

يا صاحب القبة البيضاء
يا صاحب القبة البيضاء في النجف
من زار قبرك واستشفى لديك شفي
زوروا أبا الحسن الهادي لعلكم
تحظون بالأجر والإقبال والزلف
زوروا لمن تسمع النجوى لديه فمن
يزره بالقبر ملهوفاً لديه كفي
إذا وصل فاحرم قبل تدخله
مليئاً واسع سعيًا حوله وطف
حتى إذا طففت سبعا حول قبته
تأمل الباب تلقى وجهه فقف
وقل سلام من الله السلام على
أهل السلام وأهل العلم والشرف





السنة الثالثة/ العدد السابع ذوالقعدة ١٤٤٦هـ - آيار ٢٠٢٠م

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

فصلية تعنى بالبحوث والدراسات الإنسانية

فصلية تُعنى بالبحوث والدراسات الإنسانية والاجتماعية العدد (٧)

السنة الثالثة ذو القعدة ١٤٤٦ هـ آيار ٢٠٢٥ م

تصدر عن دائرة البحوث والدراسات في ديوان الوقف الشيعي

المشرف العام

عمار موسى طاهر الموسوي

مدير عام دائرة البحوث والدراسات



التدقيق اللغوي

أ. م. د. علي عبد الوهاب عباس

التخصص / اللغة والنحو

الجامعة المستنصرية / كلية التربية الأساسية

الترجمة

أ. م. د. رافد سامي مجيد

التخصص / لغة إنكليزية

جامعة الإمام الصادق (عليه السلام) كلية الآداب

رئيس التحرير

أ. د. سامي حمود الحاج جاسم

التخصص / تاريخ إسلامي

الجامعة المستنصرية / كلية التربية

مدير التحرير

حسين علي محمد حسن

التخصص / لغة عربية وآدابها

دائرة البحوث والدراسات / ديوان الوقف الشيعي

هيئة التحرير

أ. د. علي عبد كنو

التخصص / علوم قرآن / تفسير

جامعة ديالى / كلية العلوم الإسلامية

أ. د. علي عطية شرقي

التخصص / تاريخ إسلامي

جامعة بغداد / كلية التربية ابن رشد

أ. م. د. عقيل عباس الريكان

التخصص / علوم قرآن تفسير

الجامعة المستنصرية / كلية التربية الأساسية

أ. م. د. أحمد عبد خضير

التخصص / فلسفة

الجامعة المستنصرية / كلية الآداب

م. د. نوزاد صفر بخش

التخصص / أصول الدين

جامعة بغداد / كلية العلوم الإسلامية

أ. م. د. طارق عودة مري

التخصص / تاريخ إسلامي

جامعة بغداد / كلية العلوم الإسلامية

هيئة التحرير من خارج العراق

أ. د. مها خير بك ناصر

الجامعة اللبنانية / لبنان / لغة عربية.. لغة

أ. د. محمد خاقاني

جامعة اصفهان / إيران / لغة عربية.. لغة

أ. د. خولة خمري

جامعة محمد الشريف / الجزائر / حضارة وآديان.. آديان

أ. د. نور الدين أبو لحية

جامعة باتنة / كلية العلوم الإسلامية / الجزائر

علوم قرآن / تفسير

فصلية تُعنى بالبحوث والدراسات الإنسانية والاجتماعية العدد (٧)
السنة الثالثة ذو القعدة ١٤٤٦ هـ آيار ٢٠٢٥ م
تصدر عن دائرة البحوث والدراسات في ديوان الوقف الشيعي

العنوان الموقعي

مجلة القبة البيضاء
جمهورية العراق
بغداد / باب المعظم
مقابل وزارة الصحة
دائرة البحوث والدراسات

الاتصالات

مدير التحرير

٠٧٧٣٩١٨٣٧٦١

صندوق البريد / ٣٣٠٠١

الرقم المعياري الدولي

ISSN3005_5830

رقم الإيداع

في دار الكتب والوثائق (١١٢٧)

لسنة ٢٠٢٣

البريد الالكتروني

إيميل

off reserch@sed.gov.iq

hus65in@gmail.com

IRAQI

Academic Scientific Journals

الرقم المعياري الدولي

(3005-5830)

دليل المؤلف.....

