The Need for Laws against Bullying

This paper is an annotated bibliography in relation to the highlighted subject. It focuses on the evaluation and review of various scholarly sources to ascertain their credibility and relevance with respect to unit of analysis which is bullying at schools. Various articles and books are, therefore, highlighted and followed by their annotations beneath.


The reference material is the work co-authored by various scholars including Shane R. Jimmerson, Susan M. Swearer and Dorothy L. Espelage. This book is quite credible, resourceful for the subject matter under the study or unit of analysis. A synopsis of the work reveals that the book offers a comprehensive review and analysis of facts on bullying phenomenon, as it occurs worldwide. The book offers a systematic review and succeeds in integrating facts about bullying as they manifest and present regionally and contextually.

Specifically, authors delve into the essential role of teachers and school management in creating a positive school climate free of bullying. Authors particularly advocate for the need for teachers to cultivate positive peer relationships between the students and the school community at large, so as to avoid incidences of bullying in any form or context. The purpose of writing this
book is to contribute to empirical knowledge existing about bullying as a social phenomenon in schools and society at large. The target audiences for this piece of work are school managers, policymakers and stakeholders working in the area of human rights advocacy and school programs. The credibility of the source is evidently provable by the fact that it is quite current having been published on 11 November 2009 by Routledge which is a renowned publisher of credible and academic literature.


This article was written and posted by Maureen Downey. In her presentation and submission, the author brings to focus the significance of the problem of bullying and the fact that most people have perceived it as common tolerable behavior, despite the fact that it has far-reaching mental, psychological, health educational achievement-related impacts on victims. The author succeeds in proving the urgency of the need for policy frameworks and legislations against bullying by outlining initiatives that the President himself and his wife Mitchell are undertaking to emancipate society and learning institutions against bullying and the need to create conducive learning environments for the school children.

Maureen Downey writes the article at the time when cases of bullying are raising alarm, especially in the Ohio State where many parents through Parents Associations are expressing increasing fear about the safety and well-being of their children in school. The target audiences are, thus, the policymakers, human rights activists in Ohio State, teachers and even bullies themselves.
The article can be evaluated and justifiably proven to pass the credibility test. This is because it is posted on the Atlanta Journal-Constitution. This journal focuses on constitutional and legislative gaps that exist in the society with particular respect to the effective implementation of the provisions of the American constitution. Besides, the author has written extensively, especially on editorials and opinion pieces focusing on the local, state and federal education policies for over 12 years. Her experience as a journalist for newspapers in New Jersey that earned her editorial writing awards gives her an advantage in a credibility test. The work is also quite current having been written in March 2011.


The author of the article is Kate Coil. In this article, the author highlights the urgency of the need for laws against bullying. She particularly considers the severe consequences of bullying in the lives of young children aging 8 and 9 years. As a result of the tolerance of the school administrations and lack of clear policy to deal with the problem of bullying, children are becoming suicidal out of stressful and depressive moments in the school environment.

The target audience of the article and its author are the policymakers, human rights activists and school administrators. The author’s objective is to underscore the fact that even though bullying policy may be in existence, it only responds to the problem after occurrence. There is, thus, a need to advocate for policies that will proactively deal with the menace. The article was written on 10 October 2010 and, therefore, relevantly fits unit of analysis in its currency of manifestation. Being a reporter for *Bluefield Daily Telegraph* and having edited extensive academic and journal materials, the author is better placed to raise issues in their real
state of being in the Ohio State, especially with reference to the subject of discussion. The article, thus, relevantly fits the subject matter of discussion, especially with reference to initiatives that schools are putting in place as intervention strategies against bullying.


Larch Sherri’s article *The Dangers of Bullying* focused primarily on the psychological, mental, social, health and physical risks associated with bullying in any context. In this article, the author identifies verbal, written and physical cruelty as manifestations of bullying. These lead to physical, emotional or psychological scars that can stay with an individual the rest of his/her life. The article even lists suicide as one of the commonest results of bullying at schools. By focusing on dangers of bullying, one finds the article relevant to the topic of discussion. This is because the severity of consequences of bullying is a justification for the need for laws to control this menace and create a safe learning environment for all children.

The context of the writing is the rise of cases of bullying at schools and other set-ups. The target audience is, therefore, the policymakers, and the main theme is the consequences of bullying and the need to develop legislative frameworks to address the crisis that is causing damage to young and innocent children who, as a result of the high tolerance level of the society towards bullies, are developing phobias towards education and schooling. The systematic way in which the author presents themes in the article using empirical research and studies is a proof that her perspective on the unit of analysis is quite viable.

The focus of the article is the Congressional debate over the bill to curb bullying in public schools. The bill seeking to enforce the anti-bullying law has been a subject of debate in Congress. The critical interest of the author is the fact that with the passing of the bill, law enforcement, school administrators and human rights activists will be empowered to play an active role in exterminating the vice in the society in general and schools in particular. The target audience is the general public, human rights activists and victims of bullying.

The primary theme of the article is contents of the bill against bullying. Having been published in the *Capital City Press* the article’s credibility is evidently sealed. Besides, the authenticity and credibility of the article is boosted by its currency having been written and published on 17 May 2012. It, therefore, shows that the legislative gap in terms of laws and bills to deal with the problem of bullying has been identified and is being filled through an evident legislation to curb the vice.

Weber, Tom. “To prevent bullying, what schools do often more important than policy.”

*Minnesota Public Radio*, 17 May, 2011

The author’s prime focus is the intervention programs by schools to address the problem of bullying. The thematic focus of the article, therefore, is that whereas policies against bullying may be essential, the ability of teachers and the school community to proactively and effectively deal with the challenge of bullying at schools is most essential. The author cites exchange programs training sessions for students and teachers, assertiveness training, systematic questioning of bullying activities at school as examples of the input of schools towards curbing the bullying.
This article will be relevant for the study, especially as a reference on what schools are doing to curb bullying in the absence of laws or policies against the vice. The target audience are school administrators, parents and students, while the main objective of the author is to provoke the school community to not passively pass the blame of bullying on the absence of reasonable laws and policies, since they can as well do something in their capacity to make a difference and create safe and supportive learning environments free of bullying, but full of respect for human rights and freedoms.


The author is McGrath Mary and the book was published in 2007 by Corwin Press. Being an investigating attorney and an expert in education laws and policies, the author applies her background to outline key approaches that the school administrators can undertake to deal with the problem of bullying. This book offers practical and resourceful insights that can guide educators in using the constructive thinking, speaking and listening in dealing with bullying at schools. Methods developed by the author in this reference material cover the content and context of bullying, distinguishes bullying from acceptable conduct and applying legally appropriate procedures in dealing with the menace. The target audience in this reference material is school administrators, students, parents and community at large.

The book is relevant and credible, especially given legal insights that it delves into as frameworks for addressing the problem of bullying in public schools. Part three of the book is particularly relevant to the study given insights it offers on the legally sound and principled-based actions against bullying, which in essence is the core of the study or the unit of analysis in
this study. The reference material is, thus, quite credible and reliable added to the fact that it was only published in 2007. The illustrations and the interventions outlined, thus, suits the crisis of bullying as is manifest in the Ohio State.

In conclusion, reference materials annotated offer deep and practical insights to the problem of bullying as manifested in the Ohio State. Besides, they delve into legal frameworks and gaps that need to be filled, in order to effectively deal with the problem of bullying. In essence, this is the unit of analysis and, therefore, resources listed can evidently offer a immense support in a research undertaking that focuses on the problem of bullying and the missing legislative frameworks that need to be filled by the State or the Federal government.
Works Cited


