosis which are basically caused by negative events and experiences.

4. Conclusion

This study discussed neurotic trauma in Williams' *A Streetcar Named Desire*. It focused on the psychological complications of trauma and how it could affect people's behaviors. The study followed a textual analysis of the play's characters who develop trauma due to their different experiences. That is, negative events affect the stability of their psyches; and they become agitated. For this reason, the study accentuated the core conceptual of trauma as a concept that could be applied to interpret literary works and their significance in dealing with the psychological traits of people. Being so, trauma was discussed in terms of the characters that undergo discrepant and various experiences leading to their traumatic demeanors.

The study, therefore, has three pertinent contributions to the existing scholarship on trauma depicted in the selected play. First, the concept of trauma was applied to demonstrate how people could be negatively influenced by their experiences since they keep certain degree of memory recalling their past experiences which are inhibited in their unconscious mind. In this sense, the application of the concept of trauma would be of utmost significance in relating trauma to personal experience that the characters could not easily get rid of. The study pinpointed the characters and their feelings and emotions to show how they are not in good accord with their psychological normality because trauma deprives them of emotional stable.

Second, the study tackled the neurotic manifestation of trauma, which has been rarely approached in previous studies on the selected play. The discussion of neurosis resulted in cogent as well as logical exploration of the characters' trauma. Neurosis, consequently, reveals the behavioral features of trauma as it incarnates the characters' psychic instability. Third, the discussion of depression was explicated to identify the characters' traumatic experiences. This is due to the fact that both neurosis and depression are the tangible and apparent reflections of traumas which matures internally in the characters' minds, then, it comes in the form of behavioral abnormality, which is not sufficiently tackled in previous scholarly studies conducted on the selected play.

REFERENCES

- ❖ Abu Jweid, A. N. A. (2016). The fall of national identity in Chinua Achebe's *Things Fall Apart*." *Pertanika Journal of Social Sciences and Humanities*, 24(1), 529-540.
- ❖ Boruah, A. (2022). Domestic violence and silence of women with reference to the Broadway drama by Tennessee Williams "A Streetcar Named Desire" (1947). *International Journal of English Literature and Social Sciences*, 7(2), 203-207.
- ❖ Freud, S. (1920). *Beyond the pleasure principle*. New York: Dover Publications Inc.
- ❖ Hooti, N. (2011). Quest for identity in Tennessee Williams "The Streetcar Named Desire." *Studies in Literature and Language*, 2(3), 18-29.
- ❖ Kaur, H., Majeed, A. A., Al-Haj Eid, O. A., and Abu Jweid, A. N. A. (2023). In solidarity with home: Transculturation as a reconciliation of African ethnic binarism in Ama Ata Aidoo's *The Dilemma of a Ghost*. *Theory and Practice in Language Studies*, 12(5), 1947-1954.
- ❖ Kaur, H., and Abu Jweid, A. N. A. (2018). War allegory in Narayan Wagle's *Palpasa Café*. *Pertanika Journal of Social Sciences & Humanities*, 26(T), 1-12.
- ❖ Lacan, J. (1991). *The seminar of Jacques Lacan: Book II: The ego in Freud's theory and in the technique of psychoanalysis 1954-1955*. New York: W. W. Norton and Company.
- ❖ Laplanche, P. (1967). *The language of psycho-analysis*. New York: W. W. Norton and Company.
- ❖ Majeed, A. A. (2024). The attributes of postmodern pluralism, skepticism, and relativism in selected Kurt Vonnegut's four novels. *Theory and Practice in Language Studies*, 14(7), 2013-2018.
- ❖ Moroz, K. (2005). *The effects of psychological trauma on children and adolescents*. London: Vermont Agency of Human Services.
- ❖ Sasa, G., and Abu Jweid, A. N. A. (2022a). Countryside, domestic picturesque, and scenic sublimates: The triad of eco-feminism in Sarah Orne Jewett's "A White Heron." *Dirasat: Human and Social Sciences*, 49(5), 325-334.

- ❖ Sasa, G., and Abu Jweid, A. N. A. (2022b). Paranoia, neurotic trauma, and re-traumatization as the triad of psychic monomania in Edgar Allan Poe's "The Tell-Tale Heart." *Theory and Practice in Language Studies*, 12(5), 948-956.
- ❖ Williams, T. (1947). *A Streetcar Named Desire*. New York: New Directions.
- ❖ Zhang, L. (2014). Ambiguity and final choice: Reader's response in *A Streetcar Named Desire*. *Journal of Language Teaching and Research*, 5(1), 221-225.

Editor-in-Chief

Prof.Dr. Ibrahim Mohammed Mahmood AL-Hamdani

Managing Editor

Prof. Dr. AbdulMalik Salim Othman Al-Jubouri

Editorial Board

Prof. Dr. Kamal Hazem Hussein

Prof. Dr. Yasser Abdel-Gawad Hamed

Prof. Dr. Saddam Muhammad Hamid

Prof. Dr. Ahmed Hamed Ali Abdullah

Assistant Professor Dr. Asim Ahmed Khalil

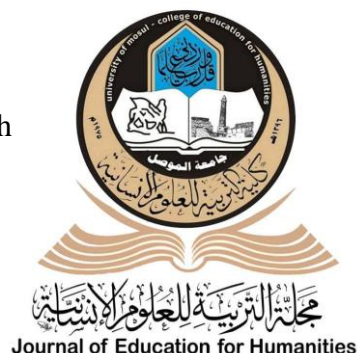
Assistant Professor Dr. Jasim Muhammed Hussain

Language Evaluators

Assistant Professor Dr. Riyad Younis Al-Khattabi

Assistant Professor Dr. Ismail Fathi Hussein

Republic of Iraq
Ministry of Higher Education and Scientific Research
University of Mosul
College of Education for Humanities



Journal of Education for Humanities

A Quarterly Refereed Academic Journal

**Issued by the College of Education for
Humanities**

University of Mosul

Volume (5)

April

Special Issue

2025

Section Three

**Deposit number in the National Library and
Documentation House In Baghdad
2425 for the year 2020 A.D.**