

CHAPTER 2

THEORY AND METHOD

2.1.Theoretical Framework

2.1.1. Narrative Elements

Narrative elements exist to build up the whole story in a film, novel, or other literary works. Narrative elements consist of both intrinsic elements and extrinsic elements. Characters, characterization, conflict, theme, setting, plot, atmosphere, point of view, figurative language, symbol, etc., are part of intrinsic elements. Meanwhile, extrinsic elements are cultural, social, or esthetical aspects found in literary works (Klarer, 1999).

2.1.1.1. Intrinsic Elements

2.1.1.1.1. Theme

The theme is the core of any literary work; it holds the story together from the beginning to the end and makes it much better, more entertaining, and more memorable. The theme in novels, films, short stories, etc., is usually inspired by the daily life of humans and their surroundings either by nature or society (Lukens, 1999:135).

2.1.1.1.2. Characters

Characters are the central aspect that will build a story to become completely one. Without characters, the story will not work as it should and will not reach a solution/conclusion. According to Roger B. Henkle in his book *Reading the novel: an Introduction to the Techniques Interpreting Fiction*, there are two types of characters; major and secondary– these are the type of characters that the writer chose to analyze from the film *Harriet*.

2.1.1.1.3. Conflict

There is always a conflict, whether in real life or literary works. The existence of conflict gives the story an exciting and thrilling spark of problems for the characters to solve. Conflict and characters need each other to make a narrative more natural in the eyes of the audience. According to Stanton (1965:16), there are two types of conflict, they are; internal conflict and external conflict.

2.1.1.1.3.1. Internal Conflict

Internal conflict occurs within the characters themselves, and usually appears in one's character's mind caused of their psychological state at that time. Dollard and Miller (Engler, 2014:193) define internal conflict as “a situation where the frustration arises from a situation in which incompatible responses are occurring at the same time.”

2.1.1.1.3.2. External Conflict

External conflict occurs between one character with other than him/herself, such as a conflict with society, nature, or another character. Kenney (1966:5), stated that “an external conflict is a form of fight, argument disagreement, or only opposition in which two sides are present.”

2.1.1.1.4. Setting

A setting is a place, time, or atmosphere that occurs in a story. The setting a function as an overview of when, where, and how a scene took place. Rohberger and Woods (1971:22) define the setting as an “establishing credibility to explaining both the characters and situation in the story; it can contribute to the atmosphere, or predominated mood; it can be active in foreshadowing; it can be symbolic.”

2.1.1.1.4.1. Setting of Place

The setting of place gives a main image to the audience as they usually show or describe the location of one scene. It can be in a country or city. The setting of the place helps the audience feel the tension between each view and imagine it.

2.1.1.1.4.2. Setting of Time

The setting of time gives an idea of when a story is happening – whether it occurs in the morning, afternoon, evening, or night, on what month, or what year, or how long one scene took to happen, and so on.

The setting of time can explain certain problems that happen in both real life and literary works.

2.1.1.1.4.3. Setting of Social Background

The setting of social background presents a social, political, and cultural picture and condition in a story. Mayer (2011:16) stated that social setting developed in a story to bring the audience back to a period and feel sympathy toward the characters.

2.1.1.1.5. Cinematographic Elements

The cinematography takes many emotions, thoughts, and details, it is not just about making pretty pictures and hoping it would be the world's greatest film. Good cinematography takes the story from the script and translates it into a viewable image. For this study, the writer will analyze cinematographic elements; the implied proximity to the camera, and the angle of the camera in the film *Harriet* (2019).

2.1.1.1.5.1. The Implied Proximity to the Camera

According to Bordwell and Thompson (2010:356), there are seven general shots in filming; 1) Extreme long shots are generally used to shoot dazzling scenery or landscape. 2) Long shots establish the scene, usually framing people, places, and other things in a set. 3) Medium long shot balances a composition in a scene between backgrounds. 4)

Medium shots are used when the actors are talking, requesting, or giving information to others. 5) Medium close-up, also called “over-the-shoulder shot,” is used when something important or significant will change the direction of the conversation. 6) Close-up is used when the characters show emotions and reactions like happiness, sadness, sorrow, or anger. 7) Extreme close-ups are usually used to shoot parts of the body such as lips, nose, eyes, nose, etc.

2.1.1.1.5.2. The Angle of the Camera

According to Mascelli, there are three types of camera angles. The camera angle completes a scene as it defines the level and height of the subject in the shooting so that a scene will look balanced out. 1) High angle is when the camera is in a higher position than the object, so it would make an illusion that the audience is looking down at the actors. 2) Straight-on angle is when the scene is recorded from the audience's eye level. Meanwhile, 3) Low angle is when the camera is in a lower position than the actors; it would give an effect as if the actors are looking at the audience.