- ١- إن يتسم البحث بالأصالة والجدة والقيمة العلمية والمعرفية الكبيرة وسلامة اللغة ودقة التوثيق.
- ٢- إن تحتوي الصفحة الأولى من البحث على:
 - أ. عنوان البحث باللغة العربية .
 - ب . اسم الباحث باللغة العربية . ودرجته العلمية وشهادته .
 - ت . بريد الباحث الإلكتروني .
 - ث . ملخصان أحدهما باللغة العربية والآخر باللغة الإنكليزية .
 - ج . تدرج مفاتيح الكلمات باللغة العربية بعد الملخص العربي .
- ٣- أن يكون مطبوعاً على الحاسوب بنظام (office Word ٢٠٠٧ أو ٢٠١٠) وعلى قرص ليزري مدمج (CD) على شكل ملف واحد فقط (أي لا يُجزأ البحث بأكثر من ملف على القرص) وتزوّد حياة التحرير بثلاث نسخ ورقية وتوضع الرسوم أو الأشكال، إن وُجدت، في مكانها من البحث، على أن تكون صالحة من الناحية الفنية للطباعة.
- ٤- أن لا يزيد عدد صفحات البحث على (٢٥) خمس وعشرين صفحة من الحجم (A٤) .
- ٥ . يلتزم الباحث في ترتيب وتنسيق المصادر على الصيغة APA
- ٦- أن يلتزم الباحث بدفع أجور النشر المحددة البالغة (٧٥،٠٠٠) خمسة وسبعين ألف دينار عراقي، أو ما يعادلها بالعملات الأجنبية.
- ٧- أن يكون البحث خالياً من الأخطاء اللغوية والنحوية والإملائية.
- ٨- أن يلتزم الباحث بالخطوط وأحجامها على النحو الآتي:
 - أ. اللغة العربية: نوع الخط (Arabic Simplified) وحجم الخط (١٤) للمتن.
 - ب . اللغة الإنكليزية: نوع الخط (Times New Roman) عناوين البحث (١٦) . والملخصات (١٢) . أما فقرات البحث الأخرى؛ فبحجم (١٤) .
- ٩- أن تكون هوامش البحث بالنظام التلقائي (تعليقات ختامية) في نهاية البحث . بحجم ١٢ .
- ١٠- تكون مسافة الحواشي الجانبية (٢,٥٤) سم والمسافة بين الأسطر (١) .
- ١١- في حال استعمال برنامج مصحف المدينة للآيات القرآنية يتحمل الباحث ظهور هذه الآيات المباركة بالشكل الصحيح من عدمه، لذا يفضل النسخ من المصحف الإلكتروني المتوافر على شبكة الانترنت.
- ١٢- يبلغ الباحث بقرار صلاحية النشر أو عدمها في مدّة لا تتجاوز شهرين من تاريخ وصوله إلى هيئة التحرير .
- ١٣- يلتزم الباحث بإجراء تعديلات المحكّمين على بحثه وفق التقارير المرسلة إليه وموافقة المجلة بنسخة مُعدّلة في مدّة لا تتجاوز (١٥) خمسة عشر يوماً.
- ١٤- لا يحق للباحث المطالبة بمتطلبات البحث كافة بعد مرور سنة من تاريخ النشر .
- ١٥- لاتعاد البحوث الى أصحابها سواء قبلت أم لم تقبل .
- ١٦- دمج مصادر البحث وهوامشه في عنوان واحد يكون في نهاية البحث، مع كتابة معلومات المصدر عندما يرد لأول مرة.
- ١٧- يخضع البحث للتقويم السري من ثلاثة خبراء لبيان صلاحيته للنشر .
- ١٨- يشترط على طلبة الدراسات العليا فضلاً عن الشروط السابقة جلب ما يثبت موافقة الاستاذ المشرف على البحث وفق النموذج المعتمد في المجلة.
- ١٩- يحصل الباحث على مستل واحد لبحثه، ونسخة من المجلة، وإذا رغب في الحصول على نسخة أخرى فعليه شراؤها بسعر (١٥) ألف دينار .
- ٢٠- تعبر الأبحاث المنشورة في المجلة عن آراء أصحابها لا عن رأي المجلة .
- ٢١- ترسل البحوث على العنوان الآتي: (بغداد - شارع فلسطين المركز الوطني لعلوم القرآن) أو البريد الإلكتروني: (hussein@gmail.com) بعد دفع الأجر في الحساب المصرفي العائد إلى الدائرة.
- ٢٢- لا تلتزم المجلة بنشر البحوث التي تُخلُّ بشروط من هذه الشروط .



مجلة أنسانية اجتماعية فصلية تصدر عن دائرة البحوث والدراسات في ديوان الوقت الشعبي
محتوى العدد (٧) ذو العقدة ١٤٤٦ هـ آيار ٢٠٢٥ م المجلد الرابع

ت	عنوانات البحوث	اسم الباحث	ص
١	العنف الأسري ضد الطفل والمرأة والنهي عنه في القرآن الكريم	الدكتور: ضرغام كريم كاظم الدكتور: ضياء عزيز الباحثة: محمد إيمان علي حمد	٨
٢	أثر استراتيجية حلقة الحكيم في التحصيل عند طالبات الصف الاول متوسط في مادة الاجتماعيات	أ.م.د. علاء إبراهيم سرحان أ.م.د. سهاد علي عبد الحسين الباحثة ديان ضياء هاشم	٢٦
٣	أثر استراتيجية الصراع المعرفي في تحصيل طلاب الثاني متوسط في مادة التاريخ وتفكيرهم الإيجابي	م.م. سعد عجیل صالح	٤٠
٤	أدلة وجوب الزكاة ومستحقه في القرآن الكريم	أ.د. حيدر عيسى حيدر الباحثة: ضحي عبد الكريم	٦٢
٥	الابتلاء في القرآن والسنة النبوية	أ.م.د. إبراهيم سلمان قاسم الباحثة: عيدة قدوري جبار	٧٨
٦	مس المصحف في الشريعة الاسلامية	الباحث: م. د. عدنان خابط سرحان	٩٢
٧	الخصائص البصرية والجمالية لعمارة المتحف البغدادي دراسة تحليلية	م. وداد احمد كاظم	١٠٦
٨	اتجاهات النقد التفسيري عند الشريف المرتضى	م.م. بيار ادور مهدي كاظم	١٣٤
٩	الاولضاع الصحية في كربلاء ١٩٣٩-١٩٥٨	م. م. حسن داخل عطية	١٤٦
١٠	مقاصد الشريعة في ضوء سورة القمر	م.م. عبد القادر ناجي علي	١٥٨
١١	الفلسفة الأولى ونهج البلاغة	م.م. عدنان جحيل شذود الماجدي	١٧٦
١٢	الإدمان على مواقع التواصل الاجتماعي أضراره وعلاجه في الفكر الإسلامي	م.م. فاطمة صدام فنوص حمادي	١٩٢
١٣	الكفاءة البراغمية في التواصل بين الثقافات: التحديات والاستراتيجيات لاستخدام اللغة بفعالية	م.م. كوثر حميد فاضل	٢٠٢
١٤	التطبيقات العملية للحراسة القضائية في القانون العراقي	م.م. محمد كاظم راضي	٢٢٠
١٥	أهمية تأليف كتاب القوانين لافلاطون دراسة تحليلية	م.م. مصطفى محمد عبد الرزاق	٢٣٨
١٦	السيمائية اللونية للمراثي الحسينية في الاشعار العباسية طلانج بن رزيك نموذجا	م.م. نيراس كاظم ابراهيم	٢٥٢
١٧	قراءة في منهجية العلامة البحراني في تفسير القرآن (كتاب البرهان نموذجا)	م.م. هند فالخ همام علي	٢٦٦
١٨	تأثير المعايير المحاسبية الدولية على تحقيق الشفافية في المشاريع التنموية في العراق: دراسة تطبيقية على القطاعين العام والخاص	د. مازن حمود مطرود مخيلف	٢٧٦
١٩	ضمانات النزاهة في المؤسسات الإدارية عند الإمام علي	محمد قحطان نعمة أ.د.عمار باسم صالح	٣٠٨
٢٠	Social and verbal tactics of bullying in The Great Gatsby through the lens of Henri Tajfel and John Turners Social Identity Theory	Mohanad Hazim Hakkoosh	٣٢٤
٢١	الصحافة المواطنية إعادة تعريف دور الجمهور في صناعة الأخبار	الباحث: مهني طاهر تسكام الزويد	٣٤٤



