Bullying Concept in Richard III and Kawakami's Haven

Maryam Kadhim Mohammed [*]
Department of English Language, College of Education for Women, Tikrit University [*]
Salahuddin, Iraq

Prof. Dr. Ansam Riyadh Abdullah [1]
Department of English Language, College of Education for Women, Tikrit University [1]
Salahuddin, Iraq

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ABSTRACT
The present paper focuses on a new phenomenon in psychological sciences. Bullying can also refer to power-imbalances between two or more persons and between two organizations. Harassment is not limited to a single school or location. In this paper, Bullying is the subject of one of Shakespeare’s historical plays, Richard III, in which his complete competence as a dramatist emerges in his description of the protagonist character’s collapse. Heaven is another example of bullying. Kawakami’s inexhaustible ability is exposed in this text. Heaven depicts teenage anguish in an honest, brutal, and sympathetic way. The paper follows the comparative approach in dealing with this them as it compares between the selected texts. It starts with an introduction to the subject which is followed by a discussion and it ends with a conclusion that sums up the findings.

KEYWORDS
Bullying, Haven, Richard III, Shakespeare, Kawakami

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1. Introduction:

Bullying is a malevolent procedure in which a powerful individual intends to cause mental and physical harm to a weaker person. Bullying can take many different forms, such as violent, relational, and, more lately, computer hackers. Victimization by bullies is of various mental health outcomes, including underachievement.

It is vital to track the ideas that shed light on such topics since social experience impacts the outcome of disputes, making victors more likely to win again and losers more likely to lose again, even against different adversaries. The ultimate and consequential reasons for the continuance of winner and loser effects are unclear, despite their widespread prevalence throughout the animal world and their inevitable impact on social systems. (Almaaroof, 2018) It is applicable for human kind respectively.

Missing things, wildly varying, and a small circle of friends indicate that a youngster is being bullied. Victims of Bullying may have physical, emotional, or cognitive symptoms. Common psychological problems include irritability, anxiety, melancholy, difficulty resting, frequent nightmares, exhaustion in the mornings, isolation, powerlessness, and loneliness.

Bullying has been linked to a variety of significant issues. Teens who harass are more likely to engage in delinquent activities. Vandalism and violence are both in and out of school. They are also at risk of abusing substances and dropping out. Bullies and victims of Bullying are more likely to suffer from depression than their peers who have not been bullied. According to research, bullies and their victims are at risk for attention deficit hyperactivity disorder. Richard III is one of Shakespeare’s most punctual historical plays and the primary history play where one sees his whole development as a writer rising in his portrayal of the central character’s ruin.

The significance and criminal victimization, as well as the solace of companionship, are explored in Heaven. Kawakami’s heroine is bullied since of his wonky eye, and he struggles in silence. Heaven is a stunning monument to Kawakami’s unexplainable creativity, as it is uncompromising yet compassionate, carefully examined, intimate and multi-layered.

1.2. Bullying Concept Meaning and Characteristics:

Bullying is a “form of aggressive behaviour in which someone intentionally and repeatedly causes another person injury or discomfort. Bullying can take the form of physical contact, words or more subtle actions” (Olweus 4). The bullied person regularly has inconvenience guarding him or herself and does nothing to “cause” the Bullying. While Bullying may take numerous shapes, counting physical Bullying: prodding or name-calling; social prohibition, peer sexual badgering; bullying around race, ethnicity, religion, incapacity, sexual introduction, sexual orientation, personality, and cyber-Bullying.

The inquiry has demonstrated that Bullying includes vast numbers of children and youth from the Joined together states in all socio-economic foundations, in racial bunches that have been considered, and in zones of diverse populace thickness (urban, rural, and rural settings). Bullying has been connected to hostile
relations between social factors and individual thought and behaviour. Working among children who are discriminated against and checking brought down self-esteem. (Nansel et al. 282).

Bullying children and teens are more likely than their classmates to have pro-violence ideas (Bosworth 1) and encourage their peers to bully others over time (Espelage et al. 3); study shows that there is no single cause of Bullying. Individual, familial, peer, school, and community circumstances, on the other extreme, may put a child or an adolescent at risk of bullying their classmates (Espelage 2). Research shows that Bullying is connected to other disruptive behaviour such as vandalism, fighting, Etc (Nansel et al. 1).

