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**Trauma Through the Lens of Attachment and Resilience: A Psychological
Exploration of the Protagonist in J.G. Ballard's *Empire of the Sun***

A Dissertation Submitted to the Department of Letters and English Language in Partial
Fulfilment of the Requirements for the Master's Degree in Anglophone Language, Literature,
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Dedication 01

My foremost gratitude and appreciation go to Almighty Allah who enlightened my path with faith and courage, **El Hamd Lillah**. I would like to dedicate this humble work to my parents, my mother, **Mounira**, and my father, **Abd el Hamid**. I will never forget their support and love from my first day in life until now.

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Abstract

This thesis delves into the complex relationship between attachment and resilience in *Empire of the Sun* by J.G. Ballard. The study explores the emotional and psychological environments crossed by Jim Graham, the protagonist, and how his journey and resilience are shaped by war-induced trauma and early attachment disruptions. To overcome hardship, the thesis argues that, one must draw on their relationship and psychological resources, and Jim's experience exemplifies this. This study offers overview of the War Novel and Trauma in World Literature and specifically British literature. Two sub tents in psychoanalysis have been selected in order to examine the theme of trauma in the novel, attachment and resilience. Three primary chapters make up the framework of the thesis. Each of which delves into specific targeted subject that serve the thesis subject matter. Highlighting the extent to which the writer's origins and narrative aims shape their depictions of war, and how this, in turn, allows them to tackle complicated issues like human nature, ethics, and survival. the examination of parental separation and its effect on the child and his relationship formation in the midst of chaos. In addition to the role of early attachments at shaping the child's identity which enhances his ability to persevere in the face of tremendous hardship while incarcerated during World War II.

Keywords: Attachment, Post-war literature, Psychology, Resilience, *Empire of the Sun*, J.G Ballard, Trauma

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Introduction

Literature is one of the forms of expression that is used to manifest human thoughts, emotions, and fears through the usage of various methods. In the modern era, the concept of literature has come to indicate two meanings. The first is a comprehensive and general meaning under the concept of literature, it includes all written products of language in sciences and literature, the second is more specific and it means that the words must be beautifully structured in order for it to be literature, and it includes many genres such as poetry, prose, plays, novels, and proverbs...etc. From this standpoint, three conditions were set for literary work: emotional experience, expression, and revelation. The concept of literature is interpreted as the expression of an emotional experience in a suggestive form. Therefore, many scientific or historical books and other books cannot be considered as literary works.

J. G. Ballard, a British novelist and short story writer, known for his psychologically provocative works of fiction that explore the relations between human psychology, technology, sex, and mass media. He was born on November 15th, 1930, in Shanghai, where he spent four years of his childhood in a Japanese prison camp during World War II. This experience is recounted in his semi-autobiographical novel *Empire of the Sun* (1984), which was adapted into a film by Steven Spielberg in 1987. Ballard's distinctive literary style won him the admiration of readers and critics alike. The author received many awards for his various works, such as *The Drowned World* (1962), *Crash* (1973), and *Super-Cannes* (2000). *Crash* is a novel that caused political controversy for its depiction of car-crash fetishists. He also won the Commonwealth Writers Prize, the Whitbread Novel Award, and the Jerusalem Prize. In his fiction, the author often portrays themes such as ecological disaster, dystopian society, violence, and alienation. Ballard's ambition was not to be a writer, though he studied medicine at King's College, Cambridge. His

most famous novel, *Empire of the Sun*, was first published in English in 1984, and it was later translated into many languages. The novel is a powerful representation of the psychological impact of war and survival on a young boy. It addresses the issue of identity and memory as central topics, as well as the contrast between the East and the West.

The novel is an autobiographical novel that draws extensively on Ballard's experiences in World War II, his novel recounts the story of a young English boy, Jamie "Jim" Graham, who lives with his parents in Shanghai. After the Pearl Harbor attack, Japan occupies the Shanghai International Settlement, and in the following chaos Jim is separated from his parents. He spends some time in abandoned mansions, living on remnants of packaged food. Having exhausted the food supplies, he decides to try to surrender to the Imperial Japanese Army. After many attempts, he finally succeeds and is interned into the Lung Hua Civilian Assembly Centre. Towards the end of the war, with the Japanese army collapsing, and in spite of the fact that food supply was running short, Jim was able to survive among all people who were starving to death. The camp prisoners are forced upon a march to Nantao, with many dying along the route. Jim then leaves the march and is saved from starvation by air drops from American bombers. The novel is praised for its realistic and moving portrayal of war from a child's perspective. It is based on the author's own experiences as a prisoner of war in Shanghai during World War II, which gives it a sense of authenticity and credibility. The novel also explores themes such as survival, identity, and the effects of trauma on the human psyche. Many readers can relate to the protagonist's struggles, hopes, and dreams, as well as his fascination with the world around him.

Nevertheless, good works are constantly criticized, whether positively or negatively, regardless of how successful they might be. Therefore, the novel was highly criticized by a bunch of figures such as David Seed in his article “Empire of the Sun and the Kindness of Women” (1994), where he argues that the novel is a form of psychological autobiography, as it reflects the author’s own childhood trauma and survival in wartime Shanghai. Angela Carter, also in her review for *Time Out*, praised Ballard’s writing, pointing out the connections between his previous works and his autobiographical novel. According to the Studocu, Ballard’s novel *Empire of the Sun* shares themes of death and resurrection with his earlier work, *The Unlimited Dream Company* (1979), albeit in different modes: the former in a radiant, visionary manner and the latter as a delirious obsession (279).

John A. Weigel, in his study “Empire of the Sun: J.G. Ballard’s Autobiographical Novel” (1987), emphasizes that the novel portrays the loss of innocence and identity of the protagonist, Jim, who is forced to adapt to the harsh realities of war and imprisonment. In addition to that, Weigel explains that the novel explores the themes of alienation, violence, and death, as well as the paradoxical attraction of war and its spectacle. John Clute, in his essay “*Ballard’s Fiction*” which was published on 1989, argued that *Empire of the Sun* was a departure from Ballard’s usual themes and style, and that it lacked the visionary power of his earlier novels. Clute suggests that the novel is conventional and sentimental, not challenging the reader’s expectations or assumptions. Furthermore, the novel is considered more of a description of the old rather than a creation of something new.

David Pringle, in his edited collection of essays on Ballard (1984), claimed that *Empire of the Sun* was a conventional and sentimental novel that did not challenge the reader's expectations or assumptions. He also asserted that the novel is more akin to a recorded memory and nostalgia, looking backward rather than forward. Its focus lies in celebrating the survival of the individual rather than the collective whole.

According to Roger Luckhurst in "The Angle Between Two Walls: Fiction of J.G. Ballard" (1997), the novel defies conventional notions of heroism and patriotism. It presents the war from a child's perspective, where the protagonist, Jim, is neither a victim nor a hero but rather a witness and a participant. Luckhurst, along with David Seed claims that the novel use symbolism and imagery—such as the sun, the sky, and airplanes—to convey Jim's psychological state and his fascination with the war. In essence, they explore the relationship between environmental conditions and their impact on one's identity and character development, as seen through the lens of the novel's first character, Jim.

In the book "Postcolonial Literature: An Introduction" by Justin D. Edwards and Rune Graulund (2008), Ballard was criticized for his stereotypical and dehumanized portrayal of the Japanese, suggesting that the novel was influenced by Western propaganda and racism. "Ballard's depiction of the Japanese in *Empire of the Sun* is largely negative and one-dimensional, reflecting the dominant Western image of the Japanese as a cruel, fanatical, and inscrutable enemy... Ballard's novel reinforces the myth of the 'good war' fought by the 'greatest generation' against the 'evil empire' of Japan" (167). From Justin's perspective, Ballard's work portrays the Japanese as dehumanized creatures, especially the soldiers who act as ruthless and brutal oppressors, subjecting Jim and other prisoners to harsh conditions and violence.

Furthermore, Justin sheds light on the sensitive political concept of the ‘good war,’ which is often used to justify the dominance of advanced countries over other nations as a humanitarian service.

Ballard’s friend Christopher Priest, a British writer, wrote a positive review of the novel for *The Times Literary Supplement* in 1984. He praised Ballard’s skill in depicting the horrors of war through the eyes of a child and his ability to create a vivid and realistic portrait of Shanghai during the Japanese occupation. In Priest’s view a tremendous achievement was accomplished by *Empire of the Sun*. In it, we see children's strength, adaptability, and survival in the face of adversity, Loss of Innocence, a world crumbles, and a giant of a writer, the most consequential of the 20th century, grows up in this tragic story.

Jeannette Baxter a leading scholar on the work of J.G. Ballard, and has published extensively on his fictional and non-fictional writings, in her essay “J.G. Ballard’s *Empire of the Sun*: A Postmodernist/Postcolonial Bildungsroman?” (2009), examines the novel’s relation to the genre of the *Bildungsroman*, or the novel of education, and its subversion of colonial and imperial discourse. She also analyzes the novel within the context of Ballard’s broader themes, such as the impact of war on the human psyche and the exploration of surreal and dystopian landscapes. Baxter likely delves into how Ballard’s own experiences as a child internee during World War II influenced his portrayal of the protagonist’s experiences in wartime Shanghai. Her analysis might also touch upon the novel’s narrative style, symbolism, and its significance within Ballard’s literary oeuvre.

John Leonard, an American critic and editor, wrote a negative review of the novel for *The New York Times*. He criticized Ballard’s style as dry and detached, and his characterization as shallow and unconvincing. In John’s point of view the novel falls short of expectations; “This book

tries and fails to be a poem. It has all the makings of a myth but falls short in terms of grandeur. it aspires to be historical, but it completely disregards the facts” (N.Y.Times, 1985). In essence, Leonard believes that the novel aims for ambitious literary goals but ultimately does not succeed in fulfilling them due to a lack of poetic quality, grandeur, and factual accuracy.

Another important paper by Umberto Rossi, “Empire of the Sun: The Dialectics of Trauma in J.G. Ballard's War Memoirs” (2011), discusses the role of trauma and memory in the novel and its sequel, *The Kindness of Women* (1991). Rossi also criticized J.G. Ballard's *Empire of the Sun* for its portrayal of war as a surreal adventure, rather than focusing on the harsh realities and human suffering of the conflict. He argued that Ballard's novel failed to capture the true horrors of war and instead presented a sanitized version of the experience.

The research of David Seed, “Empire of the Sun and The Kindness of Women” (1994), examines Ballard’s novels as a form of psychological autobiography. A study entitled “*Empire of the Sun: J.G. Ballard’s Autobiographical Novel*” (1987) by John A. Weigel explores Ballard’s works in terms of the loss of innocence and identity of the protagonist Jim (167). In brief, none of the above-mentioned papers and critiques focuses on how resilience and attachment as crucial factors in Jim’s survival and adaptation to the war; especially the ones that involve trauma and violence. Also, how these two factors can have a significant influence on Jim’s relationships, behavior, and values, which affect his perception of himself and others in a war-torn world.

Psychoanalysis is a commonly used literary theory that studies how literary texts express the unconscious desires, conflicts, and emotions of the author or characters, by applying psychological frameworks. The most widely used psychological framework is Freudian

psychoanalysis; this is the original and most influential psychoanalytic theory, developed by Sigmund Freud, and can be used to explain hidden meanings and symbols in literary texts, as well as the psychological development and problems of characters. Jungian psychology is a branch of psychoanalytic theory developed by Carl Jung, a former student of Freud who later broke with him. Jungian psychology can be used to analyze universal patterns and themes in literature, as well as psychological functions and types of behavior. Lacanian psychoanalysis; is a branch of psychoanalytic theory developed by Jacques Lacan, a French psychoanalyst influenced by Freud, Hegel, and Saussure. Lacanian psychoanalysis can be used to analyze the textual and intertextual aspects of literature, as well as the ideological and cultural connotations of characters' positions and relationships. There are also other theories such as object relations theory, ego psychology, feminist psychoanalysis, neuropsychology, and ecological systems theory.

This thesis consists of three chapters; the first chapter presents a theoretical background. It explores the concepts of war and trauma in the world of literature as a whole and in British literature precisely. It also discusses the previous studies conducted on the relation between the two concepts in literature and takes J.G. Ballard's *Empire of the Sun* as a case of analysis. The second chapter applies the attachment theory to investigate the boundaries of the protagonist with other supporting characters and their role in influencing the protagonist's psychological development. Jim, Basie, Dr. Ransome, Mr. Maxted, Mrs. Vincent, and Private Kimura are the selected characters to be analyzed in this thesis. While the third chapter provides a comprehensive interpretation of the main character's psychological state in Ballard's *Empire of the Sun*, examining his resilience in the context of war and imprisonment.

J.G. Ballard's *Empire of the Sun* depicts the idea of war and its impact on the protagonist's psychological state. It offers a haunting portrayal of the war through the eyes of a young British boy, portraying war as a constant threat to his survival and adaptation, and reveals its consequences on his emotions and values. However, the protagonist develops a strange fascination with the war, followed by paradoxical actions and attitudes, despite his awareness and suffering of its horrors. Additionally, the novel draws from Ballard's own childhood experiences, adding authenticity to its portrayal of war and its aftermath.

Chapter One: War Novel and Trauma in British Literature

This chapter sheds light on the concept of war in world and British literatures, and how this concept has been a rich subject to be discuss among pioneers of literature and novelists throughout the globe due to its flexibility; in which it allows the writer to explore new themes such as human nature, morality, survival, sacrifice and the complexities of conflict. In addition to that; it gives depth to the psychological, emotional and societal impact of war on individuals and communities. However, war as a concept differs from one author to another based on the variation of their personal perspectives and experiences, ideological beliefs, cultural background, and narrative goals.

1.1 Overview of the War Novel and Trauma in Literature

One of the most recommended ways to examine the far-reaching effects of war on people and communities is the examination their literature more specifically their war novel. Most of writers in this literary subgenre have been using the psychological, emotional, and physical effects of war as a mirror through which to see these costs. War literature has also changed in its portrayal of trauma as our understanding of the condition has progressed. In order to set the stage for a more in-depth examination of how modern writers portray the intricate relationship between combat experiences and their long-term psychological impacts, this section gives an overview of the war novel and trauma in the world specifically in British literature.

1.1.1 War Novel in World Literature

One of the qualities of a great literary work is its ability to portray emotions and teaches values such as love, justice, and beauty. There are many great works about wars, which discuss human pain and the daily horror faced by those who have been through war. War, that destructive

storm which intrudes into our worlds and shakes the foundations of humanity, it is a theme deeply embedded in the houses of poetry and in the canvases of narratives that reveal the secrets of humans and their conflicts through the ages. Based on some authors' perspective, war can be best portrayed as a heroic struggle for justice and freedom. For others; it might not be depicted only as a senseless tragedy, highlighting the horrors of violence, destruction, and the dehumanizing effects on individuals and societies. Additionally, the theme of war might be explored through different genres, such as historical fiction, science fiction, or fantasy, allowing for diverse interpretations and reflections on the nature of conflict and its consequences. Ultimately, each author brings their unique perspective and voice to the portrayal of war in literature, shaping how readers understand and engage with this enduring theme. In world literature, the theme of war manifests in its multiple dimensions, oscillating in the lines of the German writer Erich Maria Remarque, the Russian novelist Leo Tolstoy, the American novelists Joseph Heller and Tim O'Brien, the Italian Umberto Eco, and the Japanese Kenzaburō Ōe. It appeals as an endless march for warriors across battlefronts, where shadows of death and destruction loom on the horizon.

The German novelist Erich Maria Remarque in his novel *All Quiet on the Western Front* (1929), provides a stark and unflinching portrayal of the horrors of war, particularly focusing on World War I from the perspective of German soldiers. Through the eyes of the protagonist, Paul Bäumer, Remarque depicts the dehumanizing and brutal nature of trench warfare and how the war destroys an entire generation of men by making them incapable of integrating into society because they no longer relate to older generations. In addition, the author highlights the physical and psychological toll it takes on soldiers. One of the central themes of the novel is the senselessness of war and its devastating impact on the lives of young men. Remarque emphasizes the loss of innocence and the disillusionment experienced by soldiers who are thrust into the chaos and

brutality of battle. He depicts the camaraderie among soldiers as they struggle to cope with the horrors they face and the profound sense of alienation and isolation upon returning home.

According to Leo Tolstoy the notion of war was kind of different in which he offers various perspectives reflecting his own complex views on the subject. In his novel *War and Peace*, Leo stated that: “We ought to accept this terrible necessity sternly and seriously. It all lies in that: get rid of falsehood and let war be war and not a game. As it is now, war is the favorite pastime of the idle and frivolous” (1025). In other words, War is not a polite recreation but the vilest thing in life, people ought to understand that and act accordingly. Tolstoy does not offer a singular statement about war; his novel explores the multifaceted nature of conflict and its impact on individuals and society. One of Tolstoy's central themes in *War and Peace* is the idea that war is not simply the result of the actions of great leaders or generals, but rather a complex interplay of countless individual decisions and actions. Therefore; he criticized the notion of war as a grand, heroic endeavor, instead portraying it as chaotic, senseless, and ultimately driven by chance and circumstance.

In contrast to Leo Tolstoy, Joseph Heller presents a satirical and darkly comedic portrayal of the absurdity of war, one example of dark comedy from Heller's *Catch-22* is:

“They're trying to kill me,” Yossarian whispered.

“They're trying to kill everyone,” Clevinger said.

“They're trying to kill me,” Yossarian said.

“They're trying to kill everyone,” Clevinger repeated.

“They're trying to kill me,” Yossarian insisted. “Can't you see? They're putting me right out in front where they can kill me!”

“They got everybody out front,” Clevinger said. “That's the idea.”

“That's not the idea,” Yossarian wailed. “The idea is to be alive.” (Heller 59)

The irrationality and dehumanization inherent in the military's objectives are portrayed in this quote, which emphasizes the folly of war. The constant threat of harm and death endured by troops is mirrored in Yossarian's terror of being singled out by the adversary. But the fact that Clevinger said, “They're trying to kill everyone,” shows how war is random and how little any life matters in the overall scheme of things. The foolishness of military reasoning, which values strategic goals more than the safety of troops, is shown by Yossarian's claim that he is being intentionally put in danger. In the face of senseless brutality, his cries for help to “be alive” mirror the universal human need to stay alive. Repetition of the discourse highlights the absurdity of the situation by emphasizing the futility of attempting to rationalize the irrationality of war. It is Leo's darkly humorous way of referencing the book's themes about the absurdity and madness of war which helps the readers to generate a closely vivid image for past-time events. Heller was able to explore themes such as the loss of individual's identity in the face of institutional power, the moral ambiguity of wartime actions, and the struggle of maintaining sanity in an insane world.

The American author Tim O'Brien in his book *The Things They Carried* focused on the portrayal of war's anguish in Vietnam. Drawing upon a collection of interconnected stories in addition to his own experience as a soldier in the war relying on metafictional style; in other words, O'Brien was able to blur the lines between both fiction and reality in order to encourage the readers to think critically about the construction of narratives and the role of the author. Therefore, he

succeeded at exploring the emotional and psychological toll of combat through the use of narratives. And since his book is a collection of interconnected stories; each story offers a different perspective on the war. O'Brien explores themes such as the blurred boundaries between truth and fiction, the power of storytelling as a means of processing trauma, and the enduring legacy of war on those who have experienced it.

In *The Silent Cry* or *万延元年のフットボール*, by the Japanese author Kenzaburō Ōe, explores themes of identity, cultural conflict, and social change in post-war Japan. The novel follows the protagonist, Mitsu, as he returns to his hometown after studying in Tokyo. Through Mitsu's journey, Ōe explores the clash between traditional values and modernization, the lingering traumas of war and occupation, and the search for meaning and belonging in a rapidly changing world. The author also uses a rich layered storytelling and vivid imagery to depict the emotional and psychological landscape of the characters, as well as the physical landscape of the village itself.

Literature has been used also as a weapon and a shield for occupied countries where authors utilized the colonizer's language in order to speak loud for their freedom and to write back the western authors who were keen on destroying the third world's culture and identity through stereotypes and fabrication of events. Therefore; many authors took upon themselves the responsibility to defend their identity, beliefs, and culture. Literary works such as the novel of 1955 *The Quiet American* by Graham Greene and *The Sorrow of War* written in the 1991 by Bao Ninh in Vietnam shed light on the profound consequences of foreign intervention motivated by colonial ambitions. For instance, *The Sorrow of War* offers an unfiltered account of bereavement and trauma as perceived by a Vietnamese soldier. In a similar fashion, *return to Matterhorn* (2009) by Karl Marlantes explores the reader to the distressing truths of warfare, emphasizing the psychological

anguish and ethical uncertainties inherent in armed conflict. moving to Algeria, *The Battle of Algiers* (1966) by Gillo Pontecorvo provides an engrossing dual perspective on the Algerian war of independence. Albert Camus's *The Stranger*, which is situated in colonial Algeria, explores profound themes including estrangement and the quest for one's identity in the midst of violent societal tensions.