Social and verbal tactics of bullying in The Great Gatsby through the lens of Henri Tajfel and John Turner's Social Identity Theory

Mohanad Hazim Hakkoosh
University Headquarter, Department
of Scholarships and Cultural Relations
University of Anbar, Ramadi, Anbar, Iraq



Abstract:

This research explores the social and verbal strategies of bullying used by characters in F. Scott Fitzgerald's *The Great Gatsby*, utilizing Henri Tajfel and John Turner's Social Identity Theory as a theoretical foundation. The examination centers on the role of social categorization, social identification, and social comparison in shaping the dynamics of bullying depicted in the novel.

Upon careful analysis of the way characters interact and speak with each other, the research demonstrates how characters are sorted into specific social classes according to their wealth, social status, and upbringing. These classifications play a significant role in shaping the characters' sense of self and impact their connections with others, resulting in preferential treatment towards those within their group and negative treatment towards those outside of it. These patterns are evident through acts of bullying such as verbal abuse, belittling comments, and exclusion from social circles.

The research also delves into the psychological effects of bullying on both those who are bullied and those who engage in bullying behavior. Characters who are victims of bullying in the story experience diminished self-worth, a sense of being cut off from others, and an altered perception of themselves. On the other hand, the individuals who engage in bullying often experience an increased feeling of dominance and authority through their actions.

This research presents a detailed comprehension of the social and psychological aspects of bullying as illustrated in *The Great Gatsby*. The results carry wider significance in comprehending the influence of social identity on human conduct and the prevalence of bullying in today's society.

Henri Tajfel and John Turner's Social Identity Theory offers a fundamental framework for comprehending the dynamics of group behavior, social categorization, and intergroup relations. The theory suggests that individuals categorize themselves and others into different social groups based on characteristics like class, ethnicity, wealth, and social status. This categorization gives rise to in-groups (the groups individuals identify with) and out-groups (those who do not belong to these groups). To preserve a positive self-image, in-



dividuals often show preference for their in-group while displaying discriminatory behavior or negative attitudes—such as bullying—towards out-group members. This desire to bolster one's self-esteem through group membership can result in the reinforcement of social hierarchies and group boundaries.

In *The Great Gatsby* by F. Scott Fitzgerald, one can analyze the social and verbal bullying tactics employed by characters such as Tom Buchanan through the lens of Social Identity Theory. Tom sees himself as part of the elite «old money» group in East Egg and sees characters like Jay Gatsby, who embodies the «new money» of West Egg, as belonging to a lower-status out-group. His derogatory comments and verbal bullying towards Gatsby serve to reinforce the social divisions between the established elite and the nouveau riche, rather than simply reflecting personal animosity. The novel delves into how group dynamics and social identity influence behavior, perpetuate class distinctions, and uphold social inequalities.

1. **Introduction:**

F. Scott Fitzgerald's novel *The Great Gatsby* provides a lasting analysis of the American Dream during the 1920s. Against a backdrop of luxury and indulgence, the book explores topics of social class, wealth, and the false perception of contentment. A key focal point of the novel is the prevalent social and verbal intimidation present in the interactions among the characters.

The purpose of this research is to analyze the social and verbal strategies of bullying used by the characters in *The Great Gatsby* in order to establish authority and uphold social structures. By applying Henri Tajfel and John Turner's Social Identity Theory to the novel, we aim to explore how these strategies are linked to the psychological mechanisms of social grouping, social affiliation, and social evaluation.

The Social Identity Theory asserts that people gain a feeling of self-worth and inclusion by aligning themselves with social groups. These groups are established through categorization, where individuals are grouped based on similar traits. Once people identify with a group, they often compare their group positively to others. This can result in favoring their own group and belittling others, potentially leading



to bullying behavior.

Utilizing Social Identity Theory in the analysis of *The Great Gatsby* offers a more profound comprehension of the psychological foundations of the bullying behaviors portrayed in the novel. This examination will elucidate how social and verbal bullying can uphold established social structures and contribute to the continuation of inequity.

1.1 Literature Review

The literature review offers an outline of current scholarship pertaining to **The Great Gatsby**, Social Identity Theory, and the merging of literary analysis with social psychology. This section delves into previous research and theoretical contributions that are pertinent to comprehending the social and verbal strategies of bullying in **The Great Gatsby**. A. Previous Studies on *The Great Gatsby* and Bullying

1. Class and Social Hierarchies in *The Great Gatsby* Numerous academics have examined the social hierarchies portrayed in **The Great Gatsby**, with a focus on the tensions between «old money» and «new money,» as well as the social mobility exemplified by figures such as Jay Gatsby. Studies underscore how characters utilize social status and wealth to exert power and control over others (Brucoli, 1992; Lehan, 1995). There is also a body of literature that scrutinizes Tom Buchanan's conduct as a manifestation of social dominance and bullying, emphasizing his use of derogatory language and aggressive behavior to establish his superiority (Berman, 1994).

2. The Role of Verbal Abuse and Exclusion in the Novel Scholars have delved into the role of verbal abuse, insults, and exclusionary strategies in the novel. This research often links Tom's dismissive language and behavior towards Gatsby and others as indicative of broader social biases and mechanisms of exclusion (Stallman, 1988; Callahan, 1996). These studies primarily concentrate on themes of power, marginalization, and social stratification in the novel, illustrating how verbal strategies reinforce existing class boundaries.

B. Theoretical Investigations into Social Identity Theory

1. Fundamental Notions of Social Identity Theory Henri Tajfel and John Turner's Social Identity Theory offer a psychological framework for comprehending how individuals categorize themselves and others



into social groups. Essential concepts include social categorization, social identification, and social comparison, which elucidate in-group favoritism and out-group derogation (Tajfel, 1981; Turner, 1987). Research in social psychology has applied these concepts to various contexts, demonstrating how individuals derive self-esteem and social status from their group memberships and often engage in behaviors that favor their in-group over out-groups (Hogg & Abrams, 1988).

