

Full Length Research

A Blended Method for Analyzing Child Abuse in Literature (BMACAL)

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In literature in general and children's literature in particular various themes have been examined in connection with violence such as abuse and bullying. The need to analyse such themes and the characters connected with, besides to examine the effects of abuse on their personalities and behaviours, have inspired the researcher to blend Jung's archetypal theory with the sociological and psychological classifications of abuse with its types and effects to analyze the characters' personality and behaviour in the literary text. The aim of the study is to open up a trend towards adapting the psychological and the sociological studies in literature by using Olweus's Bullying Circle and adapting the types and negative effects of abuse with the positive effects of individuation to examine the heroes and antiheroes in literature who have been depicted as victims of abuse and how was the influence of this abuse on their behaviours and personalities. It is expected that the BMACAL (Blended Method for Analysing Child Abuse in Literature) can be applied to analyse any literary text whether novels, short stories or plays that tackle the abuse and bullying problem by analysing deeply the conscious and the unconscious of the characters.

Keywords: Child abuse, bullying, mobbing, literature, children's literature, Archetypal theory

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INTRODUCTION

Although there have been studies on abuse, heroes, antiheroes in literature in general and children's literature in particular, there is still a need for an empirical and scientific evaluation of the abuse problem to be adapted in the literature on the characters by weighing the negative effects of abuse and the positive effects of individuation. The current study aims at contributing a method, the BMACAL which is believed to be an important step in the field of literary analysis.

The study is conducted to provide a new insight into the issue of child abuse as a problem that has not widely discussed in children's literature. Moreover, child abuse is part of reality and cannot be avoided so it would be quite important to address the abuse issue in children's literature. It would be significant for young readers of children's literature to understand the abuse issue and learn how to protect themselves from its effects. Moreover, it would be more reliable to examine how

abuse can affect the character's personality and behaviour by shaping the character as good or evil. The study also hopes to offer a perspective on the types of child abuse, the negative effects of child abuse and the positive effects of individuation on the victims' behaviour.

The current study will examine bullying and mobbing as types of abuse and will adapt Olweus (2001) bullying circle in relation with the archetypal theory. Besides, the heroes are important characters in the literary work like the antiheroes since the main struggle is between these two types of characters, therefore the study will use the BMACAL to analyse both heroes and antiheroes. Furthermore, the antihero might be the hero himself or the hero turns out to be an antihero, and the current theory tries to differentiate between these two kinds of characters.

Child Abuse in Literature

Child abuse is "any recent act or failure to act on the part of a parent or caretaker that results in death, serious physical or emotional harm, sexual abuse, or exploitation;" or "an act or failure to act that presents an imminent risk of serious harm." (Goldman & Salus, 2006, p.20) Child abuse has been classified into four major types: physical abuse, sexual abuse, emotional or psychological abuse and neglect. Since child abuse is a serious problem, it has been depicted in children's literature to present the effects of abuse, how to avoid it and how to report it.

Dresang (1997) examined some of the literary works that had been published in the United States of America between 1993 and 1996. Each of these books portrayed violence as part of a child's immediate environment. Some of these works were poetry, picture books, or nursery rhymes. However, these works implied contemporary community or family violence, and the portrayal of a resilient child protagonist who successfully survives the violence. Dresang (1997) explained that resilience here does not mean "invulnerability" but the ability to "bounce back" when one comes across difficult situations.

Nonetheless, it has been argued that many children who were surrounded by violence and abuse will turn into perpetrators themselves. Moreover, in "growing up, many are animated by a chillingly rational response to an environment that is saturated with violence and stress, where it is safe to trust no one and where there is no sense of the future." (as cited in Dresang, 1997, p.135) In addition, children who were exposed to violence and abuse were diagnosed as having physical and psychological problems; therefore the resilience of the fictional characters in children's literature may not be realistic in this perspective. Accordingly, many children who have been abused do not surrender to traumatic

environment. However, that does not mean children characters in fiction act in a realistic manner but they have been portrayed to have a close reflection to real survivors of abuse.

There have been studies on child abuse in children's literature such as Bruno Bettelheim's (1977) analysis of fairy tales. He indicated that fairy tales play an important role in the healthy development of children, and that nothing is so enriching as traditional literature. He maintained that fairy tales make excellent intellectual, spiritual, and emotional tutors for young people.