Beyond the aforementioned instances, literary pieces such as *Things Fall Apart* by Chinua Achebe provide a thought-provoking examination of the conflict of cultures and the gradual erosion of traditional values as a result of colonialism. In a postcolonial framework, *Half of a Yellow Sun* (2006) by Chimamanda Ngozi Adichie explores the intricacies of war, decolonization, and self-determination. Similarly, *A Bend in the River* (1979) by V.S. Naipaul confronts the difficulties associated with constructing a fresh national identity subsequent to the collapse of colonial systems. These literary works, in addition to an innumerable number of others, function as pivotal reminders of profound human toll that war exacts, the enduring consequences of colonialism, and the ongoing battles for independence and freedom that continue to reverberate across the globe.

The subject of war in literature is also a testimony to the fighting spirit of humanity, its ability to challenge and endure, even in the face of the toughest challenges. It is a subject that transcends time and place, extending across languages and cultures, to narrate the collective experiences of humanity and its strength in making destruction and reconstruction. While war is a pervasive theme in world literature, the exploration of conflicts in British literature offers unique insights into the country's historical experiences, cultural responses, and the profound impact of war on individuals and society. Delving into the works of British authors provides the reader with deeper understanding of the specific historical contexts, societal shifts, and individual struggles

shaped by wartime events, thus illuminating the profound influence of war on British culture and identity.

1.1.2 War Novel in British Literature

War has often been recurrent as a theme in British literature, taking center stage or serving as a backdrop in various genres and time periods. From epic poems to modern novels, British writers have explored the intricacies and impacts of warfare, shedding light on what it means to be human, the values held by society, and the deteriorating miserable realities of power and violence. Whether showcasing the bravery and unity of soldiers in combat or delving into the sadness and disillusionment that war brought into existence, British literature paints a rich picture of the many facets of armed conflict.

War literature has a rich history in Britain, going way back to classics like *The Iliad* and *The Odyssey*, which dug deep into themes like bravery, honor, and the human toll of fighting. Recent big events like the Napoleonic Wars, World War I, and World War II have left a lasting mark on British storytelling, shaping how later writers see and tell tales. One of the main ways in which war shows up in British literature is by zooming in on individual experiences, whether it's soldiers in the thick of it or folks back home. Authors often get into the emotional and mental fallout of war, tackling tough psychological statements like trauma, grief, and resilience. Plus, war stories in literature often dive into bigger issues like nationalism, imperialism, and the moral questions that come with battle. Poetry has been also a powerful tool to depict the midst of war in British writing. Poets like Wilfred Owen, Siegfried Sassoon, and Rupert Brooke have penned lines that vividly paint the harsh realities, the pointless pain, and the sacrifices of war, leaving behind a legacy that still hits home for readers today.

Pat Barker is known for her writing that really gets under the skin of her characters. In her trilogy, starting with *Regeneration* she paints a powerful picture of the inner struggles and mental scars of soldiers trying to cope with the horrors of World War I. She doesn't just show the brutality of war; she also explores themes like survival, identity, and the search for meaning in the midst of overwhelming adversity. Barker succeeded at demonstrating war as a psychological toll. Through her characters, she shows us how shell shock (what we now call PTSD) devastation of soldiers' lives, making it hard for them to come to terms with what they've been through and fit back into society. Her portrayal of Dr. William Rivers' treatment of shell shock is both compassionate and realistic, showing us just how complicated mental illness can be and how tough it is to be treated. However; Barker's trilogy is not just about the individual; it also tackles big issues like masculinity, power, and the moral dilemmas of war. Even in the darkest moments, she finds glimpses of humanity and connection. With her vivid descriptions and lifelike characters and she gives us a deep dive into the real meaning of being a human and the lasting scars that war leaves behind.

Sebastian Faulks is famous for his writing style that effortlessly transports readers into the emotional worlds of his characters and settings. In novels like *Birdsong* and *A Possible Life*, Faulks intricately explores the inner thoughts and experiences of both soldiers and civilians affected by conflict. What sets Faulks apart is his ability to paint vivid pictures with words, immersing readers fully into the worlds in which he created. He seamlessly weaves between gritty realism and poetic introspection, capturing the harsh realities of war alongside the profound inner journeys of his characters. Through these characters, Faulk was able to delve into the psychological scars left by war, depicting the complexities of grief, guilt, and resilience in the face of unimaginable suffering. He also adeptly portrays the intricacies of human connections in the aftermath of trauma, showing how individuals strive to forge meaning and connection amidst the chaos of war. Faulks' novels

grapple with broader philosophical themes such as identity, memory, and the quest for meaning in a world marked by violence and sorrow, therefore; he explores themes of love, loyalty, and redemption, offering readers a poignant reflection on the human condition and the enduring legacies of war. Through compelling storytelling and richly drawn characters, it can be said that Faulks prompts readers to confront the multifaceted realities of war and its profound impact on the lives it touches.

Another prominent figure who has dealt with the concept of war as chaotic and dehumanizing experience is Ford Madox Ford. Ford is known for his innovative narrative techniques and deep psychological insight that offers a unique storytelling experience which is portrayed clearly in his tetralogy *Parade's End*. His writing style stands out for its intricate structure, employing methods like stream-of-consciousness and nonlinear storytelling to capture the complexities of his characters' inner worlds. In *Parade's End*, Ford delves deeply into the psychological aftermath of World War I, by diving deeper into the protagonist's character Christopher Tietjens and those around him. Through the first character, Ford skillfully explores themes of duty, integrity, and personal struggle amidst societal change and individual adversity; Focusing on the erosion of traditional values and the quest for meaning in a rapidly evolving society. In addition to mirroring the broader challenges of the postwar era. Ford's tetralogy is celebrated for its nuanced portrayal of human relationships, particularly those strained by the trauma of war. Themes of love, betrayal, and redemption are woven throughout, offering a poignant exploration of how individuals navigate emotional bonds amid the chaos and uncertainty of conflict. With his distinct narrative style and finely drawn characters, Ford prompts readers to confront the enduring legacy of war on the human psyche.

Evelyn Waugh is widely recognized for his cleverness at addressing societal issues in a sarcastic way. His writing style is marked by clever humor, deep insights, and meticulous attention to detail, all of which combine to create a compelling narrative. *Brideshead Revisited* is a fine example of that. Through the novel Waugh delves into the psychological and emotional aftermath of World War II on his characters, exploring themes such as loss, disillusionment, and trauma. He goes beyond depicting the external effects of the war, delving into its profound impact on his characters' inner lives, especially the protagonist, Charles Ryder. A central theme in Waugh's work is the quest for meaning and identity amidst uncertainty. Through the novel's characters, Waugh examines the tensions between tradition and modernity, faith and doubt, and duty and desire. His characters grapple with moral dilemmas and personal integrity as they navigate love, loyalty, and betrayal in the backdrop of war and changing cultural landscapes. Evelyn Waugh was able to integrate both religion and spirituality, he presents religious themes in a nuanced and thought-provoking manner, challenging readers to confront their own beliefs and biases while offering profound insights into faith and redemption.

Vera Brittain's writing in *Testament of Youth* resonates with a deep authenticity and emotional intensity. As a memoirist, Brittain offers a profoundly personal narrative, drawing readers into her experiences as a nurse during World War I. Her prose skillfully navigates the emotional complexities of wartime, offering clear insights into the cost of human lives in the conflict among both soldiers and civilians. Her writing was filled with empathy and compassion for those affected by the horrors of war. Throughout her work, Brittain explores themes of loss, grief, and resilience, capturing the profound impact of the war on her own life and the lives of others. Her portrayal of the emotional aftermath is particularly poignant, as she grapples with the devastating sense of loss and disillusionment that characterized the postwar period. *Testament of*

Youth also serve as a compelling examination of gender norms and the evolving role of women in the early twentieth-century society. Brittain's experiences as a female nurse on the front lines offer a unique perspective on the challenges and opportunities faced by women as they entered traditionally male-dominated domains during the war.

Michael Morpurgo exhibits a distinct writing style characterized by profound empathy, genuine sincerity, and adeptness in expressing complex emotions with clarity and brevity. Although he is best known for his contributions to children's literature, Morpurgo adeptly navigates weighty subjects such as the human toll of war, rendering them accessible to readers of all demographics. One of his strengths is the creation of characters that feel real and relatable, helping readers connect with broader social and historical narratives. Works such as *War Horse* and *Private Peaceful* explore the personal challenges of individuals impacted by warfare, highlighting themes of valor, sacrifice, and resilience amidst adversity.

1.1.3 Trauma in World Literature

Trauma literature refers to literary works that use trauma as a key theme and frequently explore the challenge of expressing and depicting pain through language. Trauma literature arose as a separate field of study in the late twentieth century, influenced by psychoanalytic, deconstructive, and postcolonial theories, as well as historical events like the Holocaust, the Vietnam War, and 9/11 attacks. Trauma literature comes in a variety of genres, formats, and contexts, and it can address personal, collective, or intergenerational trauma. In the vast landscape of literature, certain genres serve as powerful vehicles for exploring the complex and nuanced theme of trauma whether through non-fiction, fiction, and drama. These genres often offer readers a window into the psychological, emotional and sometimes physical repercussions of deeply distressing experiences.

Non-fiction at the first place, transcend individual narratives by shedding lights on collective experiences and social injustices. Works like Ta-Nehisi Coates' *Between the World and Me* offers a powerful examination of racism and its enduring impact on Black communities in America. Through personal anecdotes and historical analysis, Coates explores the systemic mechanisms that sustain trauma and prompt imperative discussions regarding their dismantlement. Similarly, Isabel Wilkerson's *Caste: The Origins of Our Divisions* dives deep into the history and ongoing legacy of the American caste system by revealing the systemic disparities that contribute to collective trauma and promoting essential dialogues on attaining racial equity.

Fiction in the other hand, delves into historical and cultural traumas, offering insights into their ripple effects across generations. For instance, Khaled Hosseini's *The Kite Runner* explores the enduring impact of war and political upheaval on two Afghan families, highlighting the complexities of forgiveness and the challenges of healing fractured communities. Similarly, Chimamanda Ngozi Adichie's *Half of a Yellow Sun* examines the Biafran war in Nigeria, exposing the human cost of conflict and questioning the narratives surrounding it. These novels illuminate the long shadows cast by trauma, prompting us to consider our own roles and responsibilities in addressing societal pain.

The power of drama extends beyond traditional stage productions, encompassing diverse performance styles and multimedia elements. Documentaries like *Shoah* by Claude Lanzmann use survivor testimonies and meticulous historical research to create a hauntingly immersive experience of the Holocaust, confronting audiences with the raw realities of genocide. Plays like *Sweat* by Lynn Nottage, performed in intimate workshops, offer audiences a close-up view of the economic anxieties and racial tensions faced by working-class families, fostering intimate

connections and sparking empathy. These explorations push the boundaries of traditional storytelling, allowing for unique encounters with trauma and its consequences.

Poetry, with its lyrical language and condensed form, captures the essence of trauma with remarkable precision and intensity. Poets distill raw emotions sensory impressions into evocative verse, offering readers a glimpse into the inner landscapes of trauma survivors through imagery, symbolism, and metaphor. There are several poets who have written about war trauma in their poems such as Warsan Shire's poems where he captures the pain and displacement experienced by refugees, while Emily Dickinson's works explore themes of loss and isolation with poignant intimacy. Graphic novels like Art Spiegelman's *Maus* blend autobiography and illustration to vividly portray the experiences of Holocaust survivors, challenging conventions and offering a unique perspective on historical trauma. These diverse forms expand the reach of trauma literature, offering accessible entry points for a wider range of audiences.

Ultimately, the significance of trauma in literature lies not only in its ability to represent lived experiences but also in its potential to shape how we understand and respond to them. By confronting difficult truths, challenging perspectives, and fostering empathy, it can serve as a catalyst for personal and collective healing. Fiction can inspire us to imagine alternative futures, while non-fiction can illuminate pathways towards justice and accountability. Drama can spark crucial conversations and foster shared understanding, while other forms can offer unique emotional landscapes to navigate. Regardless of genre or format, trauma literature reminds us of our shared humanity, urging us to acknowledge the wounds we carry and work towards creating a world where healing and transformation are possible.

Beyond its diverse genres, the tapestry of trauma literature also extends across various formats, each offering unique avenues for exploring and understanding its complexities. Written

text remains the most common format, allowing for in-depth explorations through novels, memoirs, essays, and poetry. Grace Talusan's *The Body Papers* explores her childhood encounters with abuse, immigration, and cancer, examining the complexities of identity and resilience. *A Little Life* by Hanya Yanagihara delves into the profound effects of tragedy on people and their connections, urging readers to face complex feelings and consider the potential for recovery. Plays such as Lynn Nottage's *Ruined* vividly depict trauma on stage, offering viewers a deep insight into the impact of war on women's lives.

Visual arts provide potent visual representations of the effects of trauma. *The Pianist* by Roman Polanski depicts the atrocities of war and its mental scars, whilst *Maus* by Art Spiegelman delves into the Holocaust using a unique structure that goes beyond conventional storytelling. Artworks such as Gustav Klimt's *The Rape of Europa* depict power dynamics and emotional devastation caused by violence, while images recording historical atrocities present harsh realities that require our focus. While Oral storytelling holds a unique space in preserving and sharing personal and collective narratives of trauma. Eve Ensler's *The Vagina Monologues* gives voice to survivors of sexual violence, creating a platform for open conversations and healing. Podcasts like *The Moth* present diverse stories of resilience and overcoming adversity, fostering empathy and connection. In Tim O'Brien's *The Things They Carried*, war veterans share their experiences through spoken word, blurring the lines between fiction and reality and urging reflection on the invisible wounds carried long after the battlefield.

The tapestry of trauma literature is not merely woven from threads of genre and format, but also from the intricate fibers of experience itself. Each strand represents a different context, illuminating the multifaceted ways trauma intersects with individual lives, communities, and legacies across generations. Delving into personal trauma, literature grants access to intimate

experiences like those shared in Grace Talusan's *The Body Papers*. This memoir offers a raw account of childhood sexual abuse, immigration, racism, and cancer, confronting readers with the complex interplay of individual and societal factors shaping identity and resilience. By exploring the “nature versus nurture” debate, Talusan not only recounts her personal journey of healing but also underscores the potential of writing as a tool for reclaiming one's narrative and finding solace in understanding.

besides individual experiences, literature also tackles the collective wounds inflicted by historical events. Chinua Achebe's *Things Fall Apart* stands as a poignant example, weaving the story of Okonkwo, an Igbo leader grappling with the devastating impact of colonialism and Christianity on his village and cultural identity. The novel depicts the clash of civilizations, the erosion of tradition, and the brutal reality of oppression, offering a window into the collective trauma experienced by a community facing its displacement and dispossession. Further, trauma literature delves into the enduring legacies passed down through generations. Art Spiegelman's *Maus* masterfully explores this intergenerational impact. Through animal metaphors, the graphic novel portrays the author's father's experience as a Holocaust survivor and the author's own struggle to grasp the legacy of that trauma. The narrative explores the transmission of trauma across generations, highlighting the psychological weight carried by families and communities long after the initial event. These are just a few examples of the infinite ways trauma literature explores different contexts. Whether in the raw honesty of personal memoirs, the sweeping narratives of historical fiction, or the intimate explorations of intergenerational legacies, each piece adds a vibrant thread to the tapestry, urging us to acknowledge the complexities of trauma, foster empathy, and ultimately, contribute to individual and collective healing.

1.1.4 Trauma in British Literature

British literature has been a great documentary of human emotions, societal structures, and cultural nuances. The portrayal of trauma is a recurring theme in numerous works of British literature. Stories written by British authors delicately investigate the depths of human pain, illuminating the far-reaching effects grief has on individuals as well as communities. From early classical literature to contemporary literature; trauma has been a rich topic to be discussed among British authors such as William Shakespeare, Charles Dickens, Virginia Woolf, Ian McEwan, Emily Brontë, and Sarah Waters. Each from his own perspective.

William Shakespeare was one of the most famous British writers who explored the depths of pain. Shakespeare revealed the protagonist's inner torment in his classic drama *Hamlet* of the 1603, as he deals with the agony of seeing his father murdered and his mother's subsequent treachery. Shakespeare delves into the intricate dynamics of trauma and its devastating effects through Hamlet's internal struggles, which propel the story forward. Shakespeare, through his lyrical mastery, conveys the universality of human suffering and the devastating effects of trauma. “To be, or not to be: that is the question: Whether 'tis nobler in the mind to suffer the slings and arrows of outrageous fortune, or to take arms against a sea of troubles and by opposing end them.” - Hamlet, Act 3, Scene 1. Hamlet, in this well-known soliloquy from Shakespeare's *Hamlet*, examines the meaning of life and the suffering it entails. “The slings and arrows of outrageous fortune” describes the difficulties and misfortunes that individuals encounter throughout their lives. Hamlet wonders if he would be better off “to suffer” through these challenges or “to take arms against a sea of troubles” in an effort to overcome them. As he faces the insurmountable obstacles and unknowns of his life, Hamlet's profound psychological anguish and suffering are mirrored in this inner struggle.

Moving beyond the realms of classical literature, the Victorian era brought forth a new wave of British authors who tackled trauma in their works. One such writer was Charles Dickens, whose novel *Great Expectations* delved into the psychological trauma inflicted by parental neglect and abuse. The protagonist, Pip, is shaped by his traumatic upbringing, which manifests in his incessant desire to escape his social class and attain wealth and stature. Dickens highlights the long-lasting effects of trauma, demonstrating how deeply ingrained it becomes in an individual's psyche. In chapter 10 Charles Dickens once said: "Heaven knows we need never be ashamed of our tears, for they are rain upon the blinding dust of earth, overlying our hard hearts. I was better after I had cried than before—more sorry, more aware of my own ingratitude, more gentle" (210) though these words Dicken reflects Pip's realization of the healing power of tears and the acknowledgment of his own emotional turmoil.

The twentieth century witnessed a change in British literature toward a more varied and experimental approach to examining trauma. In her revolutionary book *Mrs. Dalloway*, Virginia Woolf explores the psychological repercussions from World War I in a stream-of-consciousness narrative. Woolf attempted to reveal the anguish of people and the trauma that they have been through in the post-war era based on the views of multiple characters, illuminating the long-lasting effects of conflict on society as a whole. Woolf violates established literary standards with her unique style, giving readers access to the tangled memories and ideas of traumatized characters.

The portrayal of trauma in modern British writing continues to expand beyond its limits. *The Atonement* (2001) by Ian McEwan delves into the terrible effects of a false allegation, revealing the pain suffered by the accused and the subsequent web of guilt. Through his skillful storytelling, McEwan reveals the complex consequences of trauma on relationships and

perceptions of oneself, his creative work demonstrates the remarkable ability of trauma to reshape people long after the first incident takes place.

In conclusion, this collection of diverse perspectives on trauma offers a profound exploration of the human experience. Through the lenses of various authors, readers witness the complexities of pain, resilience, and healing. Ultimately, these voices remind us of the power of empathy, understanding, and storytelling in navigating the depths of our shared humanity, offering hope and solace amidst the shadows of adversity.

1.2 J. G Ballard's Biography and Previous Works

James Graham Ballard is an English author, short story writer, novelist, and essayist. He was born in November 15th 1930 and passed away in the 19th of April 2009. The author wrote about twenty books throughout his journey dealing with a wide range of topics including dystopian landscapes and psychological investigation of humanity's connection to the contemporary environment, as well as sexuality, technology, and social crime. Ballard's literary journey started in the 1961 when he wrote his first book under the title *The Wind from Nowhere*, where he was able to weave environmental disasters and societal collapse through the use of science fiction and its speculative elements in order to create an exaggerated scenario of a thought-provoking style.

With his development in the literary field, Ballard fully covered the theme of the environmental collapse in his novel *The Drowned World* (1962). The novel depicts a post-apocalyptic world of global warming and melting polar ice caps which generates to the submergence of the earth surface under water. Following the same line; in the 1966 Ballard introduced a new book entitled *The Crystal World*. The book tells the story of jungle in Africa where everything including people, animals, and plants bed settings comes encased in crystal.

Although both novels of the drowned world and crystal world explore themes of environmental catastrophe and psychological transformation, they are considered as distinct works based on their varied settings and narratives.

Apart from nature and environment, Ballard was affected by industrial revolution and the theme of technology and its repercussions on human psyche. Therefore; he wrote *Crash* (1973) which revolves around technology intersections, eroticism and the fetishization of car crashes. In addition to exploring the psychological and sexual obsession within characters as well as their desired violence and dehumanizing effects of modern technology. In the early 1980s, J.G. Ballard underwent a significant thematic shift in his writing, transitioning from focusing on technology to the exploration of war. This evolution is evident in his acclaimed novel *Empire of the Sun* (1984), which is a record and an autobiography of the author himself. Departing from his earlier works that delved into the impact of technology on society and individuals, Ballard delved into the human psyche amidst the backdrop of war, showcasing his ability to adapt and diversify his literary interests while drawing inspiration from personal history.

Ballard extended his scholarly inquiries beyond the aforementioned subjects, embarking on an examination of societal crime during the early 1990s. The theme of social crime was highly embodied in Ballard's novel *Cocaine Nights* (1996) in which it gives hints to the core concept immediately from its title. The novel examines the breakdown of societal order and the darker side of human nature in a luxurious retirement community in southern Spain. When Charles Prentice digs into a series of inexplicable deaths, he discovers a world of crime, hedonism, and psychological manipulation. The work explores issues of ennui, indulgence, and the craving for stimulation, demonstrating how seemingly calm situations can contain hidden turmoil and corruption.

