

# *Compare and Contrast Two Different Texts of Campus Bullying, the US Federal Anti-Bullying Website and Xi'an, China*

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**Abstract:** The problem of school bullying is more and more concerned by the whole society. Governments and regions have different views and measures on school bullying. This paper analyzes two different texts from the United States and China. Text from the United States is an anti-bullying website established by the federal government of the United States. Text from China is a large-scale survey conducted by Chinese scholars in a Chinese city Xi'an, which to some extent reflects the current situation of bullying in China. The U.S. has gone further and deeper than China on bullying. Fifty states in the U.S. have passed anti bullying laws and the federal government has set up national websites. China has no such websites or special laws at present. The U.S. experience in anti-bullying can provide China with some inspiration.

## 1. Introduction

Bullying is a kind of persistent aggressive behavior with hurt and pain, and the power imbalance between the bully and the victim (American Psychological Association, 2015). Bullying includes many forms, physical, interpersonal and cyber. Victims of bullying experience a range of problems, such as physical problems, psychological problems and academic performance problems (Loftus, 2013).

This study compares two texts from two different regions, one of which is the website of the U.S. government against bullying, whose domain name is Stopbullying.gov. The website provides detailed information about bullying, prevention, laws and measures. The second text is a regional study published by Chinese scholars on the prevalence of bullying in China. Name is Prevalence and Correlates of School Bullying Victimization in Xi'an, China (Zhu, Y., & Chan, K, 2015). Bullying is harmful, but due to different cultural backgrounds and policies, bullying in the United States and China is the same and different. For example, in the United States, public schools report higher rates of bullying because private schools serve the privileged class (Nolin, Davies, & Chandler, 1996). In China, public schools are owned by the government and have better resources,

quality and prestige (Zhu, Y., & Chan, K, 2015).

## 2. Analysis of texts

Text one is an official website set up by the U.S. government to combat bullying. This website is set up by the U.S. department of Health and Human Services to help guide the prevention and response of school bullying. The website includes two forms of bullying, the traditional and the new type of cyberbullying. It introduces bullying to the public in detail, including its impact, harm, prevention, law and countermeasures. Since the website is set up by the government for the public, its main purpose is to provide information to the American public. Therefore, this text was created to raise public awareness.

According to the National Center for Education Statistics and the Department of Justice, about 20% of student's ages 12 to 18 in the United States have experienced bullying in 2017. In general, children who are seen as different are vulnerable to bullying, such as being too thin, overweight, wearing glasses and unpopular; Children who are aggressive, have family problems, and have a positive attitude toward violence are more likely to bully others. As bystanders of bullying, they are also affected. Some of them are assistants who encourage bullying, others are outsiders who do not help or stop bullying, some want to help the victim but do not know what to do, and some children act as defenders to provide help and comfort to the bullied child. Bullied children suffer a range of physical, health and academic performance problems. They may even take extremely violent retaliatory measures; Bullies are more likely to engage in violent and dangerous activities as adults; Bystander absenteeism, truancy, increased rates of depression and anxiety.

On the other hand, certain groups have been identified as risk factors for bullying, such as Native Americans, Alaskans, Asians, LGBTQ people, and children with disabilities. At the legal level, by 2015, all 50 states had passed laws against bullying, which clearly stipulated the specific behavior and disposal of bullying, with corresponding legal provisions for each verbal insult and push.

The second text is a study by researchers from China to estimate the prevalence of bullying among children in Xi 'an, a region of China. Title is Prevalence and Correlates of School Bullying Victimization in Xi'an, China. The study used a representative sample to estimate the prevalence of bullying among children in xi 'an, including 3,175 middle school students aged 15-17 who completed self-administered questionnaires. The study showed that 54.9 % and 44.6 % of students were bullied during their lives and in the past year. Boys experiencing more types of bullying than girls, including relationship bullying (y. l. Cheng et al., 2010)

In China, children in private schools are more likely to be bullied. Because public schools are better in quality, resources, performance and school atmosphere. Financial resources and teacher resources are more inclined to urban schools. Poor quality and performance in rural schools lead to a negative school atmosphere, increasing the likelihood of being bullied.

## 3. The similarities and differences between the two texts

Both texts focus on campus bullying, which has received more and more attention in the past decade. Their purpose is same, to spread information about bullying in schools to more people, including definitions, types, prevention, measures, and laws.

The two texts have different results on the universality of bullying. In 2017, about 20 percent of student's ages 12 to 18 in the United States experienced bullying, and 19 percent of students in grades 9 to 12 experienced bullying in the past year. In regional studies in China, the figures were even higher, at 54.9 percent and 44.6 percent, respectively. This may be related to a series of measures taken by the United States in recent years, such as the establishment of anti-bullying website, holding all kinds of bullying activities, and the passing of bullying laws

Both texts cite the school type as a factor in bullying. Studies in western countries have shown that children in public schools are more likely to be bullied (Nolin, Davies, & Chandler, 1996). But in China, children from private schools are more likely to be bullied. Text1 found that in terms of school address, there was no difference in the incidence of bullying in western schools in urban, suburban and rural areas (Hazler, 1996; Nansel et al., 2001). This is different in China, where there is a big gap between urban and rural resources. The negative atmosphere in rural schools increases the likelihood of being bullied. Text1 is more likely to study certain groups as risk factors for bullying, such as LGBTQ, obesity, African Americans, and children with disabilities. Text2 does not look at specific groups; it uses boys and girls as control variables. In this study, boys experienced more forms of bullying than girls, including relationship bullying.

#### 4. Conclusion

School bullying will continue to be a hot social issue and a global concern problem. These two texts come from two different countries. The United States is a developed country, and the research on bullying has been long and in-depth. China is a developing country, and the study of bullying is still in the preliminary stage. This also represents two types of countries in the world, high-income countries and low-income countries; Different countries have different investment in mental health. Developed countries, led by the United States and the United Kingdom, are pioneers in the study of psychological problems such as school bullying, which can provide certain experience and reference for underdeveloped extraction. But when a country like China learns from the experience of advanced countries, it must be cautious, because it is based on different cultural backgrounds, regions, religions and political opinions.

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