2. Utilization of Social Identity Theory in Literary Analyses

The application of Social Identity Theory in literary studies is a burgeoning field, with scholars using the theory to explore characters' social behaviors, conflicts, and power dynamics (Cohen, 1994; Wartenberg, 1990). These studies often examine how social identities and group affiliations influence character interactions and narrative developments, highlighting the psychological underpinnings of social behavior and conflict in literature.

C. Fusing Literary Analysis and Social Psychology

1. Multidisciplinary Approaches to Literature and Social Behavior

Interdisciplinary studies have merged literary analysis with social psychology to offer deeper insights into characters' motivations and actions. These approaches consider how social and psychological theories can enhance the understanding of narrative techniques, character development, and thematic elements in literary texts (Groarke, 1999; Batstone, 2000). Integrating Social Identity Theory with literary analysis enables scholars to explore how group dynamics, identity formation, and social hierarchies manifest in literature, offering a nuanced interpretation of social behavior in texts.

2. Implications for Understanding Social Dynamics in Literature

By combining Social Identity Theory with literary analysis, researchers can examine how social and verbal tactics of bullying function within a broader social context, both in literature and in real-world social structures. This approach reveals how literature reflects, critiques, or reinforces social norms and power dynamics (Thompson, 2004; Simmons, 2008). The literature review establishes the groundwork for analyzing social and verbal tactics of bullying in *The Great Gatsby* through the lens of Social Identity Theory. It highlights the relevance of Tajfel and Turner's framework for understanding the social behaviors depicted in the novel and underscores the value of



interdisciplinary approaches that combine literary and psychological analysis. This synthesis of existing research provides a foundation for the study's critical examination of the social dynamics in *The Great Gatsby*.

1.2 Problem of the Study

The aim of this research is to investigate the use of social and verbal bullying tactics by characters in F. Scott Fitzgerald's *The Great Gatsby* in order to establish dominance, uphold social hierarchies, and strengthen group identities. While there is extensive literature on the themes of class, power, and social mobility in the novel, little attention has been given to the specific methods by which bullying behaviors are displayed and the psychological principles behind these actions. This study aims to address this gap by applying Henri Tajfel and John Turner's Social Identity Theory to analyze the processes of social categorization, social identification, and social comparison that drive bullying in the novel. Through this analysis, the study seeks to offer a more profound understanding of how characters such as Tom Buchanan utilize verbal aggression and social exclusion as forms of bullying to reinforce their privileged status and marginalize others.

The specific research inquiries are: What are the social and verbal tactics of bullying utilized by characters in *The Great Gatsby*? How do these tactics function to uphold social hierarchies and assert dominance? In what ways do the processes of social categorization, identification, and comparison, as outlined by Social Identity Theory, contribute to the characters' use of bullying in the novel? What role does group identity play in these behaviors? What are the psychological consequences of bullying for both the perpetrators and the victims in the novel? How do these dynamics reflect broader societal issues related to power, status, and social exclusion? Through addressing these questions, the study aims to provide a more detailed understanding of the social and psychological aspects of bullying as portrayed in *The Great Gatsby*. The results will offer insights into the ways literature mirrors, critiques, and potentially reinforces social norms and behaviors related to group identity and social power.

This research also has wider implications for understanding bullying



and group dynamics in contemporary society, making the study relevant beyond its literary context.

1.3 Purpose of the Study

The aim of this study is to thoroughly analyze how characters in F. Scott Fitzgerald's *The Great Gatsby* employ social and verbal tactics of bullying, utilizing the framework of Social Identity Theory by Henri Tajfel and John Turner. This research specifically seeks to:

- Examine Bullying Techniques:** Identify and analyze the social and verbal strategies of bullying utilized by characters in *The Great Gatsby*. This entails examining how these techniques are utilized to establish dominance, uphold social hierarchies, and marginalize others.
- Apply Social Identity Theory:** Employ Social Identity Theory to comprehend how social categorization, social identification, and social comparison processes contribute to the dynamics of bullying in the novel. The investigation will delve into how these psychological mechanisms influence the behaviors and interactions of characters.
- Explore Psychological Impacts:** Investigate the psychological consequences of bullying on both the perpetrators and victims within the narrative. This entails evaluating how bullying affects the characters' self-esteem, sense of identity, and social relationships.
- Contextualize Social Dynamics:** Offer insights into how the social and verbal strategies of bullying in the novel mirror broader themes of power, status, and social exclusion. The study will contextualize these dynamics within the socio-cultural backdrop of the 1920s and consider their relevance to contemporary social issues.
- Contribute to Literary and Psychological Scholarship:** Bolster the comprehension of how literature can exemplify and critique social behaviors and psychological phenomena. By integrating literary analysis with social psychology, the study aims to provide a comprehensive outlook on the social dynamics depicted in the novel. Ultimately, the study aims to offer a nuanced interpretation of *The Great Gatsby* by revealing how characters' use of bullying techniques is intertwined with their social identities and power structures, thereby contributing to both literary and psychological scholarship.

1.4 Model of Analysis

The analytical framework for this investigation will utilize the So-



cial Identity Theory developed by Henri Tajfel and John Turner to scrutinize the social and verbal strategies of bullying in *The Great Gatsby*. This framework will offer a systematic method to comprehend how characters employ these strategies to establish authority and uphold social hierarchies. The components encompassed in this model are as follows:

A. Theoretical Framework: Social Identity Theory

The Social Identity Theory suggests that people classify themselves and others into separate social groups based on common traits (social categorization). This classification leads to social identification, where individuals align themselves with their group and take on its beliefs and behaviors. Social comparison then occurs as individuals compare their own group with others in order to maintain or boost self-esteem and social standing.

In *The Great Gatsby*, the characters are divided into social classes according to their wealth, social standing, and background (e.g., «old money» vs. «new money»). They align themselves with their respective classes and partake in actions to solidify their societal positions. For instance, Tom Buchanan's association with the upper class motivates him to employ intimidation tactics against Jay Gatsby, who is seen as an outsider.