It is commonly thought to occur between students at school. However, aggressive actions such as verbal abuse, ruining the victim’s employment or work relationship, or exploiting the position can happen at work. The majority of adult bullies who participate in these activities are males. Women bullies target other women roughly 80% of the time, but men bullies victimize both genders equally (Gilbert 6).

It is the consequence of a bully’s desire to gain and maintain control over another person. Bullying’s aggression interferes with empathy, which is required to prevent bullying others. The attack is divided into two types: proactive hostility and reactive hostility. Aggressive aggressiveness is defined as a behaviour which is being well-organized, psychologically dispassionate, and motivated by a goal for financial gain (4).

Mainly the causes and risk factors of Bullying could be various, including having a poor sense of human or social connections, a proclivity to become angry quickly, or already experiencing from depressed mood are all risk factors for becoming a victim of Bullying. It is noted that the victim’s actual or potential weight is also a potential risk. Being overweight has a modest link to being bullied. As a phenomenon, Bullying is more common among gay, lesbian, bisexual, and transgender youth than heterosexual youth. Bullying is common among children with impairments, immigrants, and high-achieving minorities (Henry 3).

Abused children may also demonstrate behavioural symptoms such as avoiding social situations, arriving late to school or work, taking more vacation days, skipping school without informing their parents, or even retaliating against their persecutors. Their academic performance may deteriorate, and they may develop an identity, for instance, escape from home, injuring themselves or killing themselves (Henry, 12).

Loss of control and subordination can lead to depressed moods in the victim, such as hopelessness, negative self-image, and a loss of motivation (Hawker and Boulton1). These theories, taken together, show that bullying victims are put into a submissive and powerless social position, making them subject to lower self-efficacy, self-worth, and motivation and heightened negative emotional states, anxiety, and melancholy. Bullying assault produces harmful mental conditions that are crucial risk factors for suicidal thoughts and actions (14).

One of the primary variables of concern in this research was bullying victimization. Five questions measured relational Bullying, including how often the
person was purposefully left out, taunted, and had rumours circulated about him by other people. Two questions focused on physical Bullying, asking how often the person was hit or shoved. Two questions assessed threats, asking how often another person threatened to beat or damage the victim. And second, whether they intended to injure them with a device (Gilbert 6).

However, reducing these models to their most basic elements results in a relatively narrow perspective: bullied individuals become depressed, and depressed people become suicidal. The current research investigates if parallel lives exist and serve a function. This deteriorated view may cause an individual to feel disenfranchised and secluded from others (poor belonging) and believe their presence is a burden to family or friends. People’s desire for death grows when they are in protracted emotional factors of felt burdensomeness and low belonging.

2. Bullying in Richard III:

Both resentful and disabled, Richard of Gloucester aspires to be Heir to the throne and employs deception and deception to attain his aim. By becoming King Richard III, he massacres his siblings, cousins, and anybody who stands in his way. Finally, Henry of Richmond gathers a troop, defeats Richard in combat, and ascends to the throne of England as King Henry VII.

Within the play’s famous opening lines, Richard alludes to occasions that Shakespeare chronicles in his prior plays Henry VI, Parts One, Two, and Three, and with which he would have anticipated his watchers to be recognizable. Henry VI details a depleting respectful war for the position of authority of Britain, which bubbled down to a challenge between two families: The House of York and the House of Lancaster. This respectful war is known as the Wars of the Roses since the white and ruddy roses symbolized the houses of York and Lancaster individually. Richard’s side, the House of York, inevitably wins, and Richard’s most seasoned brother, Edward, is presently Ruler Edward IV (Clemen 2).

“Why, in this weak piping time of peace, I have no delight to pass away the time unless to see my shadow in the sun and descant on my deformity. And therefore, since I cannot prove a lover to entertain these fair well-spoken days, I am determinèd to prove a villain and hate the idle pleasures of these days” (Act I, Scene I, lines 24-31).

Richard’s opening discourse clarifies critical components of his character. But Richard is not truly as basic and direct as his depiction of himself infers. The genuine inspirations for his fiendish controls stay secretive. In his discourse, he speaks of the severity of his deformity; Richard may be a hunchback and has something off-base with one of his arms. But the play’s last activity appears that Richard is physically exceptionally dynamic, which he is, in truth, very sure in his capacity to entice ladies. Moreover, Sharpness at his deformation comes short of clarifying his overwhelming craving to be lord or his desire for control. For these reasons, Richard may not appear like an efficient and steady identity to us.