Out of the 20 books that J.G. Ballard wrote, *Empire of the Sun* which stands out as the most poignant and special work, as it vividly portrays the author's own experiences during World War II. Drawing heavily from his autobiography, Ballard crafts a compelling narrative that immerses readers in the harrowing realities of war through the eyes of a young protagonist, Jim. Through Jim's journey of survival and self-discovery amidst the chaos of war-torn Shanghai, Ballard masterfully intertwines elements from his own childhood, capturing the essence of his personal struggles and triumphs. This deeply autobiographical nature of *Empire of the Sun* not only lends authenticity to the narrative but also showcases Ballard's ability to blend personal history with universal themes of resilience, loss, and humanity, making it a standout achievement in his literary canon.

The British author J.G. Ballard received numerous praises and awards throughout his career. It is challenging to provide an exact count, as he garnered praise from critics, fellow authors, and readers alike over several decades for his distinctive style and imaginative storytelling beside his capacity to engage with diverse themes and capturing the intricacies of human experience with poignancy and depth.

1.3 Attachment As a Psychological Theory

The basic principle of attachment involves the fact that relationships take place in broader context...attachment is just one network of influences, including genetic, psychological, physiological, and environmental, that are involved in child development (Leslie 14). Attachment theory suggests that the family and more specifically parents play a crucial role in shaping a child's development and behavior in which it provides a secure base that helps the child to explore the world, learn to regulate his emotions, and improve social skills as well as strengthening protective factors against adversity. However, attachment theory is a fascinating lens through which we can

understand the intricate dance of human relationships. it is a psychological theory that describes the process by which people, especially in intimate relationships, develop strong feelings of belonging to another person.

British psychoanalyst and psychiatrist John Bowlby created the theory in the '50s and '60s. he suggests that attachment is an evolutionary trait that is formed to help children be able to survive. The theory relies on the assumption that bonding occurs in the vast majority of animal species. Ducklings' inherent connections, demonstrated by Konrad Lorenz in 1935, likely had a survival function. Bowlby generalized that concept to the human race (Lombardo). According to him attachment behaviors are innate. Whenever a trigger is present, they become active. A child's attachment programming would kick in whenever it experienced emotions or behaviors like fear, separation, or insecurity, leading it to seek out those who it had formed an attachment to in the past.

Mary Ainsworth, a psychologist, built significantly upon Bowlby's earlier work in the 1970s. She uncovered the deep impacts of connection on behavior in her breakthrough *strange situation* study. Twelve to eighteen-month-old children were the subjects of the study, which tracked their reactions to being temporarily separated from their mothers before being reunited with them (Ainsworth and Bell 49). Ainsworth classified attachment styles as secure, ambivalent-insecure, and avoidant-insecure according on the results of the study. A fourth attachment pattern, disorganized-insecure attachment, was later added to the list by Main and Solomon (1986) based on their own study (Main and Solomon 95). Many subsequent investigations have corroborated Ainsworth's attachment theories and shown that attachment types influence behavior in adulthood.

1.3.2 Factors That Influence Attachment

Among all other factors possibility of connection and quality caregiving are the most effective factors in attachment development concerning timing and nature despite the apparent simplicity of the process; Possibility of connection in the first hand, is focused on Children who are grown in institutions without a main caretaker, like orphanages, and who are suggested for not being able to establish the trust necessary for the creation of a healthy attachment style. In the other hand, Quality caregiving stresses on the high-quality care provided by carers and their rapidity and consistency in addition to teaching children the foundational skill of attachment or in other words; the ability to rely on those accountable for their care.

1.3.3 Attachment Styles

A person's unique approach to forming and maintaining relationships with others is known as their attachment style. Your attachment style is shaped from the moment you are born and continues to influence your relationships with others, including your parenting and the quality of your closest personal relationships. The idea revolves around the trust that one can always rely on their attachment figure, who may serve as a solid foundation to explore the world when they're not scared and a sanctuary to seek help when they're scared. There are four distinct attachment styles (Lyons-Ruth 64), which include:

Secure Attachment: According to Bowlby (1988), a person with stable attachment can form strong bonds with other people and yet be able to act independently when necessary. it can be Characterize by children ability to trust, to adapt when abandoned, and self-worthiness.

Ambivalent (Anxious) attachment: When a parent leaves, children with ambivalent attachment styles experience extreme distress. An estimated 7–15% of children in the United States

have an ambivalent attachment pattern, which is considered uncommon. Children in this situation cannot rely on their main caregiver to be present when they require them due to parents' limited availability.

Avoidant Attachment: When separated from a parent or caregiver, children with avoidant attachment structures don't cry out or engage with the caretaker. The parent's apathy to the child's attempts at intimacy may have given the impression that the child can't rely on this or any other relationship. Kids who struggle to form secure attachments often show very little interest in being close to their mothers.

Disorganized (Fearful) Attachment: Based on their actions in the Strange Situation experiment, Main and Solomon (1986) found that many newborns did not fit into the secure, nervous, or avoidant categories. They concluded that these newborns had an attachment style that was disordered. When kids act in predictable patterns without clear reasons, such as when they act in blatantly contradictory ways or when they stop moving altogether, we say that they have disorganized attachment. Parents of disorganized infants often suffered from unresolved attachment-related traumas, according to Main and Solomon. These parents' frightening or frightened behaviors left their infants confused or compelled them to rely on an irrational person, who they were also terrified of.

1.3.4 An Exploration of Attachment in The Field of Literature

In the literary field, attachment theory offers a lens through which authors can explore the dynamics of human relationships in their works. By examining the attachment styles of their characters, authors shed light on the motivations and behaviors that underpin these relationships.

Novels that draw upon attachment theory often delve into themes of love, loss, abandonment, and the search for connection.

One such novel that exemplifies attachment theory in literature is *Jane Eyre* (1847) by Charlotte Brontë. The eponymous protagonist, Jane, experiences early trauma and neglect, leading to an anxious-ambivalent attachment style. Throughout the novel, her attachment patterns play a pivotal role in her relationships, particularly with Mr. Rochester. Jane's fear of abandonment and desire for emotional security are constant themes, adding depth and complexity to the narrative.

Another notable example is Ian McEwan's *Atonement*. This critically acclaimed novel explores the consequences of a young girl's misguided actions and the lifelong impact it has on her relationships. The character of Briony Tallis displays an avoidant attachment style due to her troubled upbringing. This attachment style dominates her interactions with others, leading to misunderstandings and a sense of emotional detachment. The novel effectively demonstrates how attachment styles can shape our perceptions of love and intimacy.

in *To Kill a Mockingbird* by Harper Lee. The novel portrays the attachment dynamics between siblings Scout and Jem, and their attachment to their father, Atticus Finch. Through their experiences in the racially charged town of Maycomb, Alabama, Lee examines how these attachments shape the children's perception of justice, morality, and compassion. Also, In Jodi Picoult's *My Sister's Keeper*, the novel explores the attachment between two sisters, Kate and Anna, as well as their mother, Sara. The book delves into the complex dynamics of their relationships and the profound impact it has on their individual identities.

These examples merely scratch the surface of how attachment theory has been utilized to explore human relationships in literature. Through the lens of attachment theory, authors have

provided readers with insight into the complexities of attachment, the consequences of unhealthy attachments, and the potential for healing and growth.

Resilience theory and attachment theory are two distinct psychological theories, however; they have common agreement related to early relationships and experiences and how both of which have a major impact on psychological development and adaptive functioning. Attachment theory emphasizes how early bonding with caregivers creates internal working models and impacts emotional regulation, crucial for resilience. Having secure attachment relationships can help by supporting effective coping strategies and offering a safe foundation for dealing with stress and challenges. Resilience theory acknowledges the fundamental role of secure attachment in promoting resilience, while also highlighting broader protective factors and adaptive coping strategies. Both theories emphasize the significance of interpersonal relationships and social support in promoting results when dealing with challenges. Combined, they provide a thorough structure to comprehend the interaction between early experiences, attachment patterns, and resilience factors throughout a person's life, guiding efforts to enhance mental health and functional abilities.

1.4 Resilience Theory

Resilience theory, which investigates how people recover from adversity, has been demonstrated as an effective tool to analyze literature. Literary scholars can learn about how fictional worlds portray the process of overcoming barriers by examining characters who confront challenges and obstacles. This approach sheds light on the variables that influence a character's ability to persevere, emphasizing themes such as hope, adaptation, and the search for meaning in the face of misfortune. J.G. Ballard's *Empire of the Sun*, a dramatic dramatized narrative of his upbringing during WWII, demonstrates this approach. The work depicts the protagonist's

resistance against unthinkable adversity, providing a gripping examination of resilience through the lens of fiction.

1.4.2 Defining Resilience

numerous scholars have investigated the concept of resilience and despite the fact that the concept has been defined through different perspectives there was a general agreement on its essence. the scholar Ledesma claimed that resilience is “The ability to bounce back from adversity, frustration, and misfortune” (1). On the other hand, Luthans added that it is “The developable capacity to rebound or bounce back from adversity, conflict, and failure or even positive events, progress, and increased responsibility” (702). In other words, Fred sheds light on the idea that resilience is not a fixed or innate trait, it is a skill that can be learned and strengthened via experience and it involves bouncing back from situations where an individual aimlessly fights for a target goal. Adding that; resilience allows the individuals to adjust with new demands and to keep chasing their desired aim. Simply, it is all about learning, adapting, and growing through your life’s journey.

While Luthans defines resilience as the ability to deal with life's obstacles, both positive and negative, he emphasizes that it can be acquired. Bonanno, on the other hand, defines resilience in terms of the outcome, retaining healthy functioning following a major obstacle. In which he said that; “resilience is a stable trajectory of healthy functioning after a highly adverse event” (511). Furthermore, Bonanno’s view on resilience has sparked discussions. Some researchers argue that it does not capture the experiences of people who show growth or positive changes after trauma. People can survive the most challenging ordeals-some even thrive. And yet, they may be unaware or unclear exactly how they got through the challenges they faced (220). The interesting twist at

Seligman and Masten views is that he draws upon unconsciousness by highlighting the idea that individuals might not be fully aware of the survival mechanisms they used during chaos which suggests resilience can be an intuitive process.

The suggestion that resilience is simply being able to bounce back most likely comes from its use in the physical sciences. A resilient material can return to its original state after being bent or stretched—often dramatically. Just think of a bridge spanning a wide river, maintaining its integrity despite twisting in the wind, or a small flower growing through concrete (Masten 10).

More precisely, Masten believes that the concept of human resilience is more complex than physics parallel suggests. While people's experiences may transform them, this does not prevent them from recovering and functioning successfully. In essence, resilience is focused on the ability to adapt and grow, rather than a complete return to a previous state.

From another viewpoint, Pemberton claimed that; “resilience is the capacity to remain flexible in our thoughts, feelings, and behaviors when faced by life disruption, or extended periods of pressure, so that we emerge from difficulty stronger, wiser, and more able” (2).

In other words, Pemberton conceptualized resilience as a multifaceted process characterized by adaptability and growth in the face of life's adversities. This perspective transcends the mere act of enduring hardship; instead, it emphasizes the potential for positive transformation. By remaining flexible in thought, emotion, and behavior when confronted with disruptive events or sustained pressure, individuals foster the capacity to emerge from challenging circumstances not only stronger but also wiser and more adept at navigating future difficulties.

In the 1970s the look shifted at the possibility of psychopathology in youngsters which unveiled something interesting; some kids showed incredible improvement even after being

exposed to risk factors. This revelation marked the emergence of the concept of resilience, shifting focus from mental illness into mental health. The new field of research provided important funding that improving results in the areas of early childhood education, social development, emotional well-being, and psychology.

In many cases, the resilient person goes above and beyond just getting back up. Even the most resilient individuals are likely to shift or retreat after experiencing a major life tragedy like a loved one's death or an unexpectedly negative medical prediction. On the contrary, psychological research has shown that resilient people who endure traumatic circumstances do not necessarily bounce back quickly, but rather push ahead in different ways. The worst of situations usually create the way for the best, even when you are knocked down by what has transpired (Frankl 78)

Seligman posits that, adversity can serve as a catalyst for a beneficial shift in self-perception. Individuals may discover latent strengths and gain a better grasp of their social networks, resulting in the consolidation of supportive relationships. This enhanced clarity encourages a prioritization of key beliefs and life goals, allowing for the removal of unnecessary aspects and a concentrated pursuit of purpose.

Fundamentally, there is no particular definition of Resilience, but for some, resilience is not about being untouchable, but rather about accepting and even celebrating one's own frailty. It acknowledges that difficulties, disappointments, and defeats are inherent to being human. Resilience teaches us that we should not strive for perfection but rather to be adaptable, to surround ourselves with supportive people, and to be strong emotionally also the majority if not all. Researchers in these concepts agree that resilience is multifaceted when invited to examine the topic during a panel discussion and People, businesses, communities, and society can all assign diverse meanings to the concept as a whole. People may be more resilient in some parts of their

lives compared to others, and their resilience may increase at some points in their life while it decreases at others (Michael 14).

1.4.3 Origins and Key Elements of Resilience Theory

Resilience as a concept is not necessarily straightforward, the most well knowing definition for it is the theory that delves into the human capacity to adapt and bounce back successfully in the face of adversity, challenges, and difficult life events. It emphasizes the ability to thrive even after experiencing significant setbacks or trauma.

Resilience theory was been and still renewed research topic in the field of academia. Researchers till today are trying to understand and explain how people face and overcome hardship since the old and new generation do not bounce back the same way from their misfortune, or frustration. one of prominent figure who extensively studied resilience theory, and delve in its depth was Dr. Norman Garmezy (June 18, 1918 – November 21, 2009). Garmezy was a professor at Duke University from 1950 to 1961 and the University of Minnesota's Institute of Child Development from 1961 to 1989 after earning his doctorate from the University of Iowa in 1950. His first works focused on the causes of schizophrenia however his latter studies on resilience, coping, and risk in children's development is what brought him the greatest fame.

Project Competence Longitudinal Study (PCLS) of the mid 1970s was a significant project for Garmezy. The research results indicated that competence had multiple dimensions, that these dimensions varied in their enduring nature and evolution through time, and that they were significant predictors of adult success. Research has shown that children who excel in social, cognitive, and academic areas are less likely to suffer negative consequences as adults. Additionally, children who suffered childhood hardship but possessed these competencies

resembled their peers who had not faced adversity in childhood. Innovative, still-used methodologies for studying these issues were also pioneered by Garmezy and his students. For instance, the Revised Class Play—a strategy for facilitating classroom participation through the assignment of social roles to classmates—had its origins in the PCLS.

In the context of resilience, Garmezy's work aligns with the idea that resilience is not necessarily impervious to stress. Instead, it represents the capacity for recovery and adaptive behavior he said that "Resilience is designed to reflect the capacity for recovery and maintained adaptive behavior that may follow initial retreat or incapacity upon initiating a stressful event." (418). Just as Jim, the protagonist in *Empire of the Sun*, adapted and persevered amidst the chaos of war, Garmezy's research underscores the importance of resilience in overcoming adversity and thriving despite challenging circumstances.

Garmezy suggested three main aspect which generate to resilient personality trait including internal factors such as; Individual Temperament, including Positive responses to others and Cognitive skills. And two other external factors like; Family cohesion and warmth including grandparents and children. in addition to Support factors; those which are external to the family, supportive teachers, a strong maternal substitute...etc., can be a best instance.

A further well-known scholar who researched resilience is Michael Rutter friend of Dr. Garmezy together they edited the first major book in field of developmental psychopathology, he was entitled *Stress, Coping, and Development in Children*. Rutter at the very beginning of his book under the title of *Developing Minds: Challenge and Continuity Across the Life Span* he defines resilience as "results from having the encounter at a time, and in a way, that the body can cope successfully with the noxious challenge to its system." (98), and he adds in his article "Resilience as a Dynamic Concept", which was published in the journal of *Development and Psychopathology*

in 2012, that “Resilience is an inference based on evidence that some individuals have a better outcome than others who have experienced a comparable level of adversity.” (Rutter 335). For Rutter resilience is more about being able to adjust when given the chance, rather than any connection to a person's psychological characteristics. Also, in his view, children can be resilient despite exposure to certain dangers; hence, a variety of environmental and risk factors might influence whether or not children exhibit resilience in certain contexts.

For the American psychologist Emmy E. Werner (1929 – October 12, 2017) whose known for her research on risk and resilience in children, she sees resilience as “Resilience represents a constellation of characteristics that protect individuals from the potential negative effect of stressors,” (33), and she adds in context of children resilience in her book *Vulnerable, but Invincible: A Longitudinal Study of Resilient Children and Youth* (1955) that there is no stronger protective factor for kids than their primary caregiver’s mental health. In simple meaning, to Werner children resilience is when they play well, work well, love well, and expect well.

Werner held an ecological perspective on resilience that centered on a child's own protective characteristics, such as their own dispositional traits, strong familial bonds, and social networks. According to Werner, the need for safeguards increases in proportion to the degree of stress. Suniya Luthar who previously served on the faculty at Yale University's Department of Psychiatry and the Yale Child Study Center and as Foundation Professor of Psychology at the Arizona State University. Define resilience as “the ability to use personal qualities to withstand pressure.” (739). This means that resilience is the ability to draw on one's own strengths in order to manage difficult circumstances and stresses. And she adds in her book *Resilience and Positive Psychology* that “Resilience is those children who ‘worked well, played well, loved well, and expected well” (125-128).

1.4.4 Protective Factors that Foster Resilience in Psychology

According to Masten, Ann S. (2006), protective factors are characteristics, both personal and environmental, that help people adapt and grow in the face of potentially dangerous circumstances and cultural norms (173). Attributes that enhance health and wellbeing for individuals who face adversity are described using a paradigm called the resilience portfolio model by Grych, Hamby, and Banyard (2015). In order to construct a comprehensive model, factors such as self-regulation and social support have been identified and organized into three domains:

1. Self-regulation: Having strong regulatory abilities helps with things like controlling one's impulses, keeping one's emotions in check, and keeping going when things get tough.
2. Interpersonal strengths: Building solid ties with loved ones, acquaintances, and neighbors helps one thrive and bounce back from adversity.
3. Meaning making: A person's mental health can benefit from their capacity to comprehend and articulate traumatic or distressing situations. Included in this category are religious and spiritual practices that help people make sense of their lives in the face of adversity and violence.

According to the resilience portfolio model, a person's ability to decrease exposure and improve coping may depend less on any one strength or protective factor and more on the sum of their strengths, also called poly-strengths. According to Grych et al. (2015), "their resilience portfolio" (the density and diversity of resources and assets available to individuals) determines how they react when faced with violence, which is supported by the employment of poly-strengths. Protective factors can function in many ways. Their effects on health and wellbeing can be mitigated, or they can make adversity less likely to occur (343-354). This was on full display in the countless news accounts detailing the terrible events of 9/11 at the World Trade Centre, which

shocked people all across the globe. Despite all the hardship, some New Yorkers showed remarkable resilience and perseverance. Now, we can assess their advantages. Some of the most promising protective factors included emotional intelligence components – emotional regulation and emotional awareness. Others included optimism, a sense of purpose, and psychological endurance (Hamby 172-183).

1.4.5 Child Resilience and Its Protective Factors

Various theories regarding the mechanisms of child resilience have been put forth by researchers in an effort to design programmed that foster resilience in children. The following are descriptions of three of these hypotheses from Yates and Masten's (2012) in *Fostering the future: Resilience theory and the practice of positive psychology*:

This concept proposes that protective mechanisms moderate the risk for certain outcomes; it is called the protective factor model. One sub-model, the risk-protective process, works by reducing the correlation between risk and negative outcomes, while the other, the protective-protective process, works by amplifying the effect of positive factors.

The protective factor model: This model suggests that the risk for particular outcomes is moderated by protective mechanisms. This model is further delineated by two sub-models: 1) The risk-protective process, which operates by minimizing links between either risk and undesirable outcomes; and 2) the protective-protective process, which operates by increasing the impact of promotive factors. To illustrate the former protective factor model in action, consider a group of students from low-income homes who, thanks to good schools and teachers, manage to do well in school.

The challenge model: which proposes that exposing children to hazards at a young age might help them develop resilience in the face of adversity. To rephrase, a child's resilience against negative consequences is enhanced when they are able to overcome early stress or trauma. What does not kill you just makes you stronger is a recurring theme in this concept. Because the kind and level of early risk determine whether early exposure is protective or harmful, the idea is difficult to apply. Someone whose family is in the military may, for instance, develop exceptional social skills as a result of the frequent changes in educational environments. yet, if the child's capacity to form friendships is impaired due to frequent school movements, the child may struggle to adapt and end up socially isolated.