Classical literature such as myths, folks and fairy tales have dealt with abuse such as monsters who eat children, child beatings at the hands of the parents or the caretakers, spells and curses on beautiful maidens. Such cruelty, violence and fear have appeared in tales such as *Snow White*, *Little Red Riding Hood*, *The Arabian Nights* and other tales where children are abused and neglected. Nevertheless, many fairy tales begin with death of a mother or a father, and this problem creates the most terrible agony a child might encounter (Bettelheim, 1977).

However, it is worth mentioning that child abuse was manipulated by writers such as Hans Christian Andersen, Mark Twain, Lewis Carroll, Charles Dickens, Fyodor Dostoevsky and Le Guin. (Fiedler, 1980) These writers have depicted the abuse issue in their works which were full of "harrowing scenes of suffering children." (Langbauer, 2008, p.89) Langbauer (2008) argued that the works of some of the writers such as Charles Dickens, Fyodor Dostoevsky, and Le Guin were biographies of their own childhood in which they suffered a lot under severe circumstances.

The depiction of child abuse in children's literature has also been studied by Albertina Navarro Rios (2006) in her study "Child Abuse in Contemporary Children's Literature: A Critical Multicultural Analysis." She has discussed the problem of child abuse in selected books written for audiences of kindergarten to the ninth grade, in genres of non-fiction, picture books, short stories, novels, memories and poetry. Though child abuse has four main types, Rios (2006) has concentrated only on physical and sexual abuse in her study.

Since child abuse is not a new subject in children's literature, in recent years there has been a high interest in the consequences of child abuse and an increase in the number of books for children that deal with specific forms of abuse. Some of these books helped children to understand what abuse is and to report it when it happened to them or to their mates. Angelou's *I know why the Caged Bird Sings* (1969), Bass's *I Like You to Make Jokes with Me, but I don't Want You to Touch Me* (1981), Cunningham's *Dorp Dead* (1965), Na's *A Step from Heaven* (2001), and others have been selected by Rios for her study since these books are written particularly to present the abuse problem as the major theme (Rios, 2006, p.21). She has selected eighteen

books that were written for children between ages eight and fourteen, and restricted them to those that dealt with family violence.

The Archetypal Psychology

This study will adapt Jung's (1953) archetypal theory in analysing the characters as heroes and antiheroes with reference to Jung's individuation process of personality. According to Jung the human psyche has two sides: dark and light or day and night and that might shape the character as good or evil, hero or shadow, victim or victimizer, abuser or abused. Jung has studied the human personality and argued that most of our actions are affected by the collective unconscious which "belongs to the class of ideas that people at first find strange but soon come to possess and use familiar conceptions." (Jung, 1959, p.3) The unconscious here refers to everything that is repressed or forgotten. According to Jung, "the contents of the collective unconscious have never been in consciousness, and therefore have never been individually acquired, but owe their existence exclusively to heredity." (Jung, 1959, p.42)

Jung's archetypal theory is concerned with the individual's story and history and the emphasis on the archetypal images that belong to culture as well as the individual. The term archetype refers to "recurrent narrative design, patterns of action, character types, or images which are said to be identifiable in a wide variety of works of literature, as well as in myths, dreams, and even ritualized modes of social behaviour." (Abrams, 1993, p. 224) The archetypes are the contents of the collective unconscious, and they are "primordial types, that is with universal images that have existed since the remotest times" such as the archetypes of myth and fairy tales. (Jung, 1959, p.5) In other words, Jung believed that children's fiction has archetypal plots such as the recurring story of the hero who leaves his home to start a quest in which he gains knowledge and returns home in victory.

The archetypes have deeper meaning than they appear just like the image of the shadow, the persona, the anima, the wise old man, the mother and the child. These images are part of Jung's theory of individuation which is a psychological growing up, the process of discovering those aspects of one's self that make one an individual different from other members of the species. It is essentially a process of recognition-that is, as one matures, the individual must consciously recognize the various aspects, unfavourable as well as favourable, of one's total self. (Jung, 1953, pp. 108-109) Jung explained that the conscious is in fact "a process, and that the psyche is transformed or developed by the relationship of the ego to the contents of the unconscious." (Jung, 1989, p. 209) In other words individuation is the process by

which individual beings are formed and differentiated from others in their psychological development. It is the process of integrating the conscious and the unconscious for the purpose of self-actualization.

The first step to individuation is differentiation or self-realization. It is to distinguish and separate each part, or psychological function of the psyche in order to consciously access and understand them. According to C.G. Jung, the psyche is divided into three major parts: (Jung, 1969, p.157; Petridis, 2008) The ego which is the conscious mind; the personal unconscious which includes forgotten or suppressed memories from our own personal lives; and the collective unconscious which is shared by all people. It is the collective memory of human thought and experience, from ancient to modern times. This includes the basic human instincts and the archetypes.