This scene clues at the complicated web of plans and unions that develops indeed becomes more complex amid the course of the play. In Richard’s plot
against Clarence, we see the immediate concrete result of his inconspicuous and hypocritical plans. Moreover, within the symmetrical trade of aristocrats going in and out of the Tower of London, we see how short-lived favour must have been within the illustrious court: Clarence falls from regal favour and is bolted up, whereas Hastings recaptures it and is liberated. These eccentrics of fortune and blessing were a well-known educational topic in Shakespeare's day (Clemen 3). Richard says:

‘Nay, do not pause; for I did kill King Henry—But ‘twas thy beauty that provoked me. Nay now dispatches;
‘twas I that stabbed young Edward— But thy heavenly face set me on” (Act I, Scene ii, lines 184-187).

The play is an extraordinary writing, but it is not a great history: a purposeful publicity play, it vilifies its namesake to legitimize his usurpation by Henry VII, the primary ruler of the House of Tudor (Elizabeth I, contemporaneous with Shakespeare, being the final Tudor ruler). Whereas the theory—that Richard III was mindful of the passing of the princes within the Tower—seems the foremost likely one to clarify the destiny of the two boys, it is by no implies demonstrated; appropriately, the Ricardian are attempting to restore Richard III’s notoriety (Luis-Mart 2). In another situation, Richard replays:

‘But then I sigh and, with a piece of scripture, Tell them that God bids us do good for evil; And thus I clothe my naked villainy With odd old ends stolen out of Holy Writ, And seem a saint when most I play the devil’ (Act I, Scene iii, lines 340-344).

With this aspiration in intellect, Richard sets around charming Anne, the dowager of a man Richard has himself killed. Richard, too, tells Ruler Edward, his brother, that their brother Clarence is plotting against Edward. In contrast, Clarence is detained within the Tower of London, and Richard sends men to suffocate Clarence in a butt of Malmsey wine. Richard, at that point, tells Edward that Clarence is dead and makes Edward feel blameworthy over their brother’s passing; since Edward is now debilitated and biting the dust, his blame quickens his decrease, and he kicks the bucket before long a short time later (Luis-Mart 4).

Richard’s spectacular ascent and collapse are then chronicled in the play. Shakespeare typically depicts him as a ‘deformed hunchback’ who viciously cheats, kills, and distorts his way to the throne until being deposed by Henry VII. Regardless of his cruelty, Richard is the antagonist whom people love to despise.

3. Bullying Concept in Kawakami’s Haven:

Mieko Kawakami is a Japanese actress. Kawakami, born in Osaka, began her career as a writer and a poet in 2006. She released her first novella, My Ego, My Teeth, and the World, in 2007. Poetic characteristics, revelations into the feminine body, and a focus on morality and the civilized world have made them well-known (Margolin 1).

Violence has been a topic of interest to priests, psychologists, scientists, anthropological, psychologists, sociologists, and policymakers since the dawn of history, and one rarely finds a philosopher or researcher in many domains who is not concerned about the issue of assault (Bamishigbin et al. 106-119). Kawakami
presents her 14-year-old heroine as being bullied by her male peers daily. They punched her, mocked her for her affected eye, forced-fed her mark, and shoved her in a locker in the novel’s harrowing first chapter. She appears to be immune to these sufferings, which is heartbreaking. “I was no stranger to the dust-clogged air and muted darkness,” she says quietly from her locker (2).

Whenever something like this occurred, she expressed, “I simply started counting in my thoughts and did not think about anything else.” But beneath her bold exterior, she is unhappy. Her home situation is dark and suffocating, and her school experience is agonizing; she craves social contact but is hesitant to seek it out. Unsurprisingly, their communication becomes her “sole time of happiness” when her companion, misfit Kojima, begins putting notes in her workplace (Margolin 3). Kojima say:

“For people to live by some golden rule, we would have to live in a world with no contradictions. But we do not live in a world like that. No one does. People do what works for them, whatever makes them feel good. But because nobody likes getting stepped on, people start spouting crap about being good to others, considerate, whatever. Tell me I’m wrong. Everyone does things they do not want people doing back. Predators eat prey, and the school serves no real purpose other than separating the kids who have what it takes from those who do not. That is the whole point. Everywhere you look, the vigorous walk all over the weak. Even those fools who think they have found the answers by coming up with perfect little sayings about how the world ought to be cannot escape it because the real world is everywhere” (Margolin 0-81).