Several other factors, such as the child's IQ, social support system, and temperament, play a role in both cases as well. For instance, a child who is extroverted and calm may react differently to frequent moves than an introverted and nervous child. But first, let's consider the following question: How do you know if you have Resilience? Even though people may build up a lot of resilience, it's impossible to tell if it's enough until you need it. Therefore, resilience can be seen as a form of emotional protection. According to Masten (2012), there are two common methods for evaluating a child's resilience; The first method is generally concerned by Meeting Age-Related Developmental Goals, a child would be considered resilient if he/she was on target with meeting important developmental milestones such as learning to walk or using language. However, the second method in the other hand focuses on Attaining Adaptive Psychosocial and/or Behavioral Outcomes, for example, it considers a child as resilient if he/she experienced positive prosocial outcomes such as quality peer relationships, emotional wellbeing, and academic and/or career-related achievement.

The U.S. Department of Health and Human Services (HHS) acknowledged the work of the National Research Council and Institute of Medicine (2009) on child maltreatment. In response, the HHS emphasized a framework built around protective factors to promote child well-being and reduce the risk of abuse and neglect. These protective factors can be found at different levels:

1. Individual Child: This encompasses a child's excellent physical growth, intellectual accomplishment, high self-esteem, emotional regulation, strong coping abilities, and participation in positive activities.
2. Parent/Caregiver: Strong social ties, resilience as a parent, and understanding of child development are all essential.
3. Family: it includes; strong family bonds, availability to practical assistance in times of need, and a good family environment.
4. Community: Safe communities, access to social services, and strong peer relationships all help a child's well-being as well fostering their sense of resilience.

By focusing on strengthening these protective factors, the HHS aims to empower families and communities to create environments where children can thrive and be resilient enough in the face of hardships and adversity.

1.4.6 The Examination of Resilience in the Field of Literature

In literature, resilience theory offers a lens through which characters' determination, growth, and adaptability can be examined. Novels such as *To Kill a Mockingbird* by Harper Lee and *The Color Purple* by Alice Walker skillfully incorporate resilience themes, showcasing characters who triumph over adversity and emerge stronger. Scout Finch and Celie Johnson are prime examples

of resilient protagonists who navigate through prejudice, abuse, and societal constraints. Their ability to maintain hope, seek support, and forge their own paths demonstrates the resilience inherent in the human spirit.

Another notable application of resilience theory in the literary field can be seen in J.K. Rowling's *Harry Potter* series. The central character, Harry Potter, endures immense hardships, including the loss of loved ones, discrimination, and constant danger. Rowling expertly weaves resilience into the narrative, highlighting the importance of friendship, courage, and the power of love in overcoming adversity. Harry's unwavering determination, despite facing insurmountable odds, resonates deeply with readers and exemplifies the transformative potential of resilience.

Resilience theory also finds its place in contemporary literature, with authors like Celeste Ng exploring the complexities of resilience in her novel *Little Fires Everywhere*. Through her characters, Ng delves into the intricate web of resilience, illustrating its fragility and the consequences of denying its existence. The novel portrays the interconnected lives of individuals as they navigate societal pressures, loss, and identity struggles. Ng's insightful portrayal reminds readers that resilience, though not always visible, lies within us all, waiting to be discovered and nurtured.

Chapter Two: Attachment in Jim's Uncertain World

This chapter explores the early life of Jim, focusing on his separation from his parents. It will examine how this event affected the important people in his childhood (attachment figures) and how it influenced the way he forms relationships with others (attachment style). This understanding will be crucial as we investigate Jim's relationships and his adjustment in the internment camp. By following the development of Jim's attachment patterns, we hope to shed light on the significant impact they have on his sense of self and behavior.

2.1 Parental Bond in Adversity through Attachment Theory Perspective

Attachment theory emphasizes the importance of secure emotional bonds with caregivers, particularly in early childhood, for healthy development. Jim's experiences throughout the novel reveal a complex picture of attachment. Within the realm of parental bonding and its effects on childhood trauma, the dynamics of a child's relationship in a high social class family can be quite intricate. Despite the presence of a carer, the child often maintains a primary connection with his parents. In many instances, such as in the case of the protagonist Jim, the emotional bond with the mother tends to be stronger than that with his father, this can be portrayed through several occasions such as in part one chapter five "Escape from The Hospital"; "Once there, Jim's sole thought was to leave the hospital and return to his mother at Amherst Avenue" (47). This shows Jim's strong desire to reunite with his mother, highlighting his attachment bond with her. The act of being separated, whether due to parental obligations and lifestyle choices or inappropriate goodbye due to war conditions, can greatly impact a child's emotional state and affects his ability building healthy social bonds in the future as well as his attachment style.

'You live in Amherst Avenue? You must go home.' The sister beckoned to a Chinese nun, who laid Jim's freshly laundered clothes on the bed. He could see that they

were eager to be rid of him. ‘Your mother will look after you.’ [...], It’s very bad for us...She was angry with him. (50-51)

These quotes represent a situation where Jim was not receiving the emotional support, he craves which would enhance his feel of rejection and loneliness that generates to unsecure attachment for future relations.

While the Amah, or caregiver, fulfills an important role within the family's privileged lifestyle, the child's emotional reaction to being apart from their parents can differ, this reaction may encompass feelings of security or confusion, depending on the quality of care provided and the child's attachment to the Amah. However, it is crucial to acknowledge that while external caregivers have significant roles to play, they cannot replace the foundational impact of parental bonds with their children, particularly when dealing with trauma and separation. this explains Jim's hope for his parent’s arrival to the hospital not his Amah, “...hoped that they would soon come to visit him” (45-46).

The need of parental figures plays a crucial role in the novel. The theme is not simply present in the background; it is a driving force that shapes the protagonist's actions and choices. When Jim is confined to his living quarters in Lunghua camp, he carefully cut a section of a photograph depicting a couple and attached it to the wall.

The blurred images of a man and a woman standing arm-in-arm reminded Jim of his parents. This unknown English couple, perhaps dead in an air raid, had almost become his mother and father. Jim knew that they were complete strangers, but he kept the pretense alive, so that in turn he could keep alive the lost memory of his parents. (185)

From the perspective of attachment theory, the faded image of the couple on the photograph triggered a strong memory of Jim's own parents revealing a deep longing for secure attachment figures and suggesting that Jim have had a secure attachment with his parents in the past, characterized by trust, comfort, and a sense of security. However, the current situation at Lunghua camp, has disrupted those attachment bonds.

The unknown couple, air raid victims, symbolize a desperate attempt to fill Jim's parents' absence. Even though he admits they are “complete strangers,” Jim holds onto the idea, “almost” transforming them into his mother and father. This conduct illustrates a fundamental principle of attachment theory: the human urge for connection and a sense of safety. By maintaining the “pretense” of a parental tie with the couple, Jim subconsciously attempts to imitate the feelings of trust and comfort that come with secure attachment. Keeping the “pretense alive” also emphasizes the ability of internal working models to influence behavior. According to attachment theory, our earliest interactions with caregivers form our internal working models of relationships, therefore; Jim's favorable memories of his parents are more likely to affect his internal working model of a safe bond. In the absence of his biological parents, he seeks a substitute who fits in with this concept, even if it means connecting to a mere picture. these strangers, who have served as Jim's “surrogate parents for so many years,” (257) are critical in providing feelings of safety and comfort, even if they are temporary or non-living. The image represents the emotional connection he has formed with these substitutes, which provides him with a sense of stability in the midst of chaos.

However, Jim's identification of the people in the photograph as his parents could point to a beginning of memory loss regarding their identities and mental imagery.

“You’re keen to see your mother and father again?”

“Yes, I am. I think about them every day.”

“Good. Do you remember what they look like?”

“I do remember. . .” Jim hated lying to Dr. Ransome, but in a sense, he was thinking of the photograph of the unknown man and woman, he had pinned to the wall of his cubicle. He had never divulged to Dr. Ransome that these were his surrogate parents. Jim knew that it was important to keep alive the memory of his mother and father, but their faces had become hazy. (222)

Jim's struggle with his parents' fading memories and anxious need for a sense of security is key theme in the novel. Dr. Ransome's question, “You’re keen to see your mother and father again?” addresses a fundamental human desire: reunion with attachment figures and Jim reply, “ ‘Yes, I am.’ ‘I think about them every day,’ ” emphasizes his parents' continually presence in his thoughts despite their actual absence. This longing for is in line with attachment theory's emphasis on the human desire for closeness and security with caregivers. Dr. Ransome's follow-up question: “Do you remember what they look like?” His hesitant response, “I do remember...”, combined with his feelings of guilt about lying, shows a fading memory of his parents' genuine appearances. This could be due to time, more frequently trauma, or a lack of physical contact. Attachment theory emphasizes the fact that positive and consistent interactions with caregivers are essential for developing secure attachments (Ainsworth & Bowlby 334). In Jim's case, without those contacts, his memories of his parents deteriorate.

Nevertheless, Jim’s struggle with the concept of recognition and belonging, “he wondered if his mother and father would still recognize him” (72), reflects an insecure attachment, compounded by the war's chaos. his fear that his experiences have permanently changed the

parental bond highlights that the thought of reuniting with his parent's triggers anxieties and revealing the lingering effects of the separation. Also, Jim's acceptance of his parents' absence, "by now Jim had accepted that his mother and father would not be coming home" (62), represents a shift toward an avoidant attachment style, in which apathy serves as a coping mechanism against the pain of uncertain relationships.

Jim's emotional state and desire for familial reunion against the setting of war expresses a sensation of urgency and physical discomfort; "His whole head felt swollen and there was a loose tooth in his lower jaw. He wanted to see his mother and father, and he wanted the war to end soon, that afternoon if possible" (65)

His longing to see his parents is worsened by the immediate pain he experiences, which represents the broader suffering caused by the war. His request for the war to end "that afternoon if possible" demonstrates childish innocence and frustration, serving as a sad reminder of the personal cost of violence. Emotionally The protagonist's nostalgia and the psychological implications of long-term separation;

The last trickle of water from the bathroom taps had made him almost drunk, the same sensation he had known before the war when he was about to go to a party. He reminded himself of his mother and father, but already their faces were beginning to fade in his memory. (77)

The water's effect, similar to drunkenness, implies a brief escape from reality, a return to the happy days before the war. However, this escape is deformed by the fading remember of his parents' features, indicating the erosion of human relationships with time and the worry of losing those memories entirely.

Another potential factor influencing Jim's attachment experiences was the spiritual link with God, which is often intertwined with attachment figures, his parents' agnosticism, "His mother and father were agnostics" (218). Jim's subsequent declaration of atheism; "Jim had impressed his school friends by announcing that he was an atheist" (10), can be interpreted as a detachment from the spiritual anchors that provide comfort in times of distress. This detachment may be a protective measure, guarding against the disappointment of unanswered prayers for reunion and safety. Also shows that Jim and his parents have the same view point toward religion which contributes to intellectual connection in realm of belief systems.

The protagonist experienced a range of conflicted emotions by the end of his journey to locate his parents, "Now that he was about to see his real mother and father, he had thought of tearing up the picture of the unknown couple outside Buckingham Palace" (257). This demonstrates a mixed combination of expectation and contempt which are indicatives of the 'loss paradox' in attachment theory, where the resolution of an attachment quest can lead to grief over the loss of the quest itself. Also, what this quest captured from sacrifices and transformations.

As long as he searched for them, he was prepared to be hungry and ill, but now that the search had ended, he felt saddened by the memory of all he had been through, and of how much he had changed. (157)

The protagonist's willingness to face hardship while searching for his parents shows a strong "attachment drive," a key component of the theory that emphasizes the intrinsic motivation to seek closeness to attachment figures in order to feel secure. The difficulties encountered can be seen as "attachment behaviors," which are actions made to maintain or attain proximity to the caregiver, in this case, the protagonist's parents. Furthermore,

the protagonist's notice on how much he has changed relates to the idea of 'identity metamorphosis' in attachment theory. The experiences and adaptations made in the absence of attachment figures can result in major personal growth and self-redefinition. The protagonist's change indicates that the search was about more than just reestablishing lost ties; it was also about building an independent self.

The act of tearing up the picture represents a rejection of a substitute or a false image in favor of a coming truth this implies a desire to forget the past and embrace his upcoming reunion with his biological parents. However unexpected layer of emotion emerged "To his surprise he felt a moment of regret, of sadness that his quest for his mother and father would soon be over" (157). According to attachment theory the quest's ending offers both pleasure from reunion and sadness since it represents the end of an attachment-seeking journey that provided a feeling of purpose and identity-the quest itself held value. The protagonist's conflicted emotions are consistent with the concept of 'earned secure attachment 'in which an individual who has encountered unfortunate circumstances develops resilience and an advanced understanding of relationships as a result of their experiences. Ballard's narrative tackles the complex relationship between journey and destination, as well as how the pathways we choose can become intertwined with our identities.

The protagonist, Jim's, internal state as he anticipates the post-war reunion with his parents "Yet now that the war was over, he felt surprisingly calm. Soon he would be seeing his mother and father, returning to the house in Amherst Avenue" (246). This indicates a sense of relief and calm following the end of the conflict. The calmness can be explained by Jim's secure attachment expectations being restored; the possibility of

rejoining with his attachment figures—his parents—provides a sense of normalcy and safety. But despite their physical reunion there was an emotional gap;

Jim had wanted to explain to his parents everything that he and the doctor had done together, but his mother and father had been through their own war. For all their affection for him, they seemed older and far away. (373)

Jim's parents, who have faced their own challenges, appear transformed and distant. This shows that, while physical connection to attachment figures has been restored, emotional intimacy and understanding may take some time to recover. Jim's urge to share his experiences with his parents is a normal attachment behavior in which he seeks validation and empathy from his primary caregivers. However, the impact of the conflict on his parents prevents him from connecting with them. Attachment theory says that such disturbances might lead to a “anxious-ambivalent attachment,” where the yearning for intimacy is matched with fear of rejection or misunderstanding.

In J.G. Ballard's *Empire of the Sun*, Jim and his parents' relationship is vividly explored through a series of dramatic events that represent the chaotic consequences of war. At first, Jim finds himself caught between excitement and dislike; he longs for a reunion with his biological parents while also considering breaking links with his past, as shown by his desire to trash a photograph of an unknown couple, the thought of reunion approaches, Jim is overcome by feelings of regret and sadness, realizing that the end of his journey also marks the end of a defining chapter in his identity. His fear of change is apparent, as evidenced by his unwillingness to discuss his parents and his concern about their possible changes. The physical reunion with his parents reveals an emotional distance, implying the need for time to heal the emotional connection that

formerly existed. Jim's urge to share his wartime memories with his parents demonstrates his want for validation, which is rooted in natural attachment patterns. However, the impact of war dangles large, casting a dark cloud over their emotional bond and emphasizing the conflict's long-lasting influence on human connections. Despite these challenges, Jim's persistence and hope shine through; his peace after the end of the war, as well as his unshakable desire for familial reunion, illustrate his inner strength and the human spirit's ability to heal and reunite.

2.2 Basie and Dr. Ransome Thorough the Lens of Attachment Theory

Basie, an American sailor, who Jim encounters before being transferred to the imprisonment camp, he characterizes Basie's face as unremarkable, devoid of any visible signs of the copious experiences he has lived through "bland, unmarked face from which all the copious experiences of his life had been cleverly erased..." (92). Basie is a 'sparkly confidence trickster' with no loyalties, competing with Doctor Ransome, He is more capitalist and materialistic in his motives, he is loner; runs with a certain group and when that group is no longer a benefit to his own well-being, he moves on to another group that can benefit him. This opportunistic mentality led him to try making some profits from the war by trading whatever he can "Basie even sold information for small scraps of food" (119). Consequently, he ends up with a full basic grocery store within the camp;

At first sight the cubicle seemed to be filled with old rags and wicker baskets, but it actually contained a complete general store. There were aluminum pots and pans, an assortment of women's slacks and blouses, a Mah-Jongg set, several tennis rackets, half a dozen unmatched shoes and a king's ransom of old copies

of Reader's Digest and Popular Mechanics. All these had been obtained by barter.
(231)

He is a significant character, aside from Dr. Ransom, who impacts Jim's attachment style, mainly keeping Jim at a distance, not too far and not too near, using him as a tool to help in difficult circumstances and occasionally protecting him. For instance, when Jim is first captured, Basie assigns him the task of stealing stuff from other POWs to sell "Jim felt free ... fueled by hunger and the excitement of stealing from the old prisoners" (120). This can be seen as important as it cements in Jim's mind that he should switch his mentality from the high moral wealthy child to focus on himself only and to be self-preserving in order to survive. Jim's attachment to Basie can be described as a multifaceted relationship, it is not just about emotional closeness, yet it also draws upon survival bonds.

Through the novel and its chaotic events, it is clear that relationships and serving as a responsible father are not Basie's strong suit. However, some of his behaviors portray an image of Basie functioning as an attachment figure for Jim;

When Jim was younger Basie spent hours making toys for him out of copper wire and cotton reels, sewing exquisite fish flies that hung from free-floating buoys.

On Jim's birthdays it was only Basie who gave him a present. [...]

He reached under his pillow and brought out a small sweet potato. "You eat this while I work out our jobs. When you've finished, I'll give you a Reader's Digest you can take back to G Block. "Say, thanks, Basie!" Jim devoured the potato. He liked Basie's cubicle. The abundance of objects, even if they were useless, was reassuring, like the abundance of words around Dr. Ransome. The Latin

vocabulary and the algebraic terms were useless too, but they helped to make up a world. Basie's confidence in the future encouraged him. (232-234)

In his creations of toys and birthday presents, Basie clearly demonstrates care and nurturing behavior. Attachment theory indicates that persistent, attentive caregivers establish in youngsters a sense of comfort and trust, allowing them to bravely explore their surroundings (Bowlby 79). Basie's efforts could be regarded as attempts to form a secure relationship with Jim. However, the dynamics of the internment camp paint a more complicated picture. Basie's modest acts of kindness, such as giving Jim a sweet potato and a magazine, are transactional. The potato is a prize for future work, and the magazine serves a purpose other than pure enjoyment. This shows an important distinction from a secure attachment. In stable attachments, giving is driven by a desire to see the child prosper, rather than personal gain.

Despite his utilitarian thinking, Jim takes comfort in Basie's "abundance of objects" and "confidence in the future." Attachment theory proposes that familiar things can also serve as substitutes for caregivers, creating a sense of security (Ainsworth 932). Similarly, Basie's optimism provides a sense of stability in an unstable world. This emphasizes Jim's desire for attachment, although in an imperfect form. Another intriguing aspect is Jim's contradictory feelings toward Basie; sometimes he is compassionate, generous, friendly he even admires him for being easy going person comparing to his father; "Jim noticed how different Basie was from his father in this respect. At home, if he did anything wrong, the consequences seemed to overlay everything for days. With Basie they vanished instantly" (120). Other times he views and

describes him as a “marine parasite from its shell once he reached the more succulent terrain of the prison camps.” (123). When Jim escapes with Basie and a group of thieves outside the stadium, he finds that “Basie had been prepared to see him die, and only Jim's lavish descriptions of the booty waiting for the bandits in the stadium at Nantao sustained Basie's interest in Jim.” (344). Also, throughout their early friendship, Basie tried to sell Jim; “It soon became clear to Jim that Basie was trying to sell him to the traders” (101).

According to attachment theory, children who get inconsistent or neglectful care from caregivers develops insecure attachments (Bowlby 1978), Basie's willingness to see Jim die and his attempt for selling him is extremely devastating, however, with the succession of the events, Jim raised awareness toward Basie's real character in which he eventually compared him to a “marine parasite” indicating a strong feeling of dislike. Attachment theory highlights the significance of a caregiver's availability and response during times of threat. Yet, Basie's apparent indifference to Jim's survival indicates a failure to provide the protection and support he seeks, decreasing any sense of solid attachment and delivers a message of self-preservation above everything else, shattering any sense of security Jim may have developed. At the peak and the end of their relationship Jim noticed that Basie;

[...] remained the same small, finicky man worrying about his hands, ignoring everything but the shortest-term advantage. His one strength was that he never allowed himself to dream, because he had never been able to take anything for granted... Sitting beside Basie as he polished his nails, Jim realized that the entire experience of the war had barely touched him... He had learned nothing from the war because he expected nothing. (345-346)

Jim's description of Basie as “the same small, finicky man” focused with immediate benefits stresses a critical idea in attachment theory “responsiveness”. Secure attachment figures recognize a child's needs and respond accordingly. Basie's self-absorption indicates a failure to address Jim's emotional needs, which have most certainly grown dramatically during the war. Furthermore, the statement about Basie “never allowing himself to dream” can also be seen through the attachment theory lens which claims that secure caregivers need to offer a safe environment for children to explore and dream. Basie's negativity and lack of hope are in direct opposition to this ideal. This may represent his own insecure attachment style, limiting his capacity to provide a secure atmosphere for anyone. Perhaps the most touching point is Jim's knowledge that the war “had barely touched” Basie. Attachment theory emphasizes the value of shared experiences in establishing relationships (Ainsworth 711), Jim definitely impacted by the brutal realities of war, feels a fundamental disconnect with Basie, who appears unaffected. Jim's emotional detachment is likely due to an unmet need for connection.

