

BULLYING

Clara London

Dolores Santos Barreiro

"Psychoanalysis cannot, must not remain indifferent to a humanity marked by destructive actions among their peers, ... ()" (Raul Levin "Wolf Seed")

"What took little Victor to shoot his head last week, at home in Temperley? ... His grandfather Joseph, owner of the weapon with which the boy committed suicide, complained bitterly ... tabled two burning issues: school harassment or bullying and teen suicide ..." (Newspaper La Nacion)

... "It was exactly one year ago, when he was called from the hospital where his ten years old daughter Celeste, had just been admitted. With a fractured skull. With three clots in the head and many, too many blows to the body. "A same aged classmate, that always bothered her and had already been expelled from other schools threw her down the stairs. Celeste fell down four meters. She was admitted for seventeen days, had two operations. She is alive by miracle. (Newspaper La Nacion)

Bullying is a term created by Dan Olweus in 1993 and means: Bullfight, systematic and continuous abuse among peers. Is the new way of calling the school harassment, a phenomenon that is not new.

If each social-historical period creates its actual, what would make bullying an actual? The frequent publication of cases worldwide has shown the particularly sadist and methodic violence used to mistreat a friend, as the above mentioned examples reveal. We, as witnesses and actors of our time, are convened not remain indifferent.

One or more subjects supported by a certain power perform a persistent harassment over another subject, not recognized as such, being reduced to a mere object, abandoned and expelled from his membership to a particular group. This abuse needs to abolish all possible identification with the so called victim.

When this happens we are in a **Violence** situation (Berenstein) ¹.

Why would a pubescent-teenagers group take a companion as scapegoat?

Being bullying a phenomenon that shows up most often in pubescent, let us consider what, can enhance these actions from this vital time metapsychology.

We think the "pubertal push" in representational or significant terms as the latency stabilization falling, or the identifying support with the certainty points present until then². When sexuality arrives to puberty, it cannot be stopped. Then the pubescent needs to make an effort to keep a distance from the parental couple fascination exercised upon him.

Hence this stage is appropriate for foolishness, noise and awry actions, in which young people rely on regressive attempts to give some sort of coherence or significance to something that is experienced as pure quantity or trauma disorder.

The other key element now is the narcissistic³ rearrangement. The ego, narcissism axis, is undergoing an important destabilization.

The Imaginary speculating area is fertile for the narcissistic rage appearance, which is on the basis of these acts we are talking about. Young people through suffering (victim) or aggression (victimizer) saturate their needs to focus on an identifying recognition. Thus increasing, sadistic and masochistic impulses, towards the guilt for oedipal fantasies reactivation.

In this scenario wishing links may turn up into power links among the ego and a ego's object⁴.

It is thus configured the duo tyranny-submission (Meltzer) ⁵. The tyrant under the pressure of his angst, manages to find a slave on which to project persecutory angst.

¹ Berenstein, I: *Notes on violence*: "Action or group of actions consisting of invading the limits of another person in order to compel him by force with his motor component (muscle) . (page. 257)

² Bloss, P. (1979) *The adolescence transition and* Gutton, P (1993) *The pubertal: from several conceptual schemes posing puberty as trauma and adolescence as the elaborated attempt of this trauma..*

³ Aryan, A.(1985) *Adolescence; Contributions to the metapsychology and psychopathology, tries to match among adolescence and non-psychotic narcissistic neurosis: "is inherent to this system it's extreme fragility; a single element questioning perfection leads to reverse the positive sign and to hating, aggression and hopelessness...."*.(page. 38).

⁴ Moguillansky, C. *The superego role in addressing narcissistic linkages, unpublished job ...*"The power own uncertainty turns out into the certainty arising from power, at the expense of losing it's intimate emotional nature..."

⁵ Meltzer, D.(1974) *The sexual states of mind - Sadomasochism and tyranny: an essential differentiation.*

Somebody else is turned out a slave by destructing his self-esteem, the destructive forces are projected into this object, locating there characteristics undesirable to himself. Tyranny and submission are related to angst evacuative processes, and they have a quite natural tendency to extrapolate outside the intimate relationships of the social network.

Three are the protagonists of this drama: victim, victimizer and witnesses.