Kawakami demonstrates that Kojima’s opinions are not only erroneous but also dangerous. She takes optimism and turns it into self-harm. She also dehumanizes the storyteller, whom she regards as more of a live demonstration of her concepts than an average human. It is inconceivable to fault Kawakami for her compassionate treatment of Kojima. Accordingly, she is 14 and dealing with a terrible circumstance without the assistance of an adult. Ultimately, she cannot provide the narrator true companionship or sympathy; she is a heaviness, not lightness (Kawakami 36). She says: No, I shouted. I do not want that kind of strength. I do not want to be dragged into this, and I do not want to remove anyone else down (Margolin 80-81).

Kawakami leads the readers to this understanding gruesomely, but they arrive before her protagonist, who takes the entire novel to discover it. She does so only after a severe attack of melancholy, throughout which she fights suicide ideation and “lose[s] connection with what melancholy is meant to be,” according to her. Kawakami’s narrator’s numbness redirects the book. The protagonist is prepared to address one of her assailants since she no longer worries about suffering (Kawakami 52).

The protagonist is forced to concede that she cannot even live by Kojima’s rule after their encounter – which is itself a condescending speech on the bully’s
side; her brutality left me speechless at points – ”The bits of holiness that had pulled me up [stop] slotting together” within days. Her moment as a potential victim is up (55). Her peer says:

“How did I feel about Kojima? Why did I never speak to her at school or even attempt eye contact? Sure, I was scared of Ninomiya, but what made me nervous? Was I afraid of getting hurt? Why couldn’t I stand up to him if that was haunting me? What does it mean to be broken? When they bullied me and beat me up, why couldn’t I do anything but obey them? What does it mean to follow? Why was I scared? Why? What does it mean to be afraid of?” (Margolin, 80-81).

In Heaven, however, the narrator’s embracing of meaninglessness appears to be a necessary but transient evolutionary step, similar to her association with Kojima. Heaven’s conclusion is not exactly joyous, but it is the first time Kawakami lets any daylight into the book. Its latter chapters are comforting despite losing sight of the author’s still-dangerous situation.

**Conclusion:**

The boss or a coworker can perpetrate Bullying, and the husband can also commit it against his wife, the father against his son, the brother against his brother, or countries bullying their citizens by imposing restrictive constraints and procedures. Poor self-esteem is a risk factor for being a bully victim. Therapies that boost self-esteem and self are critical for lowering the chance of being bullied. Engaging in activities in which the individual excels (for example, live performance, football teams, and unique work initiatives) and investing in counselling are confidence builders. Because Bullying is both a risk factor and a result of isolation, making someone feel less alone by providing a sympathetic ear and participating in a support network can go a long way toward creating the communities necessary to prevent Bullying.

Because Bullying thrives in the shadows, parents are frequently urged to keep in touch with school administrators and other relevant concerned citizens until the Bullying is addressed and remedied. For instance, if the behaviour is mentioned to the son’s school and the teacher fails to assist, parents should consider contacting the counsellor, assistant principal, and superintendent through the school’s chain of command. Parents of other bullying victims and the child’s paediatrician can be sources of assistance. All these sufferings are recorded by literary texts since Shakespeare’s time till the present.

Shakespeare’s Richard had a deformity, or a diagonal spinal cord compression, rather than being a hunchback. King Richard III was not a “hunchback,” He did not deceive or deceive more than anybody else during the ‘Wars of the Roses’. Richard is being bullied and villainous, but he is also intelligent, suave, humorous, and thoroughly shameless about it. He also boasts about his deception while mocking his sufferers for being scumbags.

The significance and criminal victimization, as well as the solace of companionship, are explored in Heaven. Kawakami’s heroine is bullied since of her wonky eye, and she struggles in silence. Her only relief comes from her connection with a female similarly subjected to constant mocking. However, if one’s shared tie is dread, the character of his/her relationship will be affected.
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