Basie's influence on Jim's attachment is primarily through the effect he has on Jim's views of human nature. Basie sows the seed of moral relativism into Jim's mind by showing that any action, no matter how morally distasteful, can be justified by an appeal to the prevailing circumstances, and it is through Basie that Jim first becomes aware that there exists more than just one perspective on a given situation. For example, when Jim knows that Basie is looting dead bodies “he has a bag of gold teeth” (98), this causes Jim to question the supposed correctness of his own perspective. As the situation in the camp worsens, Jim is exposed to various conflicting viewpoints from the different nationalities and social classes, and he is forced to learn that morality and the concept of what is right

or wrong are flexible ideas which vary according to the individual or group. Such experiences confuse and unsettle Jim, and although he never wholly accepts Basie's amoral philosophy, he is no longer able to cling to his naive childhood beliefs. Throughout his journeys in the war, Jim is constantly forced to make decisions on his own for his own survival.

Dr. Ransome, the British doctor in the camp, is Jim's main caretaker, he is in his early twenties with “self-assured manner of the Royal Navy officers who cut such a dash at the Shanghai Garden parties, thrilling the mothers of Jim’s friends” (130). Jim thinks at first that Dr. Ransome is “one of those tiresome Englishmen who refused to grasp that they had been defeated.” (130). He distrusts him and sees him as selfish and self-centered. On the way to the camp, Jim detects that the doctor seems less interested in the dying old people than he pretended. “Dr. Ransome was less interested in the dying old people than he pretended” (140). However, Jim's impression of him changes when the doctor reveals his compassion and spirit of self-sacrifice, one example of this is when Dr. ransom caught Jim Stealing tomatoes from the hospital garden so he can give it to Basie he turned a blind eye “Dr. Ransome placed the tomatoes in Jim’s hand. “I want you to eat them, Jim. I’ll get you something for Basie” (224), another situation that shows the doctor generosity is when he gives meat to Jim at his owen expense; “‘Here you are, Jim.’ Dr. Ransome handed Jim his potato. He had taken a small bite, but most of the sweet pith was intact. ‘It’s a good one, you'll enjoy it’”. (148)

Doctor Ransome also shares personal misfortunes with Jim and listens to his problems, his worries and anxiety about Jim’s parents and from time to time he asks him questions about his parents “You’re keen to see your mother and father again?” [...], “Do

you remember what they look like?”, which seems like an attempt on his part to keep the memory of his parents alive in some corner of Jim's memory also to prepare him for the possible fact that they may have changed “I'm glad you remember them, Jim. They may have changed” (222). Dr. Ransome's actions effectively demonstrate Bowlby's suggestion that caregivers give time and energy to understanding and aiding the afflicted individual (Holmes 311-312). Furthermore, his willingness to provide Jim with food even if it might harm his personal health.

During the past three years, as Jim grew, Ransome's large body had shrunk and wasted. Jim could scarcely believe his memories of the burly, sandy-haired man with heavy thighs and arms, twice the size of the Japanese soldiers. But during their first two years in the camp Doctor Ransome had given too much of his own food to Jim. (208)

Ensuring that he is not ignored due to his tender age “he made sure that Jim received the prisoners' full ration from the Japanese guard” (151), maintaining his cleanliness so he do not contract any diseases “By an enormous effort of will he had told Jim to strip and had washed his clothes ... using a piece of scented soap he borrowed from Mrs. Hug.” (152), “Dr. Ransome thought that Jim had caught pneumonia ... and Dr. Ransome come in every day and wash Jim himself” (195). In one hand these examples throughout the novel clearly illustrate that Ransome demonstrates real concern for Jim's well-being and provides a safe-haven for attachment behaviour to be displayed and in the other hand it heightens Jim's secure feelings with Ransome because it is recognized that a major aspect in attachment bonding is the infant's safe feeling that the caregiver will be a permanent pillar of support (Holmes 89).

Ransom wasn't just an emotionally secure figure for Jim, he also was an intellectual and behavioural mentor, his efforts to teach Jim Latin and New words “There were his Latin homework for Dr. Ransome” (193), Jim tackled his Latin assignment, which was a mound of passive voice verbs provided by Dr. Ransome. He truly like Latin since its strict structure and connected language reminded him of his father's passion, chemistry. Despite the Japanese closing the camp school to spite the parents (who were now left with their children all day), Dr. Ransome continued to load Jim up with work. Poetry, math challenges physics, and even French, which Jim hated. It was Dr. Ransome's method of keeping him engaged, or possibly a desperate attempt to maintain an image of normalcy - a slice of pre-war England still alive in this internment camp (199). The passage describes the attempt of Seeking Security in a stressful and Chaotic Environment –a prison camp with a closed school. This resonates with the concept of a secure base in attachment theory (Ainsworth et al. 1967). A secure base is a caregiver who provides a safe and comforting haven, allowing the child to explore the world with confidence also shows Dr. Ransome as a Source of Structure and Routine, in context, Dr. Ransome represents Jim's alternate secure base. He provides structure and routine through assigned coursework (Latin, poetry, science, etc.). This might be interpreted as an attempt to build a feeling of routine and predictability in a chaotic situation, which may be reassuring for Jim (solid attachments allow for exploration).

Dr. Ransome desperately clung to the illusion of normalcy, assigning Jim a mountain of schoolwork despite the impending war's end. Yet, beneath this facade, cracks began to show. He resented Jim for puncturing his carefully crafted bubble with the truth – people adapt, even to war. Dr. Ransome even suspected Jim enjoyed Latin for the

wrong reasons, a selfish escape rather than a celebration of pre-war England. While projecting the image of a “school prefect and head of rugby,” a symbol of order and authority, Dr. Ransome wasn't above a bit of slyness himself, as Jim observed;

Dr. Ransome was rather like a school prefect and head of rugby, though Jim was unsure how far this manner was calculated. He had noticed that Dr. Ransome could be remarkably devious when it suited him. (220)

This duplicity extended to Jim's homework. Surprisingly, Dr. Ransome wasn't truly interested in memorized verbs “Surprisingly, Dr. Ransome was not interested in whether Jim had memorized his verbs” (206). This inconsistency hinted at a deeper turmoil. Jim, yearning for even the chaos of an air raid, felt a gnawing hunger Dr. Ransome could only acknowledge, but unable alleviate “Jim longed for the next air raid, dreaming of the violent light, barely able to breathe for the hunger that Dr. Ransome had recognized but could never feed” (213). Dr. Ransome, for all his efforts, couldn't fully outrun the war's harsh realities.

2.3 Comparison: Doctor Ransome vs Basie

The characters Basie and Dr. Ransom are diametrically opposed in their attachment style to the protagonist, Jim. This distinction is critical in emphasizing different survival methods and moral views in the midst of war. Basie represents a pragmatic and self-serving attachment style that takes an opportunistic approach to survival; for him, attachment is a transactional affair in which emotional relationships come second to practical benefits. In sharp contrast, Dr. Ransom demonstrates a sympathetic and altruistic attachment style combined with a community-oriented survival approach; his

attachment to Jim is caring and paternal, with the goal of shielding him from the cruel reality of their circumstances while preserving his innocence and well-being.

Basie and Dr. Ransom's contrasting styles of attachment have a profound impact on Jim's development and perspective of human interactions. Basie's opportunistic manner introduces Jim to a hard and cynical sort of resilience, teaching him how to navigate the nuances of camp politics and employ cunning as a survival strategy. However, this bond exposes Jim to moral dilemmas and the darker side of human nature. On the other hand, Dr. Ransom's empathetic approach provides Jim with a sense of stability and moral guidance, providing as a contrast to the harshness he encounters elsewhere. This relationship serves as a model of integrity and selflessness for Jim, helping him maintain his sense of identity and humanity in the face of crisis. The interaction between Jim, Basie, and Dr. Ransom also represents a broader investigation of human bonds under harsh settings. Basie's survivalism and Dr. Ransom's generosity reflect opposing perspectives on war and incarceration, each having its own implications for personal and moral survival. Through these people, Ballard explores the complexity of attachment and its impact on individual behavior and ethical decisions in a conflict-torn planet.

2.4 Other Relationships: Exploring the protagonist's secondary connections

While Basie and Dr. Ransome relationship to Jim form almost the core of the novel, the protagonists' interactions with other characters such as; Mr. Maxted, Mrs. Vincent, and Private Kimura offer a remarkable range of attachment style. Mr. Maxted is similar to Dr. Ransom but not quite the same, the British doctor is one degree above him on Jim's relationship scale. However; Jim's relationship to Mr. Maxted is also as a

representation of his need for a father figure, exhibiting an anxious attachment style. Jim, separated from his own father, is drawn to Mr. Maxted's paternal traits and his position in the camp where he helps distribute food to the prisoners, as well as the fact that he is the father of Jim's best friend Patrick "His closest friend, Patrick Maxted" (5), and knows the protagonist's father, these two facts serve as the Bedrock for their relationship. Maxted cared for Jim on his own terms; for instance, he would not starve himself in order to feed him, but instead would say things like "Come on, Jim. Without you, it will not taste the same" (178). Another angel that contributed to formulating their attachment is Jim's admiration for him;

Jim admired Mr. Maxted, an architect turned entrepreneur who had designed the Metropole Theater and numerous Shanghai nightclubs. Jim often tried to imitate his raffish manner but soon found that being so relaxed was exhausting work. Jim had little idea of his own future life in Shanghai was lived wholly within an intense present but he imagined himself growing up to be like Mr. Maxted. Forever accompanied by the same glass of whiskey and soda, or so Jim believed, Mr. Maxted was the perfect type of the Englishman who had adapted himself to Shanghai, something that Jim's father, with his seriousness of mind, had never really done. (21)

Based on attachment theory Jim's fascination with Mr. Maxted who embodies a relaxed and adaptable nature which the protagonist finds appealing, in contrast to Jim's serious father, suggests a longing for role model. This comparison highlights a potential source of Jim's attachment style; shows hints of a possible reason why Jim might be looking for a specific type of connection with others also suggests that his own father might not have

provided the secure attachment he craves. furthermore, by trying to replicate Mr. Maxted's smooth attitude, Jim attempts to close the gap between himself and this desired secure attachment, indicating that Jim is trying to act in a way that would make him feel closer to and accepted by Mr. Maxted and hoping this behavior will bridge the gap between his current state and the kind of secure attachment he yearns for, which may also explain why the protagonist keep caring for him Throughout the journey to the Olympic Stadium even when everyone know that he will not make it “he supported Mr. Maxted out of nostalgia for his childhood dream of growing up one day to be like him”(185). However, Jim's tiredness suggests a deeper worry and dives into the underlying psychological depth behind Jim's imitation of Mr. Maxted, possibly a fear of inauthenticity; maintaining a mask may be difficult because it is not Jim's real self. The anxiety could be that he would never be ‘good enough’ to naturally achieve Mr. Maxted state, underlining feelings of inferiority.

Ballard's approach to women is reverential, even though Jim's relationship with them have been less than pleasant, Mrs. Vincent can be the best instance among these ladies. When Jim first arrived at the camp, he was allocated to a tiny “cubicle” within the Vincent family's shared room, though only “inches” apart, their existences were completely separate, as evidenced by Mrs. Vincent draping “an old bedspread around his nominal quarter of the room” (179), and making no attempts to adequately care for him. The disconnect and the blatant lack of attention that Jim received from Mrs. Vincent even though she is mother herself most certainly worsened the trauma being separated from his parents and his old routines; As a growing child dealing with intense stress, Jim's

ability to manage would have been greatly enhanced by building a strong bond to even an arrogant caregiver like Mrs. Vincent.

Over the next three years, Jim and Mrs. Vincent lived in close proximity but remained at conflict. The Vincents continually attempted to move in on Jim's territory, expressing their displeasure with his presence and the distance between them “the Vincents, although only a few feet from him, might well have been on another planet” (193), which Jim had to actively defend. Though despised by the Vincent adults, Jim admits that “for some reason he still liked Mrs. Vincent” (180). This suggests the formation of an attachment relationship based on her regular availability rather than shown care or nurture. Even little acts, such as handing Jim a piece of potato peel (193), demonstrated that she met his basic subsistence requirements at a time when he was most vulnerable.

During Jim's illness, when he suspected he had pneumonia, Mrs. Vincent “had never made the slightest attempt to care for him” (193), leaving it to Dr. Ransome to care for him. This emphasizes her aloofness and self-centered attitude to his distress, which goes against an attached caregiver's instinct to protect and comfort their dependent while they are suffering. However, it also -again- demonstrates how, in the absence of alternative sources of security in his shattered family structure, Jim's brain learned to value Mrs. Vincent as a guardian, despite her apathy. Her presence alone provided him with some of the solidity he needed for his mental health in that atmosphere.

Later chapters reveal the complex relationship that had developed between Jim and Mrs. Vincent during their captivity, when her kid was sick with dysentery, Mrs. Vincent fed and changed him “without looking at him for minutes at a time” (184). This

indicates her detached parenting approach, even with her own child, but Jim was captivated by observing her everyday rituals, such as eating (192). Her emotional absence most likely increased Jim's desire to seek signs of care and elicit praise or nurture from this neglected yet lasting maternal surrogate.

During the exhausting journey from the stadium, Mrs. Vincent's condition became worse, in a moment of crisis, she openly calls for "Jamie"; "She called him by his childhood name, which Mr. Maxted, without thinking, had summoned from some prewar memory, she wanted him to be a child again" (284). Mrs. Vincent appears to have unintentionally relied on Jim's strength and responsiveness in times of need, appealing to the attachment relationship that had evolved despite her refusal to play a maternal role. Though exhausted people may say accidentally things, her request for "Jamie" specifically emphasizes the psychological resonance she felt for him as a continuous presence offering assistance. One of the most revealing sequences is a mad Jim tirelessly cleaning flies from the dying Mr. Maxted's face while laughing maniacally and calling Mrs. Vincent's name (284). This breakdown illustrates Jim's uncertainty and trauma caused by their dependent yet conflicted attachment. While Mrs. Vincent refused to nurture Jim, their years of intimate contact triggered his intrinsic psychological desire for a maternal relationship at a critical developmental stage.

After the war, Jim struggled to adjust to normal life without the community and regular routine provided by the internment camp. Wandering its empty buildings and rooms as if returning home, he takes pleasure in temporarily occupying Mrs. Vincent's physical space and smelling her remaining scent (328). This scene illustrates how Jim had learned to see Mrs. Vincent as a psychological emblem of comfort and stability

despite their relationship's dysfunction and carelessness. Her ongoing presence fulfilled his desire for an “she” attachment figure more effectively than any other alternative available during those formative years.

Jim and Private Kimura's relationship exhibited the characteristics of an anxious-ambivalent attachment pattern. From the start, their interactions had traits of both an approach-avoidance dynamic and Jim's underlying theme of harm and fear. Kimura first welcomes Jim to his bungalow and dresses him in kendo equipment, which appears to be a welcoming gesture of inclusion. However, Kimura's violent sparring sends Jim's “head running for days” (170), establishing in him a legitimate fear of being physically wounded by Kimura. This sets off an ongoing tension in Jim between wanting Kimura's approval and positive attention while simultaneously feeling uncomfortable and worried of proximity due to the possibility of injury. As the relationship develops within the walls of the internment camp, Jim comes to admire and fear Kimura. Kimura's “powerful arms and quickness of eyes” (170), spark his interest, indicating a need for a strong, protective attachment figure. However, the memory of being injured by Kimura during their sparring remains, as seen by Jim carefully recalling Dr. Ransome's instructions to “never wear Private Kimura's kendo armor” (171). This foreshadows Jim's ultimate nervousness when Kimura sees him outside the camp, when he believes he may flee Kimura but fears “the bullet in the second soldier's rifle.” (172).

Over three years in the restrictive environment of the camp, Jim's attachment to Kimura reflects the harsh conditions of deprivation, brutality, and a lack of alternate relationships. While camp life denies Jim continuous care, affection, and security from other individuals, Private Kimura, as one of the guards in charge of detainees, represents

a conflicting source of power and threat. Jim's continual efforts to please while also avoiding Kimura symbolize his attempts to negotiate this dangerous attachment under ongoing conditions of risk, deprivation, and uncertainty. Overall, Jim and Kimura's troubled relationship shows how insecure attachment patterns can emerge in relationships marked by insufficient nurturing, as well as elements of imposition, fear, and the risk of injury.

2.5 Fixation on Objects as Substitutes for Secure Attachment Figures

Attachment theory provides a framework for analyzing Jim's focus on inanimate objects during his time in the Lunghua internment camp. Jim lacked secure parental figures capable of addressing his core attachment needs as a result of his parents' sudden split at a young age, although there are characters such as Doctor Ransom, parental bonds cannot be fully replaced except with real parents, as well as his exposure to great stress and hardship. In such an isolating setting with no consistent caregivers, it is unsurprising that he acquired an adaptive desire to build emotional ties with physical objects as a substitute for the security of a nurturing maternal figure.

The turtle buried beneath Jim's bunk in his confined accommodations within the Vincent family room was one of the first and most apparent objects of a passion. After bringing the animal inside the camp, Jim “preferred its own company” and frequently turned his attention “to his new shoes” (181). This prioritizing of his pet shows that it served a comforting role, signifying predictable care as opposed to Mrs. Vincent's neglect also Jim had a sense of control over the turtle that he lacked in other parts of his imprisonment, as one of the only tangible connections to the outside world, the creature gained psychological significance.

Similarly, Jim focused intensively on his beloved golf shoes, a symbol of pre-war normalcy. He would happily;

lay back as the hot sunlight shone through the wall of the cubicle, outlining the curious stains on the old bedspread. Looking at them, Jim visualized the scenes of air battles and armadas, the sinking of the Petrel and even the garden at Amherst Avenue. (181)

The thorough examination and imaginative projections onto the shoe features resembled activities observed in very young kids who build attachments through actual interaction, even tiny things, such as Vincent's potato skins, can have a significant emotional impact. Jim adjusted for unfulfilled needs caused by his interrupted development by focusing attention and interest outward toward inanimate links to his past.

Another object he became fixated on was his increasing magazine collection made up of American airdrops. He took satisfaction in carefully stacking them and spent hours absorbing their portrayals of a society free of the pain of imprisonment, “a familiar and yet totally removed” reality (330). Jim developed a sense of control and security by organizing and consuming their vivid stories of the larger struggle. In some ways, magazines served as surrogate parents, reciting comforting stories that met intrinsic needs to understand and find meaning in hardship by identifying with sources of regularity.

Among the various objects that attracted Jim's interest at camp, airplanes maintained an exceptional fascination. When Jim sees the aircraft, his instant declaration of “I'm going to be a pilot” (348), displays the almost predictive significance they unconsciously symbolized to him. Airplanes as technological marvels of the conflict that was shattering his world, represented aspirations of escape from the trauma and

uncertainty that possessed Lunghua. Their difficult size and cutting-edge capabilities, so unlike anything Jim had experienced prior to his imprisonment, fueled fantasies of autonomy and control that were severely restricted within the prison's boundaries. When Jim looked at the powerful machines, he could temporarily imagine himself as the commanding officer navigating broad open skies, rather than a powerless bystander at the whim of enemy troops. In another words Jim's fascination with aircraft acknowledges its tremendous substitutional value in the face of tragedies during his early years. As breathtaking technological marvels, planes came to be regarded as reliable emblems of ascendance, agency, and security, outweighing inferior alternatives within the gloomy camp's walls. They symbolized aspirations of reclaiming authority suddenly split away, fulfilling responsibilities as fixed givers of comfort, order. Planes were substituting attachment figures Jim aimed to become, foreshadowing the regaining of power stolen by devastating breakdowns from blissful pre-incarceration habits. Their overpowering attractiveness, as seen through Jim's eyes, illustrates the theoretical foundations of attachment theory.

When confronted with the reality of postwar life, Jim's failure to understand it arose through his obsession with returning to Lunghua. Though abandoned, its familiar buildings appeared ready for immediate reoccupation as if no fighting had occurred, as Jim lay in Vincent's bunk and inhaled her lingering smell. This obsessive recurrence expresses subconscious associations built between physical locales and unresolved feelings toward inconsistent caregivers such as Vincent who failed to provide basic necessities. Jim briefly eased the discomforts caused by the loss of the camp's group operating as a surrogate family by restoring its physical nostalgic setting. Jim's delusional

attempts to revive the dead Japanese pilot are a climax of his tendencies, demonstrating how extensively externalizations have displaced inner stability. His visions express an unconscious desire to regain control by reassembling fragments of the past, such as deceased people representing potential attachment figures who did not develop into consistent sources of care, comfort, and comprehension during formative experiences of deprivation, dislocation, and distress.

Jim's tendency to transfer significant, unfulfilled psychosocial needs for emotional stability and understanding to concrete objects reveals adaptive functions developed as a result of the terrible circumstances that separated him from his birth family. Jim filled voids left by a lack of sensitive parental figures by fixating on inanimate connections to happier times and stability symbolized by the end of the war, effectively meeting his fundamental needs through interactive bonding during developmentally critical stages of dependency. His characteristics represent the difficulties that any young psyche has when navigating trauma alone in the absence of trustworthy, dependable caretakers who understand the socioemotional demands inherent in the attachment dynamic.