Victims suffer perplexed by arbitrariness and failure to understand the attack, always unjustified and unjustifiable.

Levin⁶ says that the victim puts us as psychoanalysts and people to think their unthinkable pain, to attend and try to understand the devastating effects provoked by the attack.

We share this author's difficulty to tolerate listening when it is about the perpetrator. A feature in the derivation of the death-wish is what sets in a subject his condition of executor of cruelty upon another. The victimizer installs an absolute separation between "us" and "them", projects and places the impulse thus freeing its own destructiveness and legalizing his actions surrounding himself with convictions, simplistic explanations that avoid any complexity (Berenstein)⁷

In order to complete a bullying picture witnesses are necessary. We want to extend this witness category beyond the peer group who witnesses the attack silent by complicity, indifference or fear.

We believe that this violence situations cannot occur without relation to the power that the system imposes, either by the state, the institutions in which we participate or the family. Immersed in a society whose paradigm is the exclusion, the identification with that power helps all forms of subjugation and not thinking.

Freud says: "... really ... () ... as a consequence of war and submission, victors and vanquished, are transformed into masters and slaves. Then the community rights becomes

⁶ Levin, R. Wolf's seed: *"For several reasons it is very difficult to start the victimizer's study interest. Even though I consider mandatory to the psychoanalysis not to deny this subject... (page.381)*

⁷ Berenstein, i. Op. cit.: *(convictions) are forms of thought anti thought supporting the ego, based on the generalization, in simplistic single origin explanations, at odds with the complexity and guarantees intolerance to what the other is and he thinks (page. 263)*

*the expression of unequal power relations prevailing within it, laws are made by the rulers and for them, and few rights granted to the others*⁸

Young people find it very early in their lives and this may tend towards these impulses that cannot integrate with love components, leading to violence acts with total indifference to self-life and that of others.

It is the adult world task the responsibility to understand and contain this particular transition adolescence is; function that not always we hold to the required importance, every time we, consciously and unconsciously, give violent signs that make us accomplices⁹ (Moguillansky).

Could it be possible to transform the indifference or complicity and limit this form of corporate social irresponsibility?

⁸Freud, S. *The reason for the war*

⁹ Moguillansky, C. (2007) *frequent constellations of transfer in addictions*: We make an equivalence between what this author understands as accomplice holder in the addictive scene and those who give logistical support to these acts of violence.

Bibliography

- Aryan, A. (1985) Adolescence; contributions to metapsychology and psychopathology, *Psychoanalysis Journal APdeBA* # 3, Volume VII
- Aryan, A. & Moguillansky, C. (2010) *Adolescents Clinic*. Buenos Aires, Editorial Teseo
- Berenstein, I. (2000) Notes on Violence, *Journal of Psychoanalysis APdeBA*, Year 2000, Vol XXII # 2.
- Blos, P. (1979) *The adolescents transition*. Buenos York, Amorrortu Publishers.
- Freud, S. (1914) *Introduction of narcissism*. Amorrortu Publishers, Volume XIV.
(1916) *The Impulses and their destinations*, Amorrortu Publishers, Volume
- Gutton, P. (1993) *The pubertal*. Buenos Aires, Paidos Editors, First Edition
- Lacan, J (1948): *Aggressiveness in psychoanalysis editions I*. Buenos Aires, Siglo XXI Publishers
(1949): *The mirror stage as formative of the function of the ego as revealed in psychoanalytic experience Editions I*. Buenos Aires, Siglo XXI Publishers.
- Levin, R.(2000) Wolf Seeds, *Apdeba Psychoanalysis Journal*, Year 2000, Vol XXII # 2
- Meltzer, D. (1974) *Sexual States of Mind*. Buenos Aires, Kargieman Publishers.
Sadomasochism and tyranny: a critical distinction. Translated by Clara Nemas
- Moguillansky, C. (2007) *Frequent Constellations in addictions transfer*, online Controversies magazine in children and adolescents psychoanalysis, Year 1, # 1. www.controversiasonline.org.ar
(2012) *The superego role in addressing the narcissistic links*.
- Sandez, F. (2012) *Bullying, a drama that grows in silence*. La Nacion Newspaper.
Approaches
(2012) *Bullying: the law of the strongest*.