2.1.1.2. Extrinsic Elements

2.1.1.2.1. Slavery

Slavery is humankind's greatest tragedy, existing as old as human history lives. The oldest records of slavery date back to 7000 BC, when enslaved people were sacrificed at nobles' funerals to accompany them to the afterlife in Nile cultures. Nearly every country and culture have experienced and known slavery first hand and all have similar outcomes. Slavery is a patterned system of exploitation involving at least two or more people that create a social, cultural, economic, and emotional relationship between the people involved, which results in a one-sided, unfair lifelong agreement (Bales, 2006:2-6). Being enslaved meant one lost free will, and their enslavers controlled every movement through violence and psychological coercion. They are paid none to nothing and work only to enrich their enslavers.

Slavery reached the United States around the 1400s when Europeans brought Africans to the Americas to conquer and colonize the continent. This selling trade is called the Triangular Trade because of the route's shape. The journey, which took about 4-6 weeks, was called "The Middle Passage," these would-be enslaved people were chained and tied to one another and left to lie in the dirt naked on the ship. Whoever survived would work in an agricultural field and plant cotton, rice, tobacco, and sugar (Kachur, 2006:50-57). In the United States, the population of Africans was massively growing due to its natural cause, and so

was the resistance to enslavement. Protestant Reformation arose in the late 18th century with free religious thought, which was the fundamental of equal citizenship and personal freedom. Quakers or The Religious Society of Friends were the bodies that first situated moral tracts opposing slavery. They called for a boycott of enslaved-produced goods, educated and spread petitions to the public and the government to abolish slavery immediately (Bales, 2009:6-10). The Civil War was unavoidable as various abolitionists and other movements supporting pro-anti-slavery came up to the surface.

Unlike the outcome of slavery, the types of slavery are more diverse. A wide range of it reflects many factors, including combinations of cultural, racial, commercial, social, ethnic, political, religious, and psychological influences. Slavery in the United States was mainly about racial discrimination and differences. American slavery was a unique case form of slavery. It was more damaging and insidious, and the damage is still present today. Despite the history symbolizing the legal abolishment of slavery, slavery has never ended. Kevin Bales classified three forms of modern slavery reflected by the old slavery system in the United States (Bales, 2009:33). Knowing the various historical and current forms of slavery gives an understanding of how slavery can take in individual cases.

2.1.1.2.1.1. Forms of Slavery

1. Chattel Slavery

According to Bales, chattel slavery is considered a new and different type compared to previous slavery in Rome and Greece, yet it is the most destructive type of slavery. Chattel slavery, also known as American chattel slavery, was purely based on race—emerged and proliferated in the United States around the 19th century. This enslavement was exclusively for those of African descent who get treated like private property and had zero rights under the law. The enslaved people were constantly captured, kidnapped, and forcibly sold to someone with supposedly legal ownership. They faced verbal, physical, and sexual assault from their enslavers daily. Chattel slavery is hereditary; if one is born into it, there is no way out other than death, old age, or escaping.

2. Debt Bondage Slavery

Debt bondage slavery or bonded labor is when one cannot pay off their loan with their current savings, forcing them to work under the employer to repay the debt. Debt bondage slavery is the most common form of slavery today in the modern world. Many usually put themselves as collateral for the debt, knowing it will later pass to their family members. They will get beaten up and, worse, raped if they even try thinking about escaping (Bales, 2009:34). Their employer will increase their debt interest over time, creating a

perfect loop so they will never be able to pay off their debt and work forever for them with the minimum cost.

Debt slavery in the United States happened because of the successful brainwashing by white people toward black people. It was never about the money. The enslaved people there did not directly owe anyone else money or anything. However, they thought they did and had to repay all their debt through generations by serving as enslaved people, whereas it was all just because one race felt superior to others with higher social status. They would feel so much in power that enslaved would get monitored at all times and have their life choices decided and controlled by enslavers.

2.1. Child Slavery

Debt bondage slavery passed within the family and inevitably formed children's slavery. It is a perpetual system. Children are a very easy target; besides being born into the system, they usually get kidnapped or even left to get sold by their own families. Child slavery makes up a big proportion of slave labor. They can start working as early as four to fourteen years old for a maximum of fourteen hours daily. Children bondage into enslavement have little to no access to school, health care, and social life. As naive young children, they would see enslavement as normal

because that is all their families have known and done for ages (Bales, 2009:20-22).

3. Forced Labor

Slavery is synonymous with forced labor. All of those forms of slavery explained above are part of forced labor. However, according to Bales, the difference is that this forced labor slavery is practiced by larger groups, such as in the government or armed forces, both military and rebel groups. In the United States, Maryland and Delaware were legal slave states that the Union recognized at the time. Those states were supported and subsidized even after the end of the Civil War.

2.1.1.2.2. Marxism

Marxism is a collection of works developed by Karl Marx. Marx worked on the first Marxism in the critical study of economic, social, and political theory in 1844 and launched his book *Capital*. The first Marxism was a speculative philosophy of history. Karl Marx wrote Marxism as a continuation of the thought of humankind that Friedrich Hegel had written. The idea of Marxism is that society is divided into two social classes based on their connection to the means of production: the capitalist class (the bourgeoisie) and the working class (proletariat). This creates wealth and power disparities between those classes, leading to social inequality and dissatisfaction, especially among the working class (Rummel, 1977).