While object focus provided protection throughout Jim's traumatic experiences, it also revealed the consequences of a lack of substitutable human connection. The difficulty of returning after a confrontation shows that deeply rooted coping techniques have proven inappropriate outside of prison. Analyzing Jim's attachments through the lens of current attachment theory reveals both clever resilience and vulnerabilities resulting from the necessity of forming extraordinary bonds with physical items in environments that deprive formative years of influences known to establish the

groundwork for healthy internal working models guiding subsequent relationships. Finally, Jim's story highlights the long-term repercussions of significant disruptions in early caregiving, which deprive developing psyches of the regulation that comes from stable relationships with regularly available, sensitive parental figures.

2.6 The Core Themes in *Empire of The Sun* Through the Lens of Attachment Theory

The theme of Coming of Age reflects the profound impact of disrupted attachments on child development. Jim's abrupt separation from his parents at a young age prematurely ended the nurturing environment necessary for healthy exploration of identity. Without consistent caregivers to rely on, he had to adapt rapidly, undermining opportunities for gradual independence within a secure base. This lack of stability weakened formative attachment bonds shown to shape cognitive schemas of self and support psychosocial maturation through adolescence.

Change and Transformation reflect the challenging adjustments required when early attachments are damaged. Rapid changes in circumstance threatened whatever internal working models Jim had begun developing from his parents. To cope, he projected imaginative constructions onto concrete possessions as substitutes for nurturing unavailable from inconsistent figures like Mrs. Vincent. This creative replacement illustrates theorized tendencies of displaced attachment functions onto physical objects when relational needs go unmet.

Alienation and Loneliness epitomize risks to wellbeing inherent when caregiving is disrupted or neglectful. Without secure attachments supplying crucial emotional regulation, vulnerability to loneliness' harmful effects increase as predictable sources of protection diminish. Jim directed Fixations onto relationships with Basie and perceived

extended “family” amongst prisoners, unconsciously seeking replacement of core relational requirement unmet by uncaring caregivers depriving formative experience.

Strength and Weakness illuminate resilience as an adaptive response to unmet attachment needs. Faced with trauma alone, Jim developed extraordinary fortitude through channeling focus externally onto objects offering substitute stability. However, dependence on substitutable attachments left inner resources vulnerable, evident in later fixations and inability to process reality post-conflict without attachments' security. Both emphasize impacts of absent reliable nurturance.

Violence and Cruelty highlight psycho-developmental factors when early attachments are stressed. Understanding innate drives while regulating aggression depends on caregiver attunement establishing trust that needs will consistently be met non-violently, absent for Jim. Projecting onto Mrs. Vincent conveyed unfulfilled longing for consistent compassion modeling constructive relationships despite trauma suffered alone without nurturing figures.

Appearances and Reality juxtapose through an attachment lens developmental functions of internal working models formed from early caregiving experiences. Without formative reliable attachments comprehending complex realities, Jim struggled post-conflict differentiating representations from harsh experiences. These underscores theorized consequence of disrupted attachments on abilities to accurately perceive and cope with the world.

War and its Consequences epitomize impacts of disrupted attachments on capacity to psychologically process loss, transition and trauma. Without a secure relational foundation supportive of resilience through distressing change, Jim fixated on

lingering consequences via imagined control efforts. This fundamentally attachment-related projection illustrates difficulties resolving trauma without dependency fulfillment via consistent caregiving throughout upheaval.

2.7 Children Trauma in the Novel Through the Lens of Attachment Theory

Trauma in the context of war refers to the psychological and emotional anguish that people experience as a result of being exposed to extreme violence, loss, and disruption produced by armed conflict. This idea covers a wide range of situations, such as witnessing or enduring direct violence, being displaced from one's home, losing a loved one, and living in ongoing fear and uncertainty. According to the American Psychological Association (APA), trauma in wartime can lead to a myriad of psychological symptoms, such as flashbacks, nightmares, hypervigilance, and emotional numbness. Furthermore, it can profoundly impact individuals' ability to function in daily life, affecting their relationships, work, and overall well-being. The long-lasting effects of war-related trauma underscore the importance of providing adequate mental health support and resources to individuals affected by armed conflict (American Psychological Association, 2022).

War can have a tremendous impact on mature people by disrupting their established identities, values, and sense of security. However, for children who are yet at the stage of developing an identity, the consequences can be significantly more serious.

Childhood is a vital era for identity formation, and war-related trauma can greatly hinder this process. Children who lack a strong foundation of identity are especially vulnerable to the destabilizing consequences of conflict, because their sense of self is still developing. Wartime trauma can influence how children view themselves and their

surroundings, impeding their ability to form a coherent sense of identity and leaving long-term psychological scars. As a result, the effects of war on children's identity formation can be significant and long-lasting. Furthermore, the lack of secure attachment figure or a stable environment prevents children's identity formation process which can contribute to long-lasting damages with implications for their mental health and well-being as adults in the near future.

Parental separation during confrontation may heighten children's psychological distress, escalating the already severe repercussions of war. The lack of parental support and guidance makes youngsters feel helpless and abandoned, exacerbating their feelings of fear, anxiety, and powerlessness. Without a secure attachment figure to lean on for comfort and reassurance, children may struggle to cope with the trauma, which can lead to long-term emotional and psychological consequences such as depression, post-traumatic stress disorder (PTSD), and difficulties forming healthy relationships later in life and/or sifting for surrogate refuge. Furthermore, parental alienation may hinder a child's ability to understand and make sense of their experiences, worsening their anguish and slowing down their recovery.

The central theme of *Empire of the Sun* is Jim Graham's horrific experience as a boy experiencing the psychological and physical traumas of WWII. It focuses on the significant effects that broken attachments have on children enduring hardship, early caregiving creates internal working models that direct relationships and functioning. When early dependency is not supported in a predictable way, trauma exacerbates the vulnerabilities that govern psychosocial development.

Jim's separation from parents terminates the secure base onto which

independence graduated. Abrupt dislocation from stable caregiving overwhelms without collaborative experience orienting transitional challenges. Adaptive dependency transitions prematurely to maladaptive self-reliance absent familiar stabilization navigating unrest. As environments destabilize, attachment figures mitigate disorder through attuned regulation satisfying intrinsic security/protection drives. In other words; The abrupt departure of Jim's parents precipitates a significant erosion of his sense of security, thereby impeding his path towards self-reliance. Deprived of their guidance, he finds himself ill-equipped to navigate the substantial transitions before him. This premature thrust into self-sufficiency is daunting; the absence of a familiar framework to manage life's complexities engenders a palpable trepidation. Typically, parental intervention serves as a stabilizing force, aiding offspring in regaining composure and a sense of protection during challenging times

The confinement of children exacerbates their difficulties, primarily due to the absence of a nurturing figure. The lack of consistent affection and support hinders their ability to navigate adverse experiences effectively. In the absence of a trusted individual to provide guidance in through tough times, children are more likely to be overwhelmed in any intimidating situation. Therefore, it often results children clinging to any shape of connection in a quest for security and affection.

This phenomenon is further compounded by the erratic presence of caregivers, which amplifies the impact of trauma and it is exemplified by individuals like the protagonist, Jim, who is unreasonably seeking validation from capricious entities. Contrary to the stability offered by consistent relationships that facilitate safe adaptation to change, sporadic care prevents the development of coping mechanisms

necessary for adjustment. The tendency to give importance to fluctuating connections highlights the struggle to meet emotional needs in the absence of consistent empathic guidance. Subsequent challenges are in part, a manifestation of the lack of early formative experiences that contribute to the development of internal frameworks capable of constructive stress management.

The use of imagination can be a beneficial instrumental mechanism for traumatized people in order to avoid dealing with emotional damage, these individuals might be good at expressing themselves creatively, yet they would have trouble with real relationships. This can lead to problems later in life while trying to have healthy relationships, the case can be best portrayed through the character of protagonist in *empire of the sun*, Jim weaves stories and dreamscapes to escape his emotions. He pours his heart into creative pursuits, finding solace in imaginary worlds. While this creativity brings beauty, it also builds walls around his emotions. Unhealed hurts and unspoken feelings hide behind these walls. Like a flower reaching for the sun, Jim yearns for connection, but his attempt at closeness might be a bit like chasing butterflies. he flutters from one connection to another, finding temporary comfort but struggling to build something lasting. Which lead him feeling even more lost later on, searching for a love that feels safe and secure, something that he might not have experienced as a child.

Violence normalization threatens without stabilizing caregiving protecting inherent worth. Early attachments habituate perceiving self/others benevolently through daily interactions signify value unconditionally. Without consistent figures restoring dignity following abuse, internalized degradation endangers. Similarly, witnessing cruelty desensitizes recognizing humanity in all people through secure relationships modeling constructive resolution. Jim becomes numb to actions of violence and

brutality in which he shows no reaction toward the Chinese coolie who has been killed for a superficial reason in front of his eyes, dealing with the event as a daily routine, like the raising of the sun or the midday of heat (169), without secure parental attachment and within wartime events, the protagonist lost his sense of value for life, therefore, he normalizes death even for ridiculous reasons and this event showcases exactly the effect of war trauma on one's psyche leading him/her to numbness and apathetic feelings for serious matters due to the examination of previous hardships.

Trauma in the context of war refers to the psychological and emotional distress experienced by individuals as a result of exposure to extreme violence, loss, and disruption caused by armed conflict. This concept encompasses a wide range of experiences, including witnessing or experiencing direct violence, displacement from one's home, the loss of loved ones, and living in a constant state of fear and uncertainty. According to the American Psychological Association (APA), trauma in wartime can lead to a myriad of psychological symptoms, such as flashbacks, nightmares, hypervigilance, and emotional numbness. Furthermore, it can profoundly impact individuals' ability to function in daily life, affecting their relationships, work, and overall well-being. The long-lasting effects of war-related trauma underscore the importance of providing adequate mental health support and resources to individuals affected by armed conflict.

The impact of war on mature individuals can be profound, as it disrupts their established identities, beliefs, and sense of security. However, for children who have yet to fully develop their identities, the effects can be even more detrimental. Childhood is a critical period for identity formation, and exposure to the traumas of war can impede

this process significantly. Without a stable foundation of identity, children are particularly vulnerable to the destabilizing effects of war, as their sense of self is still evolving. The trauma experienced during wartime can shape the way children perceive themselves and the world around them, hindering their ability to develop a coherent sense of identity and leading to lasting psychological scars. Moreover, the absence of a secure attachment figure or stable environment exacerbates the impact of war-related trauma on children, further complicating their identity development. As a result, the effects of war on children's identity formation can be worst. Moreover, the absence of a secure attachment figure or stable environment exacerbates the impact of war-related trauma on children, further complicating their identity development. As a result, the effects of war on children's identity formation can be profound and long-lasting, with implications for their mental health and well-being into adulthood.

Parental detachment during wartime can exacerbate the psychological trauma experienced by children, compounding the already profound effects of conflict. The absence of parental support and guidance leaves children feeling vulnerable and abandoned, intensifying their feelings of fear, anxiety, and helplessness. Without a secure attachment figure to turn to for comfort and reassurance, children may struggle to cope with the trauma, leading to long-term emotional and psychological consequences such as depression, post-traumatic stress disorder (PTSD), and difficulties in forming healthy relationships later in life. Additionally, parental detachment can hinder a child's ability to process and make sense of their experiences, further exacerbating their distress and impeding their recovery process.

Chapter Three: Jim's Odyssey of Resilience in *Empire of The Sun*

This chapter explores the resilience of J.G. Ballard's protagonist, Jim Graham, in the face of unimaginable hardship. Set against the backdrop of a Japanese internment camp during World War II, *Empire of the Sun* portrays Jim's struggle to survive. By applying the principles of resilience theory, this chapter examines how Jim navigates this brutal reality. examining the role of social support in the process of adaptation, the importance of psychological resources in coping with trauma, and the dynamic process by which the protagonist learned adjustment and even thrive in a desolate environment. Through Jim's interactions with other characters and the creation of his own “resilience ecosystem,” it would be clear how individuals find strength and meaning amidst suffering.

3.1 Life Circumstances That Foster Resilience

The presence of factors other than the child's personal qualities that can develop resilience and provide protection is well established in at-risk research on children under stress. The environment, both inside the family and throughout the greater social system, is crucial. Generic protective factors in the environment of stressed children include (1) being in a middle to upper social class; (2) having educated parents; (3) having a supportive family milieu; (4) having access to good health, educational, and social welfare services; (5) having additional caretakers besides the mother; and (6) having relatives and neighbors available for emotional support (Mrazek 362).

3.1.1 Being in a Middle to Upper Social Class

According to Mrazek children from middle-class or higher socioeconomic backgrounds are more resilient when faced with adversity (363). Jim's experiences in *Empire of the Sun* show how his socio-economic background gives him the tools and mindset he needs to face the battle head-

on. Jim is fortunate to have been raised in Shanghai by a wealthy expat family, which allowed him to have a life full of possibilities for learning and play, which helped him grow emotionally and mentally. He develops the self-assurance and resourcefulness that are foundational to his resiliency in this setting.

It is clear that Jim is a product of his social class because of the opportunities presented to him in terms of his education and pleasure. For instance, he enjoys listening to radio serials, taking bicycle tours, creating a manual on contract bridge, and building balsawood aircraft. These pursuits not only keep his mind active and sharp, but they also provide him a feeling of stability and predictability. Then he'd wrap up the doping of his balsawood plane and write the next chapter of the *How to Play Contract Bridge* guidebook. By the time he had grasped the conventions, he had even convinced her to teach him the rules (8-9). The abundance of learning chances and intellectual stimulation in his environment is evident from this. Intellectual engagement, say Garmezy and Masten (233), is a sort of psychological resilience that allowed the protagonist to keep his bearings in the face of anarchy.

In addition, Jim's social capital, which is a result of his socioeconomic level, is extremely useful to him during the conflict. His pre-war self-assurance and social skills allow him to easily connect with individuals like Basie and Dr. Ransome. Internment camp survival required the ability to navigate complicated social interactions, which he honed in his privileged upbringing. His upbringing in a well-mannered, socially aware family helps him create strategic relationships that boost his survival prospects, as Ballard says, "Then, remembering what Vera had drummed into him about the need to be polite, he handed half the chocolate to Basie" (97). This is in line with what Rutter says about the importance of social competence for resilience (Rutter 336).

3.1.2 Having Educated Parents

Another important component is the involvement of parents who have completed their education in developing resilience. The importance of Jim's parents, especially his father, in his emotional and intellectual growth is crucial, as they teach him resilience and how to deal with hardship. In the midst of chaos, Jim finds solace in the scientific principles and chemistry lessons his father taught him. These lessons give him a foundation for understanding the universe.

As a steadying influence in Jim's life, his father teaches him the ropes of science, which piques his interest and helps him make sense of the confusing world he lives in. One way in which Jim's knowledge serves as a psychological anchor is through his endeavor to create a man-lifting kite “according to the scientific principles his father had taught him” (61). In a world full of uncertainty and terror, Jim finds solace in the intellectual challenge of scientific endeavors, which gives him a feeling of normalcy and control. The findings of Luthar's research corroborate this, as they show that resilient children benefit much from the intellectual stimulation offered by parents with higher levels of education (Luthar 623).

In a similar vein, Jim's mother helps him be resilient by being emotionally stable and encouraging of his academic pursuits. Helping Jim with his Latin homework, she encourages a love of learning and intellectual discipline, being described as “a gentle and clever woman” (12). For Jim to build his confidence and ability to solve problems, his parents must be actively involved and supportive. A glimmer of hope, the assurance of acceptance to “the school and university in England to which Jim would go after the war” (12), encourages Jim to persevere through his present difficulties in the hopes of a better future. One of the things that has helped Jim stay positive and keep going is his forward-thinking outlook, which he inherited from his well-educated parents.

A child's resilience and capacity for adaptation are both bolstered when parents with higher levels of education are actively involved in their education (Werner and Smith 98).

3.1.3 Having a Supportive Family Milieu

Another important aspect in developing resilience is having a supportive family environment. Despite the hardships brought on by the war, Jim is able to overcome the trauma and disruption with the support of his family. Jim draws on a wellspring of emotional comfort and support provided by his parents' love and care, his attentive staff, and his steady home life prior to the war.

The way Jim's parents and servants look after him exemplifies the attentive and caring familial context in which he lives. "The nine servants, chauffeur, gardener, his parents, and Vera..." (57) Jim has a large network of people who have his back. Jim is protected from the dangers and unknowns of the outside world by this web of caregivers who see to his material and psychological needs. The stability and security that Jim feels from this support structure is essential to his mental toughness because of how consistent and dependable it is. Family unity and support are foundational to a child's capacity to manage stress, according to research by Walsh, who highlights the significance of a nurturing home environment in developing resilience (Walsh 211).

3.1.4 Having Access to Good Health, Educational, and Social Welfare Services

Children who are able to access high-quality health, educational, and social welfare resources are more likely to be resilient when they face challenges. In *Empire of the Sun*, Jim's upbringing and resilience are profoundly impacted by his rich background, which grants him access to first-rate healthcare, a strong school system, and a web of social services.

Jim's academic interests and parental encouragement demonstrate his access to educational resources. His parents' dedication to his education is evident in the fact that they both helped him with his Latin assignments and his dad taught him the fundamentals of science. Jim develops the resilience-inspiring qualities of intellectual curiosity and critical thinking in this school setting. Jim gains a sense of control and mastery over his life through the knowledge and skills he acquires at school. He demonstrates how his educational background gives him practical skills and a problem-solving mindset by “on the drawing room carpet he heaped a pile of bamboo stakes from the greenhouse and began to build a man-lifting kite according to the scientific principles his father had taught him” (61). This agrees with what Masten and Coatsworth found, which stresses the importance of school resources for building resilience (Masten and Coatsworth 724).

To keep Jim's body in good shape, which is essential for resilience, health services are also very important. While most of the book is devoted to Jim's inner life, his robust health and active lifestyle betray the presence of appropriate medical treatment. He appears to be getting the nutrition and medical attention he needs as he is able to participate in physically demanding hobbies like cycling and constructing models. Because of these things, he is able to physically endure the hardships of war and detention, which adds to his resilience. Because one's physical health contributes to their mental and emotional wellness, having access to healthcare is an essential part of resilience, say Brooks and Goldstein (Brooks and Goldstein 45).

Although they aren't brought up very much in the story, social welfare services are an integral aspect of Jim's support system. Jim and his family are able to keep up appearances of normalcy thanks to the framework of Shanghai's expatriate life, which includes social groups, schools, and community organizations. With the resources and support offered by this network, traumatic events might be lessened during times of crisis. People like Jim are able to persevere

through tough times because they are part of a strong community and have access to social support. Ungar agrees, arguing that social services and community support are crucial to resilience building (Ungar 67).

3.1.5 Having Additional Caretakers Besides the mother

One more important thing that helps kids be resilient is having other caregivers than mom. Jim relies heavily on his servants, especially the amah Vera, for both emotional and practical support. With these supplementary caregivers, Jim has a larger support system, which helps him feel more stable and secure. Jim is never far from Vera, the amah, who provides him with both love and discipline. She is more than just a servant; she acts as a mentor and confidante, much like a mother figure. One example of Vera's significant role in Jim's upbringing is her assistance with getting him ready for social engagements and making sure he's okay. "As he discarded his cassock and changed into his party attire, Vera informed him, 'You will go to the party, James'" (23) shows how Jim feels cared for and supported by Vera whenever she is around. In times of trouble, when his parents aren't around, he relies on this support system even more. Children who have more people they can lean on in times of trouble do better overall, according to research by Werner and Smith (Werner and Smith 126), which highlights the significance of having more than one caretaker.

3.1.6 Having Relatives and Neighbors Available for Emotional Support

An individual's ability to bounce back from adversity depends critically on the emotional support they receive from friends, family, and neighbors. The main characters in *Empire of the Sun* are Jim and his family, but the Shanghai expat community as a whole serve as a support system and extended family.

An essential component of resilience is the feeling of belonging and mutual support provided by the expatriate community. For example, Jim finds comfort and routine in the community's social events and conversations. According to Ballard, “the open houses and the parties, the tennis and bridge games, gave Jim a sense of the wider world” (11), illustrating how social connections enable people to keep up appearances of daily life despite the war. By offering emotional support and a feeling of community, this support system works as a protective barrier against the psychological harm caused by the outside world. An individual's ability to bounce back from adversity depends on the strength of their social support system, which provides them with both emotional and practical resources, argues Ungar (Ungar 89).

In addition, Jim's interactions with other characters, like Basie and Dr. Ransome, highlight the significance of social bonds in cultivating resilience. Important to Jim's mental health are the mentorship, direction, and camaraderie he receives from these interactions. Dr. Ransome provides medical treatment and emotional support, while Basie instructs Jim in survival tactics. These exchanges illustrate how a web of caring connections can strengthen one's resilience in the face of hardship. This is corroborated by Rutter's research, which highlights the importance of strong social ties in building resilience (Rutter 341).

3.2 The Protagonist's Resilience Characteristics

A child's resilience is an important trait for navigating the obstacles that life brings. It is the sum of their unique traits and talents that enable them to adapt to difficult events, learn from them, and emerge stronger. These attributes are not innate but may be fostered and strengthened over time. Mrazek In *Resilience in child maltreatment victims: a conceptual exploration* cites four of these characteristics, among many others, that he considers particularly significant (359-361).