The collective unconscious is a part of the psyche which can be negatively distinguished from a personal unconscious by the fact that it does not, like the latter, owe its existence to personal experience and consequently is not a personal acquisition. While the personal unconscious is made up essentially of contents which have at one time been conscious but which have disappeared from consciousness through having been forgotten or repressed, the contents of the collective unconscious have never been in consciousness, and therefore have never been individually acquired, but owe their existence exclusively to heredity. Whereas the personal unconscious consists for the most part of complexes, the content of the collective unconscious is made up essentially of archetypes. (Jung, 1959, p.42)

Jung believed that individuation is the transformational process of integrating the conscious with the personal and collective unconscious (Jung, 1989, p. 209). Integrating the conscious with the personal unconscious involves finding the suppressed memories and curing the psychological traumas realizing the thoughts that create the feelings, acquiring general knowledge and developing will-power.

Integrating the conscious with the collective unconscious, on the other hand, is realizing and harmonizing the archetypes. Furthermore, the individuation process brings up the true personality of a person, it makes him an individual. Individuation generally has a profound healing effect on the person. (Jung, 1956, p.433) People become harmonious, calm, mature and responsible. They feel and act like parents to the rest of humanity. They protect and promote the ideals of life, freedom and justice. They have amassed knowledge and have a deep understanding about human

nature and the universe. Therefore, it is relatively easy for them to psychologically analyze and even cure other people. (Petridis, 2008) Accordingly, these effects can be applied in analyzing the selected characters to examine whether they overcome the effects of abuse and reached the state of individuation.

Jung explained that:

The hero's main feat is to overcome the monster of darkness: it is the long-hoped-for and expected triumph of consciousness over the unconsciousness. Day and light are synonyms for consciousness, night and dark for the unconsciousness [...]. Hence the child distinguishes itself by deeds which point to the conquest of the dark. (Jung, 1959, P. 167)

Jung has argued that the "child motif is a vestigial memory of one's own childhood" and it reflects forgotten things that represent the "preconscious, childhood aspect of the collective psyche." (1959, p.161) The mythological child can be considered a symbol recognized as "the wonder-child, a divine child, begotten, born and brought up in quite extraordinary circumstances...the mythological child has various forms: now a god, giant, Tom Thumb, animal, etc." (p.161)

However, every single character has two sides of personality: good and evil, dark and light. Usually the wicked spirit, weakness, anger and evil thoughts are stored in the unconscious part of the psyche. It is difficult actually to face one's own dark side of the personality and come across the truth that we never show and therefore we wear masks to hide the true face of our psyche. Hence, it is important to meet the shadow of the personality to avoid its bad effects on the character's attitudes. The shadow, according to Jung (1978, p. 8) is:

a moral problem that challenges the whole ego-personality, for no one can become conscious of the shadow without considerable moral effort. To become conscious of it involves recognizing the dark aspects of the personality as present and real.

Carolyn Kaufman (2007) explained that:

Carl Jung named the face we present to the world, the public façade we use to hide things we don't like about ourselves the persona. The flipside of the persona is the shadow, which is like a three-dimensional version of our physical shadows, packed full of things we're trying to hide, sometimes even from ourselves. To become whole, each of us needs to individuate, or integrate, all of our archetypal parts into a

cohesive whole. That includes the persona and the shadow. (Kaufman, 2007, p.1) (Emphasis is added by the author)

The encounter with the shadow plays a central part in the process of individuation. Jung considered that the individuation process has various archetypal symbols which mark its stages; and the first stage leads to the experience of the shadow. The breakdown of the persona constitutes the typical Jungian moment both in therapy and in development and it is this which opens the road to the shadow within, coming about when beneath the surface a person is suffering from a deadly boredom that makes everything seem meaningless and empty, as if the initial encounter with the self casts a dark shadow ahead of time. (Von Franz, 1997) The shadow personifies everything that the subject refuses to acknowledge about himself and represents "a tight passage, a narrow door, whose painful constriction no one is spared who goes down to the deep well." (Jung, 1959, p.21) The dissolution of the persona and the launch of the individuation process also bring with it the danger of falling victim to the shadow. The black shadow which everybody carries with him is the inferior and hidden aspect of the personality.