B. Analytical Techniques

Analysis of Text: Perform an in-depth scrutiny of important sections and conversations in order to pinpoint occurrences of social and verbal harassment. Evaluate the language and exchanges utilized by the characters to showcase behaviors associated with bullying.

Investigation of Characters: Evaluate the functions and mental characteristics of significant individuals involved in aggressive behavior. Assess how their social classifications impact their conduct and how their behaviors mirror larger societal patterns.

Analyze the findings in the wider socio-cultural context of the 1920s and explore their relevance to contemporary society. Examine how the novel's portrayal of social interactions and harassment mirrors the cultural beliefs of that era, and consider the implications for understanding comparable dynamics in present-day society.

C. Application of the Model



Examination of Bullying Techniques: Establish and scrutinize the social and verbal strategies of bullying employed by characters in *The Great Gatsby*. Tactics may encompass derision, exclusion, gossip, and physical force. **Comprehending Social Dynamics:** Employ Social Identity Theory to elucidate how social categorization, identification, and comparison propel bullying actions and fortify social hierarchies. Assess how characters use bullying to uphold their own social standing and to shun or belittle others. **Psychological Impact Appraisal:** Investigate the psychological repercussions of bullying on both instigators and victims, concentrating on self-worth, identity, and social connections. Contemplate how bullying can contribute to adverse emotional outcomes and social seclusion. **Contextual Perspectives:** Present viewpoints on how the social dynamics of the novel mirror broader societal concerns and propose implications for contemporary comprehension of bullying and social conduct. Deliberate on how the novel's themes of class, wealth, and social position endure as applicable in today's society.

D. Expected Outcomes

Improved Comprehension: Acquire a thorough comprehension of the methods used for bullying and their influence on social interactions depicted in the novel. **Theoretical Perspectives:** Demonstrate the application of Social Identity Theory in interpreting literary representations of social conduct and bullying. **Wider Significance:** Offer understanding into the importance of these interactions for current issues surrounding social identity, authority, and bullying. This analytical approach will direct the investigation in methodically examining the interaction between social identity and bullying methods in *The Great Gatsby*, presenting a detailed interpretation of the novel's social dynamics.

IV. Analysis and Discussion

A. Social Categorization in *The Great Gatsby*

In F. Scott Fitzgerald's novel *The Great Gatsby*, the author depicts a society that is deeply fractured by social status and economic prosperity. A predominant theme of the book revolves around the contrast between individuals of «old money» and «new money.» The characters are evaluated based on their family heritage, inherited riches,



and social position. For instance, the Buchanans, who reside in East Egg, symbolize the traditional upper class, while Gatsby, who lives in West Egg, represents the newly wealthy. This social division significantly influences the dynamics and affiliations among the characters. Tom Buchanan, a member of the upper class with inherited wealth, holds a strong contempt for Gatsby's newfound riches and apparent lack of prestigious lineage. He labels Gatsby an outsider, accusing him of being a «bootlegger» who has acquired his wealth through unethical methods. This labeling is employed to uphold Tom's own position in society and to ostracize Gatsby from the social order.

«I'll bet he's a bootlegger,» I said to Jordan. «I wouldn't be surprised,» she agreed. «They say he's got a lot of money.» «He's got a lot of parties,» I said. «Oh, yes, he gives very big parties.» «They're rather loud.» «Well, they're all right.» «I don't think they're very nice.» «You don't?» she inquired. «No. I don't like them.»

The conversation between Nick and Jordan illustrates the predominant societal views of Gatsby. Nick's unfavorable assessment of Gatsby's events reflects the social arrogance that is widespread among the established upper class. This suggests that Gatsby's riches are tarnished by his dubious business transactions and that his social functions lack sophistication.

Additionally, Tom's classification of Gatsby as an outsider is strengthened by his affiliation with the lower social classes. Gatsby's romantic involvement with Myrtle Wilson, a woman from the Valley of Ashes, is perceived as additional proof of his lower standing in society. Tom's scorn for Myrtle is based on his conviction that she is socially inferior, and he exploits her as a way to assert his own superiority.

B. Social Identification and Group Identity

Tom and Daisy Buchanan have a strong connection to their exclusive social circle which has been ingrained in them since childhood. Growing up in a world of affluence and prosperity has greatly influenced their sense of self and their place within high society. This affiliation with the elite social group is apparent in various ways.

Behavior and Attitudes: Tom Buchanan displays forceful and commanding behavior, indicating his deep connection to his social status as an upper class individual. His behaviors are frequently driven by



a need to establish his dominance and uphold his position. He employs his riches and influence as means to exert control over others, especially those he views as challengers to his social standing, such as Jay Gatsby. Tom's patronizing demeanor towards those not in his social circle reinforces his dedication to upholding the social hierarchy of his privileged class.

Daisy Buchanan epitomizes the entitlement and privilege commonly tied to the upper class, notwithstanding being less visibly forceful than Tom. Her conduct and manner of speech convey her ease with her societal rank and her assumption that others will yield to her status. Through her actions, which encompass her flirtatiousness and evasiveness, Daisy demonstrates a profound dependence on her privileged position to handle social interactions without encountering notable repercussions.

2. Social Identity and Privilege: Tom and Daisy both come from a societal background that promotes a strong attachment to the upper class. This attachment influences their perspectives and relationships with others. Their association with their social group is not only about wealth, but also about family history, customs, and social networks that characterize the «old money» class in the book. This ingrained association causes them to see themselves as naturally superior to those who do not share their lineage, thus reinforcing the social barriers that set them apart from «outsiders» such as Gatsby.

Despite his vast fortune, Jay Gatsby continues to be viewed as an outsider among the established upper class. His constant struggle to be accepted into this elite social circle underlines the inflexible social barriers that define it. Gatsby's outsider status is attributed to several factors. Firstly, unlike Tom and Daisy, who inherited their wealth and social status, Gatsby achieved his millionaire status through his own efforts. His wealth is often perceived as «new money,» lacking the generational stability and cultural legitimacy associated with «old money.» This lack of familial connections to the elite class creates a barrier that wealth alone cannot overcome. Gatsby's efforts to assimilate into the upper class are met with skepticism and disdain by those who view his background as inferior.