3.2.1 Jim's Rapid Responsivity to Danger and Awareness of The Surrounding

The novel is full of passages that show Jim's quick response to the oncoming threat of war. At the beginning, the story conveys a sense of urgency and the growing pace of events; "Wars came early to Shanghai, over- taking each other like the tides that raced up the Yangtze". This backdrop of a quickly emerging crisis sets the setting for Jim's increased awareness and observation "devour the newsreels, part of the propaganda effort mounted by the British Embassy to counter the German and Italian war films being screened in the public theaters and Axis clubs of Shanghai" (03). This implies that Jim has strong visual acuity and awareness, allowing him to distinguish the subtle variations between the various forms of media and propaganda conveyed in his surroundings. His ability to discriminate between British newsreels and "German and Italian war films" shown in different places reveals a complex sensory awareness and understanding of the strategic information warfare taking place around him. His increased sensitivity to visual signals and the propagandistic nature of the media allows Jim to avoid being misled by one-sided narratives and instead keep a more balanced view of the changing situation. By remaining awake and attuned to the visual stimuli in his surroundings, Jim demonstrates adaptive resilience, allowing him to better negotiate the complexity of the wartime situation rather than being overwhelmed by the rush of information. This capacity for critical analysis, which stems from Jim's increased sensory awareness, can be a beneficial resilience skill, allowing him to make better informed decisions and responses in the face of hardship.

To reinforcing this notion, the novel states that "To Jim's dismay, even the Dean of Shanghai Cathedral had equipped himself with an antique projector" (04), indicating that Jim is quick to recognize the gravity of the situation, as evidenced by his "dismay" at the Dean's

preparations. The fact that the Dean's actions take place “on the eve of the Japanese attack on Pearl Harbor” underscores the prescience of Jim's awareness, demonstrating his rapid responsiveness to the looming crisis. This foresight, or ability to anticipate and psychologically prepare for an impending disaster, is an important resilience characteristic that allows Jim to stay one step ahead of the quickly shifting circumstances.

Jim's mind is constantly distracted by imagery of war, as “Fragments of his dreams followed Jim around the city; in the foyers of the department stores and hotels the images of Dunkirk and Tobruk, Barbarossa and the Rape of Nanking sprang loose from his crowded head” (04). The protagonist’s ongoing mental engagement with war-related imagery shows that he is on high alert and mentally engaged with war-related stimuli which can be crucial for navigating the uncertainties of his environment. It is worth noting that Jim's quick reaction to danger is matched by his capacity to disassociate, as evidenced in the novel; “the coming conflict between Britain and Japan...belonged to a realm of rumor.” (07). This capacity to maintain a degree of emotional and psychological distance from the looming threat, while still remaining vigilant, is a resilience skill that can help Jim avoid becoming overwhelmed or paralyzed by the scale of the crisis.

A tall youth with a dead, boneless face, oily black hair and leather jacket, he had noticed Jim outside the greyhound stadium. Kidnappings were commonplace in Shanghai-before his parents learned to trust Yang, they insisted that Jim always drive to school with the governess. Jim guessed that the youth was interested in his blazer and leather shoes. (54)

The quote above showcases the extent to which the high quality of life conditions, and the exposure to good educational services were helpful for the protagonist to overcome potential threat. Despite Jim’s humble experience in the outside world; he shows some

acquired sense of resilience and situational awareness which stands as a shield of protection against harmful situations. Good educational services further equip children with critical thinking skills, problem-solving abilities, and social-emotional learning, all of which are crucial for navigating challenges and adapting to unforeseen circumstances. Studies have shown that children from disadvantaged backgrounds who experience chronic adversity often exhibit delayed responses or struggle to cope effectively with danger. Conversely, investing in quality of life and education empowers children to become more responsive and resourceful, ultimately increasing their chances of overcoming potential threats.

Through these examples, the novel paints a portrait of a young protagonist who possesses a remarkable capacity for rapid responsiveness to danger. This skill, grounded in heightened sensory awareness, prescient anticipation, and a constant mental engagement with the impending crisis, is a testament to Jim's resilience and adaptability in the face of a rapidly changing and increasingly perilous environment.

3.2.2 Jim's Precocious Maturity

Jim, the main character in *Empire of the Sun*, displays numerous behaviors and traits that demonstrate an advanced level of maturity, which is a crucial element of resilience theory. This individual's maturity is evident through their capacity to adjust to a challenging environment, their unique perspective on warfare, and their grown self-discipline and accountability. By examining resilience theory, Jim's ability to navigate and endure the challenging conditions of war becomes evident.

Jim's remarkable level of maturity is evident in his ability to derive pleasure from the war. The fact that he had "learned to enjoy the war" (208) showcases his unique ability to remain

detached and adaptable in such a challenging situation. To find pleasure in such a distressing and aggressive environment suggests a notable degree of cognitive and emotional detachment, which can be viewed as a way of coping. Jim's ability to remain detached enables him to navigate the challenging circumstances without succumbing to fear or despair. His capacity to reconsider his experience showcases his adaptability and resilience, which are essential qualities for navigating challenging environments. According to Masten, individuals who possess resilience have a tendency to extract significance and personal development from challenging experiences (227). Jim's remarkable capacity to shift his perspective on war, transforming it from a wholly negative encounter to one that he can derive some semblance of enjoyment from, serves as evidence to his exceptional coping abilities and adept emotional regulation.

Jim's involvement in activities like amateur dramatics highlights his advanced level of maturity; he found great pleasure in participating in amateur dramatics (225). Engaging in these activities demands a certain level of social interaction and creativity that surpasses the challenging conditions of internment. Through his active participation in these performances, Jim finds relief from the challenges of everyday life and directs his efforts towards a meaningful and collaborative activity. This engagement demonstrates his ability to find consolation and joy through creative expression, even in the face of challenging circumstances. His involvement in theater showcases his ability to understand and connect with others on an emotional level, qualities often linked to individuals who are more mature. Werner and Smith, highlights that; “engagement in meaningful activities and the ability to form positive relationships are crucial aspects of resilience in children” (45).

“He was older now, and he enjoyed thinking about his own growth” (18), indicating Jim's increasing self-awareness and introspection, which are important aspects of early maturity. Jim's

self-reflection demonstrates a thoughtful and introspective approach to understanding his circumstances and how they shape his identity and place in the world. This level of introspection is often seen in individuals who have gained a greater understanding of themselves and their surroundings, typically through years of experience. Jim's capacity for self-awareness and self-reflection indicates a remarkable level of cognitive and emotional maturity, which is a testament to his resilience. The research conducted by Garnezy et al. highlights the importance of self-reflection and self-awareness in which he mentioned; "self-reflection and self-awareness are critical for adaptive functioning and resilience in children facing adversity" (109).

Jim's unwavering determination and willingness to take ownership of his actions is evident throughout the novel. The author describes how Jim's resilience shines through, no matter what challenges he faces; "Whatever happened, he would survive" (253). This highlights the protagonist's strong determination and resilience, showcasing an unwavering belief in his capacity to overcome challenges and win over difficult circumstances. Jim's recognition of the direct impact his actions and decisions have on his well-being demonstrates a commendable level of maturity and responsibility for his own survival. This recognition of personal accountability, commonly observed in individuals with a mature mindset, is essential for building resilience as it enables Jim to proactively manage his circumstances instead of being passive in the face of adversity. According to Rutter, personal agency and responsibility play a crucial role in resilience, allowing individuals to effectively navigate and shape their surroundings (599).

The act of soothing his own emotions, as depicted in "Jim calmed himself" (172), is a recurring theme throughout the novel, suggesting a deliberate attempt to remain composed amidst chaotic circumstances. Being able to control emotions and stay composed during challenging situations is a strong indicator of advanced maturity. Self-regulation plays a crucial

role in fostering resilience, enabling Jim to maintain clarity of thought and make sound judgments even in high-pressure situations. The way he consistently manages to maintain composure showcases his high level of emotional intelligence and self-discipline, which are essential for successfully navigating the complicated details of his surroundings. As stated by Eisenberg et al., emotional regulation plays a crucial role in resilience, allowing individuals to effectively handle stress and maintain their performance even in challenging situations (137).

Jim demonstrates a deep comprehension of the sophisticated social dynamics present within the internment camp. He wisely observes that the established norms and regulations governing their existence within the camp are completely overturned, leading to a profound shift in their daily lives (318). Jim's keen awareness demonstrates his ability to not only observe, but also understand the complex social dynamics at play. Having a deep understanding calls for a certain level of cognitive maturity that enables one to adjust their behavior accordingly in response to evolving situations. Jim's eager awareness of social norms and his adeptness at navigating them showcases his analytical prowess and adaptability, highlighting his remarkable resilience. According to a study conducted by Luthar and Cicchetti, it has been found that having a deep understanding of intricate social structures is indicative of advanced social cognition. This ability plays a crucial role in promoting adaptive functioning and resilience, especially in challenging environments (857).

Jim's admiration for individuals who dedicate themselves to serving others, as mentioned in "Jim respected... those who worked hardest for others" (218), showcases his mature understanding of social responsibility. His willingness to assist others and his understanding of the importance of diligence and selflessness demonstrate a level of compassion and social consciousness commonly linked to individuals who possess a mature mindset. Jim's recognition

and embodiment of these qualities highlight his understanding on the significance of collaboration and communal assistance, fundamental elements of resilience. As stated by Benard, empathy and prosocial behavior play a crucial role in resilience, allowing individuals to establish strong relationships and make positive contributions to their communities (Benard 84).

When Jim receives the yellow fruit from the pilot, he resists the temptation to devour it right away; “Jim took the yellow fruit from the pilot’s callused hand. The mango was still warm from his body. Trying to show the same self-discipline, Jim forced himself not to eat he waited....” (302). When Jim receives the yellow fruit from the pilot, he resists the temptation to devour it right away. “Jim gently takes the yellow fruit from the pilot's weathered hand. The mango was still warm from his touch. Attempting to demonstrate a similar level of self-control, Jim resisted the temptation to eat while he patiently waited...” (302), demonstrates a strong sense of self-discipline and patience. Exercising restraint and resisting the urge to immediately satisfy one's hunger showcases an admirable amount of self-discipline and the ability to delay pleasure, both of which are important markers of maturity. Having a strong sense of self-discipline is crucial for building resilience, as it allows Jim to prioritize his long-term well-being over short-term gratification. As Mischel suggests, delaying gratification and practicing self-control are closely linked to resilience and favorable outcomes when confronted with challenges (Mischel 211).

Jim's perceptiveness shines through in his discussion about Japanese pilots, when Basie asks;

“Are you interested in animals, Jim?”

‘Yes . . . not much. What I’m really interested in is aviation.’

‘Aviation? Aeroplanes, you mean?’

‘Not exactly.’ Casually, Jim added: ‘I sat in the cockpit of a Japanese fighter.’

‘You admire Japanese pilots?’

‘They’re brave...’” (141).

demonstrates a mature perspective. His ability to recognize and respect positive qualities in others, regardless of their affiliation, illustrates a level of objectivity and maturity. This is evident in his appreciation of the bravery displayed by Japanese pilots, even though they were considered the enemy. The capacity to perceive beyond straightforward categorizations and value the complex nature of individuals and circumstances is a refined cognitive ability linked to resilience. According to Bronfenbrenner, understanding the intricacies of human behavior and being able to see things from different perspectives is a clear indication of cognitive maturity and resilience (Bronfenbrenner 115).

Jim's understanding of mutually beneficial connections is exemplified by his realization that caring for someone is equivalent to being cared for by someone else (282). This indicates his mature perspective. The understanding displayed here demonstrates a profound grasp of the interconnectedness found in human connections, revealing Jim's appreciation for and comprehension of the significance of mutually beneficial care and assistance. Understanding the importance of reciprocity in relationships is essential for building resilience, as it cultivates a sense of connection and belonging that is crucial for maintaining psychological well-being. Gilligan argues that reciprocal relationships play a crucial role in building resilience by offering emotional support and cultivating a sense of community (Gilligan 42). Ultimately, Jim's behaviors

and characteristics demonstrate a remarkable level of advanced maturity, which plays a crucial role in his ability to bounce back from challenges. His keen analytical skills, precise understanding of intricate social dynamics, and deep sense of social responsibility and reciprocal relationships enable him to successfully navigate and endure the challenging conditions of war.

3.2.3 Jim's Information Seeking and Curiosity

One of the most telling indicators of Jim's information-seeking behavior is his detailed knowledge of the internment camp; "In his ceaseless journeys around the camp Jim had learned to recognize every stone and weed" (174), illustrates his careful observation and desire to understand his surroundings. This behavior demonstrates a strong inclination towards thorough investigation and a systematic approach to acquiring knowledge. Through a comprehensive understanding of the camp's complexities, Jim develops a profound sense of control over his surroundings, a vital component for his psychological resilience. In Hughes' work, it is stated that having a strong sense of environmental mastery is crucial for resilience. This enables individuals to feel competent and in control, even in the face of challenging circumstances (Hughes 112).

Jim's involvement in teaching English to Kimura, as mentioned; "He had once given English lessons to Kimura" (171), showcases his proactive attitude towards learning and sharing knowledge. Through the act of teaching, Jim not only reinforces his own grasp of the language, but also establishes a connection and mutual comprehension with others. This mutual sharing of knowledge promotes a sense of purpose and connection, which are crucial for building resilience. According to Vygotsky, learning is a social process, and teaching others can improve one's own understanding and promote a sense of community and belonging (57).

Jim's endless thirst for knowledge about the war is apparent in his question, "Were the American planes about to come again?... he gazed up at the sky. He wanted to know everything" (134). This statement highlights his passion for staying informed and his proactive approach to gathering information. Jim's relentless pursuit of news and updates reflects his desire to comprehend the turbulent world and predict forthcoming events. The relentless pursuit of knowledge serves as a coping mechanism, instilling a sense of preparedness and reducing vulnerability. Peterson states that actively seeking information is linked to improved coping and adaptive functioning during stressful situations (203).

Jim's skepticism towards Dr. Ransome, "He harbored doubts about Dr. Ransome, with his long legs and his English manner" (141), displays his clever observation and distinctive mindset. Jim's skepticism indicates that he approaches information with a critical mindset, questioning and evaluating it rather than accepting it at face value. Having a curious mindset is crucial for building resilience, as it allows individuals to evaluate reliable information and make well-informed choices. According to Kuhn, critical thinking and skepticism play a crucial role in building resilience, enabling individuals to navigate through intricate information landscapes and steer clear of misinformation (88).

Jim's interest in goats, inspired by Dr. Ransome's recommendation; "Everything Jim had read about goats confirmed that they were difficult and wayward creatures" (141), demonstrates his proactive attitude towards acquiring knowledge. Jim's proactive approach to gathering information on a topic that could potentially shape his future showcases his forward-thinking mindset and dedication to being well-prepared. This behavior illustrates a strategic approach to utilizing information in order to anticipate and effectively handle potential challenges, which is a crucial component of resilience which Bandura highlights; "anticipatory coping, which involves

gathering information and preparing for future challenges, is critical for effective stress management and resilience” (Bandura 316).

The Japanese confiscation of all watches and clocks, yet Jim's measuring of time, as seen in “The Japanese had confiscated all watches and clocks... they wanted their prisoners to be without time. But during the three days, Jim had measured the time it took to do everything” (209), highlights his ingenuity and curiosity. Through the exploration of unconventional methods for measuring time, Jim upholds a strong sense of organization and stability in his daily routine. This skill of being able to adjust and discover innovative solutions to challenges is a defining characteristic of resilience. As Masten said, the importance of resilience lies in one's resourcefulness and ability to find creative solutions to challenges (234).

Jim's exploration of plant classification; “Jim drew the hundreds of cells and nutrient vessels. Plant classification was an entire universe of words... He named every weed in the camp. Names surrounded everything; invisible encyclopedias lay in every hedge and ditch” (215). The protagonist's profound curiosity and passion for knowledge are evident, this methodical approach to comprehending his surroundings not only helps him escape the harsh realities of camp life, but also gives him a feeling of achievement and direction. Werner and Smith argue that participating in intellectually stimulating activities can promote resilience by offering a sense of purpose and intellectual engagement (67).

Jim's fascination with all things American; “Jim was obsessed by everything American” (239), underscores his longing to establish a connection with a world beyond his immediate surroundings. Jim's fascination with all things American demonstrates his longing to establish a connection with a world outside the boundaries of the internment camp. This fascination is not just a fleeting curiosity, but rather a profound interest in the culture and advancements of America,

which he sees as powerful symbols of freedom and progress. This fascination motivates him to delve deeper into American culture, technology, and military capabilities. In Erikson's view, the cultivation of a solid sense of identity and the pursuit of meaningful aspirations can enhance resilience by offering individuals a sense of purpose and optimism (Erikson 93). His attraction with shadows also;

The direction of the shadows cast by the wayside telegraph poles had barely changed—Jim had always been interested in shadows, ever since his father had shown him how to calculate the height of even the highest building by pacing out its shadow on the ground. (132)

showcases his scientific eagerness and his desire to comprehend the world through careful observation and precise measurement. Jim's analytical mindset and thirst for knowledge are evident in his pursuit of understanding the intricacies of shadows. As Piaget claims, children's curiosity and their desire to explore and comprehend their surroundings are crucial for cognitive development and resilience (44).

Jim's tendency for incorporating advanced vocabulary into his discussions; “He remembered a word his mother had used, which he had always tried to work into his conversations with adults” (95), again illustrates his passion for knowledge and his aspiration to interact with adults on a more intellectual plane. His behavior indicates a constant desire to enhance his vocabulary and language skills, reflecting his overall intellectual curiosity. As Vygotsky suggests, language development and the acquisition of new vocabulary play a vital role in cognitive development. They not only improve communication and social interaction but also enhance resilience (78).

Jim's dedication to staying informed about current events is evident in the scene where he meticulously examines the photographs in a newspaper whom he gets it from the young soldier. Jim's analytical nature comes to the forefront as he carefully studies the images of fighter bombers taking off from the Japanese carriers (48). Through a careful examination of these images, Jim gains a deeper understanding of the war and satisfies his curiosity regarding military technology and strategy. The user's active engagement with information demonstrates a strong desire to comprehend the wider context of the conflict they are experiencing. Choo argues that information-seeking behavior plays a crucial role in building resilience, allowing individuals to understand their situations and adjust to new circumstances (29). Throughout the novel, Jim's insatiable curiosity about the Japanese and the war, as evident in his constant questioning and eagerness to learn, emphasizes his unwavering pursuit of knowledge. This behavior showcases his proactive approach to learning and his unwavering determination to comprehend the world around him, even when faced with challenges. Bandura emphasizes the importance of a proactive approach to learning and information-seeking. This approach empowers individuals to take control of their situation and make informed decisions, ultimately contributing to resilience (Bandura 165).

Jim's consistent focus on observing people's facial expressions, as seen in the recurring mentions of "faces" such as "their expressions drained of emotion by some tragedy that had affected them" (152) and "their pale faces resembling faded leather from which the color had faded" (279), demonstrates his dedication to analyzing and understanding the actions, feelings, and motives of those around him. Jim's sharp observation skill enables him to effectively navigate social dynamics and accurately perceive the emotional states of others. As Goleman suggests, understanding and interpreting the emotions of others is an essential aspect of resilience (Goleman 88).

Ultimately, Jim's insatiable thirst for knowledge and inquisitive nature play a crucial role in shaping his unwavering determination. His keen attention to detail, proactive approach to learning, sharp analytical skills, and inquisitive nature showcases a genuine curiosity and determination to comprehend and excel in his surroundings. Backed by extensive scholarly research, these characteristics highlight the significance of intellectual involvement and proactive pursuit of information in cultivating resilience. This empowers individuals to adjust, manage, and flourish even in the most demanding situations.

3.2.4 Positive Projective Anticipation: Jim's Positive Mindset

Jim's reaction to the air attacks shows his unique perspective on the war. Ballard claims that he developed an odd fondness for the air raids, the scream of the Mustangs swooping over the camp, the aroma of gasoline and cordite, and the tragic pilots' deaths (204). Jim relishes the excitement and energy that these chaotic periods generate, in contrast to his fellow inmates who were disheartened by the continual prospect of death. Positive emotions, according to Fredrickson's broaden-and-build hypothesis (Fredrickson 1367), can do two things: increase an individual's cognitive and behavioral flexibility and strengthen their capacity to persevere through adversity. It is a testament to Jim's unfaltering optimism and perseverance that he can discover thrill even during air strikes.

To dive deeper through this viewpoint, Jim's response to the last stages of the battle is strikingly different from his fellow prisoners'. All of the captives, including Dr. Ransome, seemed to be lacking in the will to live during the last phases of the conflict, according to Ballard. Jim took comfort in his hunger, too, because it brought up memories of the Mustangs' fascinating presence. In spite of confronting insurmountable odds, Jim's enthusiasm and fascination with life remain steadfast, like the sunshine that the Mustangs offer. Optimism and

hope, as Masten argues, are foundational to resilience building. They keep people motivated by letting them imagine a better future (Masten 49). An optimistic attitude and dogged persistence serve Jim well as he anticipates the return of the Mustangs with much anticipation.