Jung believed that the shadow as a moral problem requires an acknowledgment of the personal unconscious along with its underlying archetypes of the collective unconscious. Since the shadow is a moral problem which actually can breed evil, one needs to understand the forms of this evil or shadow.

The most common variant of the shadow archetype is the devil that represents the "dangerous aspect of the unrecognized dark half of the personality." (Jung, 1953, p. 94) Maud Bodkin (1934, p.223) describes the devil as "our tendency to represent in personal form the forces within and without us that threaten our supreme values." The children's fairytales and folktales are usually about a struggle among forces in the human consciousness and community, and such a struggle is often between good and evil.

The Types and Effects of Child Abuse

It has been argued that childhood abuse has long-lasting consequences that reach well into adulthood, and in order to obtain 'true adulthood,' adults who have been abused as children must contend with their repressed emotions and integrate the story of their experience of abuse into their lives instead of denying its influence. (Miller, 2006) Miller believed that "most depressions and other mental illness are caused by emotional and physical maltreatment." (2006, p.103) Abuse and neglect, accordingly, can contribute in turning normal children into monsters. Miller (2006) maintains that these monsters

are victims for the people who have abused them.

Physical abuse of a child is defined as those acts of commission by a caregiver that cause actual physical harm or have the potential for harm. Emotional abuse includes the failure of a caregiver to provide an appropriate and supportive environment, and includes acts that have an adverse effect on the emotional health and development of a child. Such acts include restricting a child's movements, denigration, ridicule, threats and intimidation, discrimination, rejection and other nonphysical forms of hostile treatment. Neglect refers to the failure of a parent to provide for the development of the child – where the parent is in a position to do so – in one or more of the following areas: health, education, emotional development, nutrition, shelter and safe living conditions.

The most important type of abuse is psychological abuse which is also called emotional abuse. It has eight types: (Tower, 2002, p.210; Briere, 1992, pp.9-10) rejecting; degrading/devaluing; terrorizing; isolating; corrupting; exploiting; denying essential stimulation, emotional responsiveness or availability; and unreliable and inconsistent parenting.

Moreover, two additional behaviours have been added to the previous list: destroying personal possessions and torturing or destroying a pet. Furthermore, psychological abuse can be considered as an essential element that can be found in all the forms of abuse, since the major effects of abuse are on the child's psyche. (Briere, 1992)

The children who are emotionally abused suffer feelings of being inadequate, isolated, unwanted, or unloved. Their self-esteem is low; therefore, they consider themselves unworthy. Sometimes, they fight back, become hostile, aggressive, or they turn their anger inward, becoming self-destructive, depressed, withdrawn or suicidal. (Tower, 2002, p. 213)

Bullying and Mobbing

Bullying is an important issue which needs to be examined since it has been considered a form of abuse. Dan Olweus (2001), creator of the *Olweus Bullying Prevention Program*, provides us with this commonly accepted definition for bullying:

A student is being bullied or victimized when he or she is exposed, repeatedly and over time, to negative actions on the part of one or more other students. (Olweus, 2001, pp.5-6)

Bullying is deliberate and the bully tries to upset the victim and hurt him/her emotionally or physically. Moreover, bullying is usually repeated and the person being bullied is picked on again and again, sometimes for a very long time. Therefore, bullying is considered as

unfair since the victim either cannot or will not defend himself or herself.

Some children are more likely to be the victims of bullying than others. Those with an obvious physical characteristic, such as being overweight, can become targets, as can those with some form of disability. Those who are shy or who find it hard to stand up for themselves may also be vulnerable.

Olweus (2001) identified two types of victims: the passive victim and the provocative victim. Passive victims are described as anxious, insecure, appearing to do nothing to provoke attacks, and appearing not to defend themselves. Provocative victims are described as hot-tempered, restless, anxious and are the ones who will attempt to retaliate when attacked. Olweus maintained that the generally aggressive bullies were not unpopular, and they were often supported by two or three other boys in the class (usually boys are the main bullies). Besides, it has been shown that a large proportion of the (boy) victims, those of the passive category, were not aggressive or actively provoking, that is why they became easy prey to aggressive, more powerful bullies.

When bullying happens, most of the attention is focused on the victim. But we need to pay attention to the bully, too. Bullies are often people who have been bullied or abused themselves, and may be vulnerable and angry. A lot can be done to help them deal with their pain and avoid taking it out on others. However, not all bullying happens at school. Most people assume that bullying happens exclusively at school, but it can happen anywhere, such as online and sometimes at home, possibly by an older sibling.