Karl Marx sharply criticized capitalism and its relation to exploiting the proletariat by the bourgeoisie in social life. He argues that capitalism will someday fail as it is heavily unjust and corrupt. Marx emphasized that the goal of human history is freedom and that humans are still far from free. Humans cannot organize the world to meet their needs and develop their abilities. Humans are enslaved by something they created, private ownership, that led to the formation of class struggle.

2.1.1.2.2.1. Class Struggle

Class struggle is a challenge humanity has faced for hundreds of years. All history that occurs or exists in human life is the result of class struggle; this history shapes the condition of today's society (Adams & Sydie, 2002:133). Karl Marx believed that all human attitudes, actions, and beliefs depend on social relations. Social relations depend on the class situation and the economic structure of the society in it. Human nature is social, and it is based on human social position. Marx called this proposition historical materialism. The proposition regarding the class struggle states that all attempts at class struggle are intended for a communist society. The proposition of a class theory asserts that the value of objects is determined by the strength of the number of workers needed by society. The theory of class struggle was developed and explained in detail by Karl Marx and Frederick Engels in their book

Manifesto of the Communist Party (1847). In this book, Marx and Engels mention two types of classes that confront and bind each other: the bourgeoisie class and the proletariat class.

1. The Bourgeoisie

The term bourgeoisie, originating from the French word for “city dwellers,” describes a class of people in the capitalist system who hold high social status and power. They own land and factories to manufacture products on a large scale, making them capitalists who compete fiercely for economic dominance and sustainability. Before being called the bourgeoisie, they were merchants, traders, or manufacturers who traveled extensively, attempting to amass wealth. Over time, they settled and evolved into the capitalists we know today. (Robinson, 1983:14-21).

These people succeeded in subjugating the general population and the state by creating big cities and improving their residents’ quality of life. The need for a growing and the increasing market makes the bourgeoisie create the world in its image. Their power that stands for hundred years makes a productive force greater than what was before. Karl Marx saw the bourgeoisie as the advanced class that helped make historical progress that changed and modernised society. However, Marx believed that in a capitalist

world, the bourgeoisie would inevitably abuse their immense power and exploit others. Despite this, the bourgeoisie is historically necessary for changes that will soon happen, abolishing all those exploitation and conflict in society.

2. The Proletariat

The proletariat, taken from the Latin “proletarius,” is a term used to refer to the lowest social stratum in an ancient Roman society whose lives were controlled by the wealthy bourgeoisie. In modern times, the term refers to the working class who earn their livelihood through wage labor. Karl Marx used the term to describe the exploited wage laborers who work for capitalists to earn income for themselves and their families. This relationship between the two classes is exploitative and is designed to generate profits for the capitalists at the expense of poverty for the proletariat (Nesbitt, 2019:6-8). The relationship between the two classes is essential to the production process, as each has its respective roles, and this dynamic will persist and cannot be avoided.

The proletariat is considered “free” as they are not bound to a specific employer or occupation. They have the liberty to sell their labor power to any capitalist who offers them a wage and to switch jobs as they please. However, this apparent freedom is illusory since

the proletariat is still subjected to the influence of the capitalist class and market forces that dictate the economy. In essence, the proletariat is “free as birds,” meaning that their movements are unrestricted by formal constraints, but they are restrained by the economic structure they inhabit. Consequently, the proletariat lacks genuine autonomy in determining their destiny or pursuing their interests since their interests are subordinate to those of the capitalist class. Marx’s view that the proletariat is “free as birds” rebukes the capitalist system and its perpetuation of inequality and oppression. Marx highlights how workers are often confined and restricted by their economic circumstances despite having technical freedom to make employment decisions. Marx believes proletariats’ exploitation will continue as long as they have a submissive nature and accept the situation without any desire to change it with a large and violent social movement like a revolution.

2.1.1.2.3. Capitalism

The original term of capitalism is derived from the Latin “caput” or “capitalis,” which means “of the head.” It can also mean “wealth” or “property.” It was used to describe the practice of tallying livestock or goods by using the number of animal heads or units of currency to indicate wealth. Its meaning has evolved. In present-day usage, capitalism typically denotes an economic framework where

private individuals or organizations possess and manage production methods, and goods and services are traded in a market-based system. While capitalism generates enormous wealth, it is also inherently unstable and can lead to high economic and political inequality. One of the key features of capitalism is the pursuit of profit, which often leads to the inequality and exploitation of workers and resources: this often results in a social class struggle between those who own and control the means of production and those who sell their labor to survive.

While *Harriet* does not directly address capitalism as an economic system, it touches on economic and social inequality themes often associated with capitalism. This film portrays the brutal reality of slavery and the exploitation of enslaved people for economic gain. The plantation owners and slave traders are shown to be motivated primarily by profit, using violence and intimidation to maintain their power and control over the enslaved population. In this sense, the film can be seen as a critique of the capitalist system, which has historically relied on exploiting vulnerable populations for the benefit of the wealthy few. It raises important questions about economic and social justice that are relevant to ongoing debates about the role of capitalism in society.