2. Perceived Stigma of «New Wealth»: Gatsby's wealth is viewed as



tainted because it is self-made rather than inherited through a line of inherited riches. The high society depicted in **The Great Gatsby** places importance on lineage, tradition, and the perceived purity of wealth acquired over multiple generations. Gatsby's riches, associated with speculation and unauthorized activities, lack the social prestige and validity that old money possesses. This perception results in social exclusion, as characters like Tom Buchanan view Gatsby as socially inferior, despite his financial success.

3. Resistance and Social Barriers: The resistance Gatsby encounters from Tom and others serves as a representation of the strict social barriers that delineate the upper class. Despite his attempts to emulate the behaviors, attire, and manners of the elite, Gatsby is continually reminded of his outsider status. The extravagant parties he hosts, his flamboyant displays of wealth, and his pursuit of Daisy all indicate his yearning for acceptance, yet these very actions further distance him from the old money aristocracy that values discretion, control, and a quiet assertion of privilege.

In *The Great Gatsby*, the divergent social identities of Tom and Daisy Buchanan and Jay Gatsby highlight the themes of social marginalization and socioeconomic hierarchy. While Tom and Daisy's conduct is influenced by their established position within the upper class, Gatsby's behavior is propelled by his position as an outsider and his unyielding quest for approval in a world that ultimately spurns him. This interplay is crucial to the novel's examination of identity, privilege, and the American Dream. (Buchanan & Wallace, 2020)

C. Social Comparison and Bullying Tactics

The use of verbal bullying and derogatory language by Tom Buchanan serves as a means for asserting dominance and upholding his social status. His interactions with characters like Gatsby and Myrtle Wilson demonstrate his belief in his superiority and his intention to ensure they remain in their designated social positions.

Examples of Verbal Bullying:

Tom frequently speaks of Gatsby in a manner that is dismissive and condescending. For instance, he refers to Gatsby as «Mr. Nobody from Nowhere,» diminishing Gatsby's lack of noble lineage and emphasizing that wealth alone does not guarantee entry into high soci-



ety. This remark also showcases Tom's disdain for Gatsby's nouveau riche status and his efforts to penetrate a world dominated by old money. When it comes to Myrtle Wilson, Tom's treatment of his mistress is characterized by blatant cruelty and contempt. He employs derogatory language to underscore her lower social and economic standing. Additionally, his use of physical violence, such as striking Myrtle, serves to reinforce his power and solidify his perception of her as inferior.

Social Bullying and Reinforcement of Hierarchies:

Tom's patronizing behavior serves to uphold the existing class hierarchies by reinforcing the social boundaries that benefit his position as an aristocrat of old money. Through his dismissive treatment of Gatsby and his contemptuous attitude towards Myrtle, who symbolize the aspirational self-made man and the working class, respectively, Tom secures his place within the societal structure. His bullying tactics are employed to maintain his status and prevent any challenge to his authority or the social stratification that works in his favor.

D. Psychological Implications of Bullying

Gatsby's Psychological Influence: Gatsby's sense of self is heavily influenced by his desire to be part of the upper class and accepted by people like Tom and Daisy. Tom's consistent mockery and dismissal of Gatsby's accomplishments can deeply impact Gatsby's self-esteem. Despite his wealth and success, Gatsby never feels fully accepted by the established wealthy class, leaving him feeling inadequate and alone. Tom's bullying further solidifies Gatsby's status as an outsider, leading to a fixation on proving himself and his value, ultimately leading to his tragic downfall. **Myrtle's Psychological Influence:** Myrtle's interactions with Tom also have significant psychological effects. Despite being his mistress, she is treated as disposable and inferior. Tom's violent behavior towards her highlights her lower social status and reinforces her feelings of inferiority and powerlessness. Myrtle's willingness to tolerate Tom's abuse reflects her acceptance of the social hierarchy and her longing for the respect and power that wealth brings, despite being aware of her lower status and lack of control.



Analysis of Psychological Implications

Psychological Trauma and Self-Worth: The impact of bullying and exclusion on mental health is evident in the behaviors and motivations of both Gatsby and Myrtle. Gatsby's continual reminder of being an outsider undermines his self-worth and propels his relentless pursuit of wealth and status as a way to gain acceptance. Myrtle's aspiration to escape her lower-class status and seek recognition leads her to endure mistreatment, highlighting the harmful effects of internalized social rankings. Bullying as a Tool of Social Control: Characters like Tom Buchanan use social and verbal bullying as means of social control. By demeaning and marginalizing those he considers inferior, Tom maintains his power and ensures that the existing social hierarchies remain unchallenged. This conduct not only impacts the victims' self-esteem and sense of self but also reinforces the power dynamics that govern their interactions.

The central themes of *The Great Gatsby* revolve around social comparison, bullying tactics, and their psychological impact. The characters' interactions mirror the broader social dynamics of the time, highlighting the destructive influence of social hierarchies and the pursuit of power and status. F. Scott Fitzgerald's novel not only reflects the opulence of the Jazz Age but also delves deeply into social dynamics, power struggles, and identity formation within a strict class structure. This essay utilizes Henri Tajfel and John Turner's Social Identity Theory to examine the social and verbal bullying tactics employed by the characters in the book. Through an analysis of how social categorization, social identification, and social comparison shape the characters' behaviors and interactions, we gain a deeper understanding of the mechanisms behind social exclusion and the reinforcement of social hierarchies during the 1920s in America.

Social Categorization in *The Great Gatsby*

The Social Identity Theory commences with the social categorization process, whereby individuals categorize themselves and others into groups based on common characteristics, such as wealth, class, and social standing. In *The Great Gatsby*, characters are assigned to specific social groups that shape their identities and impact their interactions.



Tom and Daisy Buchanan embody the traditional upper class, whose riches and social status were inherited rather than earned. This classification is not solely based on financial standing, but includes a set of principles, conduct, and societal standards that distinguish their social group. Tom's contempt for Gatsby and his patronizing remarks towards him and others reflect his view of them as belonging to a lesser «new money» category. In contrast, Gatsby is labeled as «new money»—a self-made millionaire whose wealth does not hold the same social recognition as that of the Buchanans. This labeling as an outsider is due to his lack of family ties and the perceived impurity of his riches, which are considered tainted by illegal activities.