Dan Olweus (2001) has explained the problem of bullying by drawing a circle where one can recognize the victim, the bully, supporters, the defenders, and the passive bystanders. Figure 1 will present the bullying circle and the explanation of the roles of each individual. According to Olweus (2001), the victim of bullying represented by the letter (Y) is surrounded by the bully (A) who starts the bullying but he usually needs henchmen (B) who participate in the bullying by following the bully and his actions. The bully has another group of supporters (C) who approve the bullying but act passively and others (D) who support the bullying act without showing their open approval. Moreover, there is another group of onlookers (E) who watch the bullying but they do not care for the victim. Another group of onlooker (F) dislike the bullying act but they do not do anything to prevent it. The last group is represented by the letter (G) and they are the defenders of the victim who disapprove the bullying act and try to help the victim.

Bullying has different types such as:

1. Verbal bullying: this is when someone calls other person nasty names, or teases and jokes

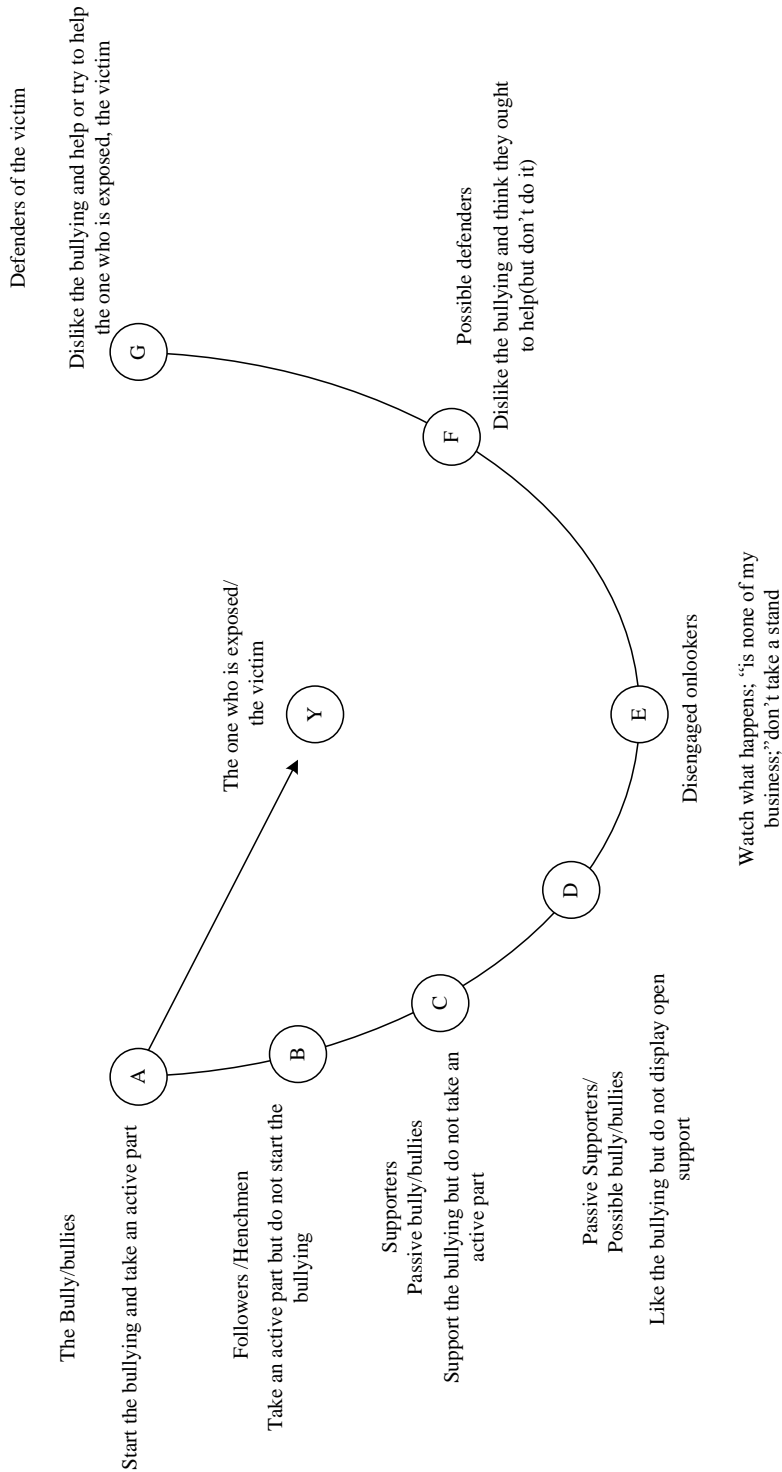


Figure 1: The Bullying Circle: Students' modes of reaction/roles in an acute bullying situation. (Olweus, 2001, p. 15)

about the bullied in a cruel way. This can hurt someone's feelings. This sort of teasing and name calling is particularly nasty if it is about

someone's family, race or religion, or about the way they look.