The way Jim deals with the Japanese people exemplifies his remarkable ability to discover self-assurance in the most unlikely of places. Reconciling with the Japanese gives Ballard a new lease on self-assurance (253). It's strange that facing an opponent might make one feel more confident rather than afraid. But for Jim, it further establishes his understanding of the world and his place in it. One of the most important things you can do for your mental health is to keep a positive outlook and look for the silver lining in every cloud (Seligman 89). Jim's incredible ability to find comfort and meaning even in the presence of his enemies is on full display in his newly discovered self-assurance upon meeting the Japanese.

The thought of dying does not scare Jim; on the contrary, it thrills him. Ballard said he will keep going no matter what happens. But he looked forward to dying;” he was willing to accept any conclusion” (253). Jim's paradoxical enthusiasm for dying exemplifies his acceptance of his situation and his rapt focus on the here and now. Yalom argues that coming to terms with one's own mortality can lead to a more profound appreciation for life and a more robust feeling of purpose (Yalom 37). Jim's excitement about dying is a reflection of his profound gratitude for life and his resolve to seize every moment.

One more way Jim's positive attitude shines through is his capacity to revel in the chaos caused by the war. “These strange dislocations drew Jim,” Ballard notes. As a first for him, he was able to derive some pleasure from the war. An abandoned metropolis taken over by the heavens, he gazed joyfully at the burnt trams and crumbling buildings, at the innumerable doorways rising towards the sky (128). Jim's strength and insight into the mayhem of war are on

full display in his capacity to discover charm and fascination in devastation. A resilient person, says Bonanno, can look on the bright side even when things are going bad (Bonanno 20). Jim's adaptability and resilience are on full display as he finds value in the war-torn terrain.

It is possible to deduce Jim's complex relationship with life and death from his fascination with the hospital cemetery and its corpses. Ballard mulls over the thrill of being alive and the peculiar satisfaction he derives from looking at the dead in the hospital cemetery. The fact that this topic captivates Jim so much demonstrates how much he values life and how precarious it is. According to Becker, facing our own mortality might make us feel more connected to life and thankful for what we have (Becker 98). Jim's profound identification with his own existence and survival is shown by his profound contemplation of the dead bodies and his excitement at being alive.

As he walks past the gates and sees the mechanic's reaction, Jim demonstrates once again his extraordinary ability to discover excitement and intrigue in seemingly hopeless situations. His shoulders and arms trembled with a thrilling sensation of anticipation as he beheld the parachutes dropping. This vignette exemplifies Jim's boundless interest and steadfast excitement, even in the face of monotony and danger. His ability to see the positive in every circumstance is evidence of his strong character. As per Csikszentmihalyi's theory of "flow", people are happiest when they are completely engrossed in what they are doing at the moment (4). Jim's mental health benefits from his persistent pursuit of fascination, especially when faced with difficult situations. This leads him to believe that he often enters a state of flow.

War artifacts and the sight of military planes give Jim fresh optimism. In the chaos and devastation left behind by the war, Jim discovered a fresh lease on life, as told by Ballard. Among the old burial mounds stood powerful forts built from innumerable sandbags, and he

longed to feel the thrill of soaring through the air like a daring kite over the winding parapets. The soaring and warring kites symbolize Jim's unfaltering will and his desire to triumph above his circumstances. Hope, according to Snyder's hope theory, is the capacity to inspire oneself to take action and discover means to accomplish one's objectives. The way Jim completely loses himself in the combat images around him demonstrates his positive outlook and ability to imagine a world of strength and freedom.

In spite of his ill health, Jim takes solace in seeing the Japanese jets swooping overhead. He is able to relax and focus thanks to the calming noise of their engines. "The silver aircraft he had seen at the detention center would always come to mind whenever his mood would dip or he felt sorry for himself" (154). Aerial vehicles stand in for Jim's hopes and ambitions. His hopeful view and optimism in a future after the war are demonstrated in his comment, "I'm going to be a pilot, Basie, one day" (348). Being confident in one's capacity to manage different situations is emphasized in Bandura's idea of self-efficacy. According to Bandura, this notion is crucial for motivation and perseverance. Jim's self-assurance and the will to succeed in spite of setbacks are on full display in his dream of becoming a pilot.

Jim considers his wartime activities to have been significant and thrilling. Ballard claims that Jim's mother is completely unaware of all the exciting adventures he has (140). Jim views his turbulent experiences as thrilling adventures, not just survival maneuvers, and this highlights his perspective. Optimism, hope, efficacy, and resilience make up psychological capital, which is consistent with this fearless outlook (Luthans et al. 3). By viewing his events through the lens of thrilling adventures, Jim enhances his psychological well-being and gains the ability to overcome and adapt to the challenges he faces.

To remain resilient throughout the war was largely due to Jim's cheerful and daring outlook on life. Jim exemplifies the power of maintaining a positive outlook in the face of adversity with his boundless energy for the air raids, his enthrallment by the mayhem all around him, and his firm desire to become a pilot. His narrative exemplifies how resilient we are, how we can keep hope alive, and how we can find meaning and happiness even when things seem hopeless. Jim's optimistic outlook not only keeps him alive, but also shows his incredible psychological resilience by allowing him to find happiness and meaning in his hardships.

3.3 Resilience as Double-Edged Sword

Although resilience is often seen as a positive quality, it can also have negative consequences, such as preventing people from being vulnerable or keeping them in circumstances where they need to adjust constantly. As shown in *Empire of the Sun*, Jim's determination has both admirable and troubling manifestations, demonstrating the pros and cons of resilience.

It is evident that Jim is resilient based on his ability to adjust to the difficult circumstances of the internment camp. His resourcefulness at providing food and maintaining energy by navigating the social dynamics of the camp; “Jim had learned to scavenge and barter, to ingratiate himself with the guards, and to predict the movements of the Japanese patrols” (179). Masten defines resilience as “the capacity of a system to adapt successfully to disturbances that threaten its function, viability, or development” (Masten 228), which is directly related to his ability to adapt, which is vital to his existence. Nevertheless, Jim's ability to adjust can cause him to repress his genuine feelings and needs, prioritizing survival over his mental well-being.

Jim has been desensitized to violence and death, which is a disturbing part of his resiliency. “Jim had become so used to the sight of death that he no longer felt any fear or revulsion” (204). As a defense strategy, Jim has become desensitized to the continual presence of death so that he may go about his daily life. However, it may have lasting effects on his mental health and shows a lack of empathy. “While resilience allows individuals to cope with trauma, it can also lead to emotional numbing and a reduced capacity for empathy” (35), claims Bonanno. Thus, Jim's resilience serves as a double-edged sword, ensuring his survival in the here and now but perhaps compromising his mental health down the road.

Jim's capacity to find joy and challenge in the midst of combat is yet another illustration of the two-faced character of resilience. As Ballard put it, “The air raids and the sight of burning planes filled Jim with a strange excitement” (242). Sometimes, he finds joy in the midst of all the chaos and danger. Maintaining a sense of vitality and engagement with life is an essential aspect for Jim's psychological resiliency, and this thrill helps him achieve it. The disturbing normalization of violence and devastation is another concern, though. “Constant exposure to violence can lead to a fascination with it, which can desensitize individuals and alter their perceptions of normalcy” (89), asserts Grossman. While Jim's resilience helps him deal with his circumstances, it may have the unintended consequence of normalizing and even romanticizing the very threats to his existence, as shown by his delight in the face of violence.

Complexity abounds in the social component of Jim's resiliency as well. That he can motivate and encourage his fellow campers is undeniably a strength of his personality; “Jim's enthusiasm and sense of optimism were contagious, frequently lifting the spirits of those around him” (246). “Positive emotions can enhance social bonds and collective resilience” (Fredrickson 1369), which is in line with Fredrickson's broaden-and-build theory and helps to form a

supportive community inside the camp. But there is a heavy weight on Jim's shoulders as a result of this job; he has to keep smiling and acting strong even when he is tired or weak. "The expectation of constant resilience can lead to burnout and emotional exhaustion, as individuals feel pressured to always appear strong" (58), says Richardson. The price that persistence may exact when it becomes an inflexible standard is illustrated by Jim's position as a guiding light in the camp.

Additionally, Jim must frequently separate himself from his pre-war self and background in order to maintain his resilience. He starts to lose himself in the here and now, more concerned with staying alive than with thinking about the future or remembering his life before the conflict. "Jim had almost forgotten the life he had before the war; it seemed like a dream from another world" (294), as Ballard put it. Although Jim's detachment serves as a coping mechanism to deal with the daily challenges of the camp, it also signifies the departure from his previous identity. "Trauma can lead to a fragmentation of identity, where individuals disconnect from their past selves to cope with present pain" (Herman 96), that is to say, what Herman claims is truly happening. In this way, Jim's perseverance comes at a high psychological price; in order to face and overcome the immediate dangers around him, he was obliged to give up some of who he is.

In *Empire of the Sun*, Jim overcomes the tremendous hardships of battle thanks to his strong and multi-faceted quality of resilience. On the other hand, it shows how resilience can have negative consequences like emotional desensitization, normalizing violence, being constantly strong, and losing one's individuality. Resilience is crucial for survival, yet Jim's journey shows that it can come at a heavy psychological cost. The rising pragmatism and moral ambiguity in Jim's behavior is a noticeable consequence of his resiliency. In his pursuit of survival, Jim frequently puts his own wants before those of society and ethics. For example, he

rapidly becomes adept at manipulating and bartering with both other inmates and guards in order to procure food and other essentials; Jim had become adept at trading favors and information, always looking for an angle to exploit (221). This realism is a survival tactic, but it also shows that Jim's ethics have changed. As stated by Luthar and Cicchetti, “resilience in high-stress environments can lead individuals to adopt behaviors that are adaptive in the short term but potentially maladaptive in the long term” (863). Jim's moral flexibility exemplifies the fact that hard work might at times necessitate moral concessions.

Emotional repression is another consequence of the effort to remain resilient. Jim keeps his focus on staying alive by repressing his emotions, which include fear, sadness, and longing. “Tears were a luxury he could not afford,” Ballard says of Jim, who “rarely allowed himself to cry” (176). Although Jim is able to continue functioning regardless of his emotional repression and avoidance, trauma effects were highly apparent through his behavior. “Expressing emotions, particularly negative ones, is crucial for psychological health, and suppression can lead to long-term emotional and physical problems” (54), as said by Pennebaker. Jim's long-term mental health can be negatively impacted since he avoids completely experiencing and processing his emotions pretending to be resilient.

The complex dynamics of Jim's connection with his parents serve to highlight the paradoxical aspect of his resiliency. A constant source of solace and inspiration throughout the book are the memories of his parents. Jim, though, is learning to deal with his reality by progressively separating himself from these recollections. “The faces of his parents were becoming hazy, as if they belonged to a different life” (310). Even though Jim is protecting himself by focusing on the here and now, he is also cutting ties with his history and, by extension, a large portion of his identity. “Strong emotional bonds are crucial for psychological

stability, and losing these bonds can lead to feelings of disconnection and alienation” (Bowlby 77). Jim's capacity to heal after the war ends may be affected by his distance from his family and his pre-war self, since he must remain detached from his history in order to be resilient.

Ultimately, Jim's ability to persevere through the enormous hardships of war is a result of his multi-faceted resilience. But there are heavy psychological tolls to pay for it as well, such as emotional desensitization, moral uncertainty, suppressed emotions, and disconnection from his history. These disadvantages show how resilience is a double-edged sword; a person's ability to overcome short-term setbacks may come at the expense of their mental health in the long run.

A powerful reminder that resilience is about more than just surviving tough times; it's also about finding a way to keep one's mental and emotional health in check, as shown throughout Jim's experience in the novel. Therefore, it stresses the importance of a more complex definition of resilience that takes into account its benefits and drawbacks.

According to J.G. Ballard, the horrors of battle have a profound effect on the protagonist in *Empire of the Sun*. The contrast between his previous luxurious existence and his thin, diseased body caused by constant hunger is striking. The constant fear of being attacked also has an effect on one's mental health. In the beginning, Jim develops a sick fascination with the military gear, but soon, it grows into an intense need to stay alive. In stark contrast to his carefree youth, he now scavenges for scraps and forms relationships with similarly desperate individuals. By the time the war is over, Jim has been through so much that he is debilitated physically and disturbed emotionally by the atrocities he has seen, trying to make sense of a world that he hardly knows after the war robbed him of his youth.

Jim had developed his resilience in the burnt-out city of Shanghai during the war. He had grown grimly tutored by the continual unpredictability, the struggle for scraps, and the persistent danger of violence. Despite the hardships he had endured, he had developed an extraordinary capacity for adaptation and an unwavering optimism that gave him the strength to carry on. Although it had gotten him through the atrocities of the Japanese concentration camp, his resilience turned out to be both a strength and a weakness. War trauma had set in as a result of the harsh reality he had to face. Invisible wounds had been carved into his mind by the continual alertness, the hair-trigger terror, and the loss of innocence. He may continue to feel the effects of these hidden wounds for a long time after he is free. A haunting question lingers in the air as Jim exits from the camp gates, blinking at the strange sunlight: can the strength that got him through the worst enable him to rebuild his life, or will the trauma of war always haunt him? His perseverance and the passage of time will determine his fate.

Conclusion

Empire of the sun, the case study of this thesis, portrays beautifully the concept of trauma through the lens of its young British protagonist who belongs to a high-class family living in Shanghai, China. Unlike other writers who provided readers with historical records for war events focusing on the physical aspect of the chaos and its impact on communities, environment and most of time adults; J.G. Ballard in his autobiographical novel was able to provide a deeper understanding of war trauma and its impact on children through the lens of his own experience as a child prisoner in the Japanese camps. Ballard shifted his focus also on children's personality formation in the midst of the war and the effect of drastic events on his psyche and mental health.

Chapter One primarily focuses on establishing a foundation for the analysis. It begins by defining literature and its potential as a tool for exploring profound themes. The chapter then utilizes depictions of war to investigate concepts like morality, human nature, survival, and the psychological effects of armed conflict. To ensure reader comprehension of key points and the overall research argument, the chapter also provides structured definitions of fundamental concepts relevant to the analysis, such as resilience and attachment, along with their origins and literary applications. Additionally, the chapter offers biographical information about the author and his major works. This contextualizes the author's relationship with the analyzed novel, which is a fictionalized account of his own wartime experiences. Finally, the chapter highlights how contrasting viewpoints and narrative objectives within the novel suggest that the author's ideological perspective and life experiences significantly influence his portrayal of war's impact on individuals and communities.

The second chapter delves into Jim's formative years, specifically focusing on how his attachment style shapes his character and relationships. By applying attachment theory, this chapter examines how Jim's experiences with Dr. Ransome, Basie, and his parents' separation negatively influence his emotional development and fragment the process of his personality formation. Despite this, the chapter also analyzes Jim's conduct and his capacity to establish significant ties amidst the chaos of war. This juxtaposition highlights the enduring influence of early attachments, even in the face of adversity.

The third chapter of the dissertation examines Jim's capacity to endure the tremendous hardship of WWII internment through the lens of resilience theory. The chapter delves into how adaptive techniques, psychological resources, and social support can help build resilience. Learning about Jim's relationships with others and his "resilience ecosystem" helps shed light on how people might discover fortitude and purpose in the face of adversity. The analysis draws attention to important traits of resilience, such as Jim's rapid responsiveness to danger, precocious maturity, curiosity, and positive mindset, and curiosity. In addition, the use of attachment theory reveals a complicated interplay between the protagonist's survival instinct and his search for his parents. While pursuing both certainly gave him positive outlook, it also had negative implications. The constant tension for survival resulted in a progressive emotional numbing, which signified a loss of innocence. Despite the chaos and anxiety, the protagonist discovered a sense of twisted pleasure and even excitement. However, upon reuniting with his parents, the attainment of his primary goal left him feeling lost, with no clear direction.

Attachment theory and resilience work hand in hand. Secure connection, developed by attentive and compassionate caregivers, is the foundation for a child's emotional and mental well-being. Even in the midst of chaos, a stable bond serves as a safe harbor, allowing the child

to explore the world with the assurance that they will return to a secure base. This sense of security promotes resilience, or the ability to recover from adversity. In a world full of constant advertising, a strong foundation based on secure attachment provides a child with the critical thinking abilities needed to navigate tempting messages and form good habits.

Ballard's story shows the atrocities of war but also the incredible resilience of the human spirit in the face of adversity. The powerful influence of attachment and resilience on one's capacity to manage and conquer over horrific events is exemplified by Jim's transformation from vulnerability to resilience. The work and its characters can be better understood through this multidisciplinary approach that incorporates psychological ideas with literary study, adding to the larger conversation on literature's portrayal of trauma, resilience, and human adaptability. *Empire of the Sun* is still relevant today and that it is an important piece of British literature. Through its detailed examination of attachment and resilience, it encourages readers to contemplate their own abilities to evolve and adjust when confronted with hardship, drawing attention to the timeless themes of perseverance, belonging, and the unbreakable will to live.

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Résumé

Cette thèse explore la relation complexe entre attachement et résilience dans *Empire of the Sun* de J.G. Ballard. L'étude explore les environnements émotionnels et psychologiques traversés par Jim Graham, le protagoniste, et comment son parcours et sa résilience sont façonnés par les traumatismes induits par la guerre et les premières ruptures d'attachement. Pour surmonter les difficultés, la thèse soutient qu'il faut s'appuyer sur leurs ressources relationnelles et psychologiques, et l'expérience de Jim en est un exemple. Cette étude offre un aperçu du roman de guerre et du traumatisme dans la littérature mondiale et plus particulièrement dans la littérature britannique. Deux sous-tentes de la psychanalyse ont été sélectionnées afin d'examiner le thème du traumatisme dans le roman, l'attachement et la résilience. Trois chapitres principaux constituent le cadre de la thèse. Chacun d'eux approfondit un sujet ciblé spécifique qui sert le sujet de la thèse. Soulignant à quel point les origines et les objectifs narratifs de l'écrivain façonnent leurs représentations de la guerre et comment cela, à son tour, leur permet d'aborder des questions complexes telles que la nature humaine, l'éthique et la survie. L'examen de la séparation parentale et de ses effets sur l'enfant et la formation de sa relation au milieu du chaos. En plus du rôle des attachements précoces dans la formation de l'identité de l'enfant, qui renforce sa capacité à persévérer face aux énormes difficultés pendant son incarcération pendant la Seconde Guerre mondiale.

Mots-clés: Attachement, Littérature d'après-guerre, Psychologie, Résilience, *Empire of the Sun*, J.G. Ballard, Traumatisme

الملخص

تتعمق هذه الدراسة في العلاقة المعقدة بين التعلق والمرونة في رواية إمبراطورية الشمس بقلم جي جي بالارد. تستكشف الدراسة البيئة العاطفية والنفسية التي يعيشها بطل الرواية جيم جراهام خلال فترة الحرب، وكيف ينمي مرونته من خلال الصدمات الناجمة عن الحرب واضطرابات التعلق المبكر. تبين الدراسة أهمية الاعتماد على العلاقات والموارد النفسية من أجل التغلب على الصعوبات، وتعتبر تجربة جيم خير مثال على ذلك. تقدم هذه الدراسة أيضا لمحة عامة عن رواية الحرب والصدمات في الأدب العالمي وعلى وجه التحديد الأدب البريطاني. وتستند هذه الأخيرة في منهجيتها على نظريتين فرعيتين في علم النفس هما التعلق والمرونة، حيث يمكن فهم موضوعات وشخصيات الرواية بشكل أفضل من خلالهما. تشكل ثلاثة فصول أساسية إطار الدراسة. حيث يتعمق الفصل الافتتاحي الذي يحمل عنوان؛ «رواية الحرب والصدمات في الأدب البريطاني»، على دور أصل الكاتب وأهدافه السردية في تصويره للحرب، وكيف يسمح له ذلك بمعالجة القضايا المعقدة مثل الطبيعة البشرية والأخلاق والبقاء. «التعلق في عالم جيم غير المؤكد» هو عنوان الفصل الثاني، والذي يتمحور حول حدث انفصال جيم عن والديه ويظهر كيف أثر هذا الانفصال على شخصيته وكيفية تشكيله لعلاقات جديدة داخل المعتقل والتي ساعدته على تأقلم. الفصل الثالث بعنوان «أوديصة جيم للمرونة في إمبراطورية الشمس»، يستعرض قدرة جيم على المثابرة في مواجهة المصاعب الهائلة أثناء سجنه خلال الحرب العالمية الثانية بحيث يستخدم الفصل نظرية المرونة للتعمق في الطرق المستخدمة من قبل البطل والتي استطاع من خلالها يستجيب، يفهم، ويتأقلم ليتغلب على مصاعبه عن طريق الدعم الاجتماعي والموارد النفسية وآليات التكيفي. ختاماً، توفر لنا الدراسة تحليلاً معمقاً من منظور كلى نظريتي التعلق والمرونة وتسلط الضوء على قدرة الفرد على تطوير ذاته في خضم المصاعب والتحديات وذلك بتقديم تحليل لنضج الأنا لدى شخصية البطل واستعماله للإستراتيجيات التكيفية بالإضافة الى الجانب السلبي من هذا النمو غير الطبيعي.

الكلمات المفتاحية: الارتباط، الأدب ما بعد الحرب، علم النفس، المرونة، إمبراطورية الشمس، ج. ج. بالارد، الصدمة