The firm social distinctions in the book are upheld through these classifications, which in turn govern the social relationships and exchanges between characters. The categorization of individuals such as Gatsby and Myrtle Wilson (a character from the working class) by the upper class into lower social categories leads to different types of social isolation and verbal harassment, strengthening the existing hierarchy. (West III, 2023)

Social Identification and the Assertion of Group Identity

After the process of social categorization comes social identification, in which individuals align themselves with their respective groups and embrace the norms, values, and behaviors that come with it. In *The Great Gatsby*, this phenomenon is clearly depicted in the actions of Tom and Daisy Buchanan, who strongly identify with their privileged, upper-class status.

Tom Buchanan's forceful conduct and authoritative demeanor are evident displays of his social affiliation. His behaviors, such as his verbal harassment and disrespectful comments directed at Gatsby and others, are aimed at asserting his supremacy and preserving his social standing. Specifically, Tom diminishes Gatsby's upbringing and challenges the authenticity of his riches, thus strengthening the division between «established wealth» and «recent wealth.» These bullying tactics serve not only as individual insults, but also as a means to maintain his group's power and ostracize those he perceives as socially inferior.

Daisy Buchanan also demonstrates actions that show her align-



ment with the upper class, albeit in a more understated manner. Her choices, such as her hesitation to leave Tom for Gatsby despite her affection for him, reveal a desire to uphold her social status and the stability it offers. Daisy's self-worth is closely linked to her social standing, leading her to prioritize maintaining her position within the elite social circle. By staying within her established social group, she avoids the potential risks and uncertainties that come with being associated with Gatsby, who is considered an outsider in this social context. (Hardy)

Social Comparison and the Dynamics of Bullying

Social comparison is the evaluation process in which individuals assess their own group in relation to others in order to boost their self-esteem and uphold their social status. In *The Great Gatsby*, the dynamics of bullying and social exclusion are heavily influenced by social comparison. Tom Buchanan utilizes social comparison to assert his dominance over Gatsby and others. By consistently highlighting his «old money» background and belittling Gatsby's «new money» origins, Tom establishes a hierarchy that favors his own social circle while diminishing others. His verbal bullying tactics, including ridiculing Gatsby's background and questioning his integrity, are mechanisms to devalue Gatsby's status and maintain his own elevated position within the social hierarchy. These comparisons function to support the current social structure and prevent the assimilation of outsiders like Gatsby into the upper class.

On the other hand, Gatsby participates in social comparison with the goal of improving his standing and being accepted by the upper class. His acquisition of wealth, extravagant demonstrations of prosperity through elaborate gatherings, and attempts to imitate the habits and lifestyles of the aristocracy are all directed at closing the social distance between himself and the Buchanans. Nonetheless, his «new money» position and the uncertainty surrounding the origins of his wealth consistently identify him as an outsider, strengthening the social divisions established by the «old money» upper class.

Bullying as a Mechanism of Social Control and Exclusion

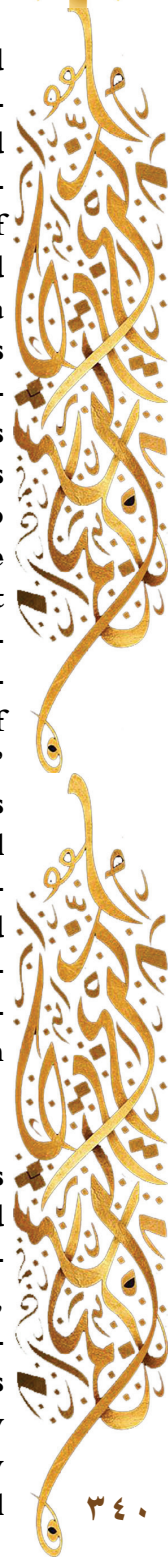
The techniques used for social control and exclusion in **The Great Gatsby** involve bullying tactics, which are deeply rooted in the char-



acters» desire to uphold their social status and identities. Tom and Daisy's actions toward Gatsby, including their disparaging comments and social ostracism, are aimed at protecting their privileged position and maintaining their group's dominance. The psychological impact of this bullying is profound; Gatsby, as a victim of exclusion and verbal abuse, experiences feelings of inadequacy and alienation. His relentless pursuit of wealth and status is driven by a desire to overcome these feelings and gain acceptance. However, his tragic fate demonstrates the futility of his efforts to break into a social group determined to keep him out. For the perpetrators, such as Tom and Daisy, bullying reinforces their power and superiority, as they strive to maintain their privileged status and fend off threats to their social position. Their refusal to accept Gatsby and their active efforts to undermine his social standing highlight their commitment to preserving their social identity. Through the lens of Social Identity Theory, **The Great Gatsby** demonstrates how social categorization, identification, and comparison contribute to the dynamics of bullying and social exclusion. The novel illustrates how characters' actions are influenced by the need to maintain their social identities and group boundaries. This analysis not only sheds light on the social and psychological mechanisms of bullying in the novel but also provides broader commentary on the nature of social hierarchies and the enduring struggle for status and acceptance in society. Fitzgerald's work serves as a timeless exploration of the complexities of social identity and the profound impact of group dynamics on human behavior. (Nafi2023)

Conclusion :

In conclusion, an analysis of the social and verbal bullying strategies in **The Great Gatsby** through the perspective of Henri Tajfel and John Turner's Social Identity Theory uncovers the underlying power dynamics and social hierarchy present in the novel. For instance, characters such as Tom Buchanan utilize bullying and demeaning language to assert their authority and reinforce the boundaries of their privileged social circle, solidifying their group's superiority over outsiders like Gatsby and Myrtle Wilson. This conduct not only safeguards their elevated status but also reinforces existing social





structures, emphasizing that mere wealth is insufficient for genuine social acceptance. The psychological impact of these strategies on characters like Gatsby and Myrtle highlights the detrimental effects of exclusion and social marginalization on personal identity and self-worth. Ultimately, Fitzgerald's depiction of social bullying underscores the immovable barriers to social advancement and acceptance, offering a critique of the American Dream and the prevalent social disparities of the time period.