2. Physical bullying: it involves slapping,

pushing, shoving, kicking, poking, elbowing, kneeing, tripping up, punching or hitting the person being bullied with weapons or other objects. It is also physical bullying when a bully deliberately damages the bullied person's clothes or other personal property.

3. Threatening: sometimes the bully will threaten the bullied by getting him or her after school for example.

4. Gesture: the gestures are messages that we send without speaking. Some gestures can be threatening, and are used by bullies. These include shaking fists, and looks or glances that contain nasty messages.

5. Extortion: this means taking money or personal property from the person being bullied. Sometimes, bullies will force the bullied to steal for them or to damage property.

6. Ignoring someone, or always leaving them out of things such as when the same person is always left out of games or any activity.

7. Trying to make others dislike someone by making him or her unpopular by spreading lies about that person, or rumours and gossips.

8. Writing or drawing malicious things about someone like sending mean notes or drawings of the bullied. (Olweus, 2001; O' Moore & Minton, 2004, pp.71-73)

Mobbing, on the other hand, is another form of bullying in which it takes place in groups. It involves making cruel jokes, humiliation, spreading rumours, isolating and excluding, shunning, intimidation, threatening, treating a person like an object, harassment and cruelty. Elliot (2003) argues that the term mobbing may be considered new but it has been depicted in literature especially in Arthur Miller's *The Crucible*, Stephen King's *Carrie*, or the movie *Dead Poet's Society*.

The word 'mobbing' is preferred to 'bullying' in those situations where a target is selected and bullied (mobbed) by a group of people rather than by one individual. However, every group has a ringleader. If this ringleader is an extrovert it will be obvious who is forcing group members into mobbing the selected target. If the ringleader is an introvert type, he or she is likely to be in the background persuading and manipulating group members into mobbing the selected target; introvert ringleaders are much more dangerous than extrovert ringleaders. Throughout the mobbing experience, the target is deceived into fighting, blaming and trying to hold accountable the minor bullies of the mobbing group rather than the chief bully. The main reason a psychopathic chief bully gets away with his (or her) behaviour repeatedly is that no one wants to believe that he/she could be the monster he/she is.

Mobbing has a devastating effect on everyone who is

exposed to it. It contributes to isolation, physical or mental illness, depression, violent or self-destructive behaviour and mistrust. The victim may act inappropriately due to prolonged extreme stress. (Elliot, 2003, p.5)

Mobbing is always caused by a sort of conflict which is usually impersonal and becomes personal in terms of outcome. Elliot (2003, p.9) maintained that the cause of the mobbing can be anything such as:

Someone says the wrong thing at the wrong time. Someone is new to the school. Someone looks, acts, or talks differently. Someone is very smart or the opposite. Someone brags about his or her family. Someone wears clothes that are different or not the current style.

However, whatever the cause is, the mobbers use it as an excuse to engage in emotional abuse and attacking others. It has been found that mobbing can make the victim depressed and isolated. Some of the victims would either act violently or suffer in silence. Mainly, many would grow up lacking the self-confidence to realize their potentials. According to Elliot (2003, p.14) the targeted person usually:

"feels confused, feels anxious, feels physically sick, becomes depressed, doesn't know whom to trust, engages in self-isolation, may develop feelings of persecution or paranoia, may act inappropriately, may engage in destructive behaviour, toward themselves or others, may develop acute anxiety or post traumatic stress disorder, and may suffer permanent physical or emotional damage."

The Residual Effects of Abuse

According to Tower (2002) and Briere (1992) abuse has so many effects on the victims which might start in childhood and continue to adulthood. The most common residual effects can be summarized as:

1. Trust: The personalities of all types of maltreatment survivors show difficulty with trust, since trust is a basic aspect of socialization, and it has been argued that the ability to trust begins from early childhood. (Tower; 2002, Briere, 1992) Children must be nurtured by loving parents who protect their children from any harm; otherwise the child will grow to develop an inability to trust others, inability to trust themselves; and an inability to trust the environment.