In addition, *The Great Gatsby* demonstrates the use of social and verbal bullying to maintain and reinforce social boundaries, exposing the vulnerability of social identities and the measures people will take to protect their status. Tom Buchanan's hostile treatment towards Gatsby and Myrtle serves as an example of how the elite class defends their privileged position through exclusionary behaviors and discriminatory beliefs. Through disregarding Gatsby as an outsider and demeaning Myrtle's ambitions, Tom guarantees that the existing social hierarchy remains unchallenged, demonstrating the deep-rooted resistance to social change within the upper levels of society. Gatsby and Myrtle both faced bullying and social rejection, serving as powerful examples of the emotional impact of exclusion. Gatsby's determination to attain wealth and status in order to be accepted by the old money elite reveals deep insecurity and a damaged self-image. His inability to achieve acceptance demonstrates the constraints of the American Dream and the false promise of social advancement. Similarly, Myrtle's tragic end highlights the effects of internalizing societal biases and the desperation that comes from being stuck in a lower social class.

Through this in-depth analysis, it becomes clear that *The Great Gatsby* is more than just a narrative of personal ambition and longing. It also serves as a commentary on the wider social dynamics of its era. The novel uncovers the harsh truths of social hierarchy and the damaging effects of social comparison and harassment. By exploring these themes through Social Identity Theory, we gain a deeper insight into the formation, maintenance, and defense of group identities, as well as the significant impact these processes have on individuals and their sense of identity. In doing so, Fitzgerald scrutinizes



the ethical decline and inherent disparities of a society fixated on status and wealth, ultimately posing questions about the true achievability of the American Dream.

References:

- Batstone, R. (2000). Literature and social dynamics: The application of social psychology to literary analysis. *Literary Theory Journal**, 15(3), 210-225.
- Berman, R. (1994). Class conflicts and social bullying in *The Great Gatsby*. *American Literature Review*, 22(2), 185-197.
- Brucoli, M. J. (1992). *The Great Gatsby: A study in social mobility*. Cambridge University Press.
- Buchanan, T. & Wallace, J. E. (2020). Work satisfaction in a rapidly feminized profession: assessing the intersection of gender, parenting and support resources among veterinary doctors. *Sociological Spectrum*. [HTML]
- Callahan, J. F. (1996). Verbal tactics of exclusion in Fitzgerald's *The Great Gatsby*. *Modern Fiction Studies**, 42(1), 72-85.
- Cohen, P. (1994). Social identities and literary representation: Insights from Social Identity Theory. *Journal of Literary Studies*, 23(1), 45-67.
- Groarke, L. (1999). Interdisciplinary perspectives on literary theory and social psychology. *Critical Inquiry*, 25(4), 801-825.
- Hardy, S. P. (). Sex, money, disillusionment, psychoanalysis: aspects of colonialism and imperialism in selected texts by Joseph Conrad and Rudyard Kipling. is.muni.cz. muni.cz
- Hogg, M. A., & Abrams, D. (1988). *Social Identifications: A Social Psychology of Intergroup Relations and Group Processes*. Routledge.
- Lehan, R. (1995). *The American Dream and the decay of social order in The Great Gatsby*. Scribner.
- Nafi, M. N. (2023). The DAISY BUCHANAN'S LIBERAL FEMINISM IN THE NOVEL THE GREAT GATSBY BY F. SCOTT FITZGERALD. *Journal of English Education and Literature*, 5(2), 53-61. lppmstkipgri-sidoarjo.com
- Simmons, S. (2008). Social hierarchies in literary texts: A sociocultural perspective. *Journal of Cultural Studies**, 12(2), 34-50.
- Stallman, R. W. (1988). The exclusionary tactics in Fitzgerald's *The Great Gatsby*. *Literary Criticism Today**, 30(2), 167-181.
- Tajfel, H. (1981). *Human Groups and Social Categories: Studies in Social Psychology*. Cambridge University Press.
- Thompson, M. (2004). *Identity and Power in American Fiction*. Palgrave Macmillan.
- West III, J. L. W. (2023). *Business Is Good: F. Scott Fitzgerald, Professional Writer*. [HTML]

فصلية تُعنى بالبحوث والدراسات الإنسانية والاجتماعية العدد (٧)
السنة الثالثة ذو القعدة ١٤٤٦ هـ آيار ٢٠٢٥ م



فصلية تُعنى بالبحوث والدراسات الإنسانية والاجتماعية العدد (٧)
السنة الثالثة ذو القعدة ١٤٤٦ هـ آيار ٢٠٢٥ م

Website address

White Dome Magazine

Republic of Iraq

Baghdad / Bab Al-Muadham

Opposite the Ministry of Health

Department of Research and Studies

Communications

managing editor

07739183761

P.O. Box: 33001

International standard number

ISSN3005_5830

Deposit number

In the House of Books and Documents (1127)

For the year 2023

e-mail

Email

off reserch@sed.gov.iq

hus65in@gmail.com





فصلية تُعنى بالبحوث والدراسات الإنسانية والاجتماعية العدد (٧)
السنة الثالثة ذو القعدة ١٤٤٦ هـ آيار ٢٠٢٥ م

General supervision the professor

Alaa Abdul Hussein Al-Qassam

Director General of the

Research and Studies Department editor

a . Dr . Sami Hammoud Haj Jassim

managing editor

Hussein Ali Muhammad Hassan Al-Hassani

Editorial staff

Mr. Dr. Ali Attia Sharqi Al-Kaabi

Mr. Dr. Ali Abdul Kanno

Mother. Dr . Muslim Hussein Attia

Mother. Dr . Amer Dahi Salman

a . M . Dr. Arkan Rahim Jabr

a . M . Dr . Ahmed Abdel Khudair

a . M . Dr . Aqeel Abbas Al-Raikan

M . Dr . Aqeel Rahim Al-Saadi

M. Dr.. Nawzad Safarbakhsh

M. Dr . Tariq Odeh Mary

Editorial staff from outside Iraq

a . Dr . Maha, good for you Nasser

Lebanese University / Lebanon

a . Dr . Muhammad Khaqani

Isfahan University / Iran

a . Dr . Khawla Khamri

Mohamed Al Sharif University / Algeria

a . Dr . Nour al-Din Abu Lhia

Batna University / Faculty of Islamic Sciences / Algeria

Proofreading

a . M . Dr. Ali Abdel Wahab Abbas

Translation

Ali Kazem Chehayeb