2. Aggression or Anger: anger often creates problems for the survivors. Feeling robbed of childhood, betrayed and powerless, the adult reacts to the injustice

with anger, which can become an intense rage. The past victim may turn the anger inward or act out the anger towards others. Some neglected children express anger through aggressive or offending behaviours such as fighting, or attacking other children which are various types of physical abuse. These behaviours are in fact an imitation of the abusive parent's behaviour. If there was a failure in providing for the child's needs, the child may become frustrated which will lead him/her to behave aggressively. (Tower, 2002; Briere, 1992)

3. Relational Imbalances: a failure to trust and low self-esteem, in addition to repressed or aggressive behaviour, will prevent the victims from having a satisfactory relationship with others.

4. Low self-esteem: it is common in victims of abuse to develop a sense of low self-esteem since the act of abuse and neglect can contribute to the feeling of worthlessness and being unloved as well as unwanted by their parents or others.

5. Impaired social skills: the abused and neglected children who feel negative about themselves and others often show impaired social skills. Because of the limited stimulation and attention given to them, they may demonstrate lower intellectual abilities.

6. Physical problems: insufficient care promotes health problems in later years. Nutrition alone has been tied to impede growth, lower intelligence, unhealthy teeth, and a variety of other problems.

7. Anxiety and fears: Child abuse by its nature is threatening and disturbing, it would be normal to find the victims of such maltreatment are prone to feelings of fearfulness and anxiety, even after the abuse has transpired. Abuse may interfere with the child's developing sense of security and belief in a safe world. It has been suggested that early childhood experience has an important impact on later emotional and interpersonal development. Furthermore, the early abuse frequently produces anxious attachment and as a result, fearfulness and frustration. (Briere, 1992, pp. 32-33)

8. Dissociation: is defined as "a defensive disruption in the normally occurring connections among feelings, thoughts, behaviour, and memories, consciously and unconsciously invoked in order to reduce psychological distress." (1992, p.36)

9. Intimacy Disturbance: usually most of the abused children will display fear, distrust or experience ambivalence about interpersonal closeness. It has been argued that victims of parental neglect or emotional unavailability are prone to chronic fear of abandonment, alienation and perceived isolation in personal relationships, and yet may simultaneously exhibit anxiety in the face of increasing interpersonal closeness, besides their inability to trust others. As a result, true friendships may be rare for such survivals and romantic relationships as well. (p. 51) Moreover, the previous effects can be considered negative since they influence the victims by

causing defects that may have long term effects on their personalities.

10. Resiliency: when one examines the survivors of child abuse and neglect, the focus would be usually on the residual symptoms because they are the most obvious manifestations of maltreatment. What we sometimes forget is the resiliency of the human spirit which is a positive effect of abuse. It has been argued that some of the victims of abuse have survived the effects of this maltreatment and have turned their bad experiences into an opportunity for acquiring knowledge. According to Tower (2002) resiliency is defined as "the ability to survive or bounce back from pressure of crisis-kind of emotional buoyancy." (p.391) The resilient survivals have significant characteristics such as the ability to find supportive relationships outside their families; they have also developed a sense of positive self-regard, and sometimes religion will help them to regain this self-respect. Besides, they recognized their personal power and regained their control of themselves by believing that the responsibility of the abuse is on the abusers and not on the victims since some of the victims are used to blame themselves for the abuse. Finally, the resilient people have adapted a philosophy of life that leaves them open to learning and growth.

It is common in the survivors of abuse to have repressed memories of their experience. Sometimes they relegate them to the darkest side of their minds. When this happens, their feelings about the abuse will lie hidden for years, sometimes they emerge to reveal the truth that one has been abused in his childhood and remembering them is restored by certain events. Tower (2002, p. 392) believes that "survivors do repress memories of abuse...which are too painful to keep in their conscious mind." Some of these memories appear as flashbacks which contain visual images of the abuser's face or aspects of the abuse itself. In some ways similar to flashbacks and intrusive thoughts, most adolescent and adult abuse survivors report abuse related nightmares. These nightmares may appear in two ways: either in a graphically realistic version of the original abuse trauma and the second type or more symbolic representations of victimization, involving themes of intrusion, violation, violence and danger.

Furthermore, all types of child maltreatment leave scars. Often these scars are similar but the symptoms of the effects of abuse specifically those related to neglect, abuse or sexual abuse are somewhat different in their degree. Individuals who were neglected as children have difficulty in trusting others. The inconsistency and lack of nurturance in their childhood make it difficult for them to expect support from others or even to depend on themselves. The victims would feel angry for the lack of care which might lead them to depression, delinquency or aggressive behaviour. Usually the victims of abuse will have trouble in their relationships with others as a result

of their low self-esteem combined with poor social skills and sometimes physical problems due to physical abuse and neglect. These effects can be applied in analysing the selected characters whether they are cured from the effects of abuse or not. The effects can change the characters' status as heroes or shadows.

METHODOLOGY

The blending is based on using Jung's archetypal theory with emphasis on the individuation process and the archetypes of the child hero and the shadow can be applied to analyse the abused characters. Child abuse and its types such as the physical abuse, the emotional abuse, and neglect which are conducted by Tower (2002) and Briere (1992) can also be applied to examine the types of abuse that may occur in any the literary text.

Furthermore, child abuse and its types and effects, examined by Goldman and Salus (2006), Tower (2002) Briere (1992), and Olweus (2001) can be applied to analyze child abuse in literature. Besides, bullying can be studied according to Olweus (2001) with indication to his categorization of bullying. In addition, Olweus's bullying circle, which was mentioned previously, can be applied also in distinguishing the roles of the characters in bullying. Mobbing, on the other hand, can be studied according to Elliot (2003) with reference to mobbing's types and effects. It is essential to use Olweus's bullying circle to determine who is the victim hero, who is the victim antihero and who is the victimizer or the shadow. This can be determined also in relation with the archetypal theory and the individuation process of the characters.

The study employs a thematic analysis which may illuminate the depiction of the characters in terms of being heroes or antiheroes or whether they are victims of abuse or perpetrators. The thematic analysis will depend on the archetypal theory in which Jung's individuation process will be applied on the characters to define them as heroes or shadows. The character might have one side or two sides of personality: dark and light. This may determine whether the character is good or evil, victim or victimizer, hero or antihero. A character might have two roles at the same time, i.e. as hero and antihero, or the character may have one role either hero or antihero, either good or evil.

After examining the literary text, one may analyse the instances of abuse thematically according to the classification of abuse such as the physical, emotional and neglect. One can also investigate the problem of bullying and mobbing as forms of abuse. In addition, a thematic analysis can be used to examine the negative effects of abuse on the development of the characters' personality, and how abuse influenced their behaviours. The positive effects of the individuation process can be

applied also on the characters' personalities and how that effects can shape the characters as heroes, antiheroes or shadows. Simultaneously, it is important to understand the characters' motivations and what have been stored in their unconscious as the memories of their past and how these buried memories might change their behaviour.

Furthermore, by applying the individuation process and integrating the conscious and the unconscious of the characters, one may recognize certain effects of individuation and abuse as well on these characters both positive and negative effects. These effects can be distinguished by adapting the analysis of Jung's individuation process and the effects of abuse, bullying, and mobbing presented by social and psychological scientists such as Tower (2002), Olweus (2001), Briere (1992) and Olweus' (2001) bullying circle which show the roles of the selected characters that have been bullied and mobbed and whether they were victims or bullies. The effects can be summarized as repressed memories, relational imbalances, physical problems, low self-esteem, impaired social skills, and anger though some of the victims of abuse may show resiliency and overcome the problem of abuse.

CONCLUSIONS

The current study contributed in merging the archetypal theory, with emphasis on the influence of the individuation process on the characters, with sociological and psychological theories of abuse and bullying which is believed to be an important step in the field of literary analysis.

By intertwining the negative effects of abuse and the positive effects of individuation, the characters can have two roles at the same time. A character can be affected by the negative effects of abuse but that will not prevent him from having a resilient spirit which will, consequently, lead him to the process of individuation and its positive effects. These positive effects can shape the character as a hero or antihero victim who was healed from the bad influence of abuse on his personality. On the other hand, a character can be affected also by the negative effects of abuse but that will not help him/her to be a resilient character. As a result, he/she will not be able to go through the process of individuation and its positive effects. These positive effects will not have any influence on such character. Therefore, he will stay as an unhealed victim of abuse and that will keep him in the shadow. Accordingly, he will turn into a perpetrator or a criminal himself.

The socio-psychological implementation was combined with Jung's archetypal theory to help the readers and the researchers of literature understand the reasons that created the problem of abuse in any literary text, the types of abuse that the abused characters are prone to

which, as a result, affected them either positively or negatively. According to the degree of influence, the characters can be classified as heroes, antiheroes or shadows and that is the pedagogical aspect of teaching literature.

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