

WHITE SAVIOR NARRATIVE IN *LINCOLN* (2012) MOVIE

FINAL PROJECT

Presented as Partial Fulfillment of the Requirement to Obtain the *Sarjana*

***Sastra* Degree in English Literature**



NOBELIA MEMOSA PUDICA SURYANA

30801900034

ENGLISH LITERATURE STUDY PROGRAM

FACULTY OF LANGUAGES AND COMMUNICATION SCIENCE

SULTAN AGUNG ISLAMIC UNIVERSITY

SEMARANG

2023

PAGE OF APPROVAL

A Final Project entitled

**WHITE SAVIOR AND CULTURAL HEGEMONY PRESENTED BY
LINCOLN IN *LINCOLN* (2012) MOVIE**

Prepared and Presented by:

**NOBELIA MEMOSA PUDICA SURYANA
30801900034**

has been approved by the advisor and to be examined by the Board of Examiners.

Semarang, August 21st 2023



Diyah Fitri Wulandari, S.S., M.Hum

Advisor

PAGE OF VALIDATION

A Final Project Entitled

WHITE SAVIOR NARRATIVE IN *LINCOLN* (2012) MOVIE

Prepare and Presented by:

NOBELIA MEMOSA PUDICA SURYANA

30801900034

Defended before the Board of Examiners

On August 25th 2023

And Declared Acceptable

Chairman : Diyah Fitri Wulandari, S.S., M.Hum



Secretary : Afina Murtiningrum, SS., MM., MA



Member : Nailil Muna, SS,MA



Semarang, September 11th 2023

College of Language and
Communication Science of UNISSULA



Trimana, S.Sos., M.Si.

STATEMENT OF WORKS ORIGINALITY

I, the undersigned, declare that the final project entitled “White Savior Narrative in *Lincoln* (2012) Movie” is purely the result of my own work. No other people’s work I use without citing the source. Opinions or findings of others included in this final project are quoted or cited with respect to ethical standards.

Semarang, August 21st 2023



Nobelia Memosa Pudica Suryana

MOTTO

Allah does not burden a person but according to his ability. (Al-Baqarah, 286)

Indeed with difficulty there is ease. Then when you are done with one business, work earnestly on another business, and only to your god should you hope.

(Al-Insyirah, 6-8)

It always seems impossible until it's done. -Nelson Mandela



DEDICATION

I dedicated this final project to myself, who has struggled and survived until the end of this lecture. Thank you for being able to survive up to this point. Thank you for not giving up even though there are so many things that could make me give up but I choose to keep going. Broken, disappointed, laughing, happy, and everything I've been through. I want to be proud of myself for this little achievement, maybe for others it is nothing. But really, for all of this I really try. So, appreciate what you have done and be proud of yourself.

WHITE SAVIOR NARRATIVE IN *LINCOLN* (2012) MOVIE

ABSTRACT

SURYANA, NOBELIA MEMOSA PUDICA. 30801900034. White Savior Narrative in *Lincoln* (2012) Movie. English Literature Study Program. Faculty of Languages and Communication Science. Sultan Agung Islamic University. Diyah Fitri Wulandari, S.S., M.Hum.

This study discussed the white savior narrative and hegemony presented in *Lincoln* (2012) movie. In America, around 1861 to 1865, slavery often occurred to Black people. At that time, a lot of Americans thought Black Americans were slaves. Although a lot of white people made Black people as slaves, there were also some White Americans who helped Black American struggle. The white savior narrative refers to a common trope in storytelling, both in literature and films, where a white person is portrayed as the heroic figure who rescues or saves people of color from their plight or struggles. This study aims to analyze the issue of the struggle against slavery as depicted in *Lincoln* (2012) movie and how the white savior narrative plays a role in the depiction of slavery abolishment in *Lincoln* (2012) movie.

The type of this study was qualitative research and the theory used in this study was hegemony theory. The method of data collection was watching the movie and reading the script of the movie, identifying the data, classifying the data, reducing the data, analyzing the data. This study used two data sources, namely primary and secondary data sources. The primary data focused on the movie and the movie scripts in the forms of dialogues in *Lincoln* (2012) movie. The secondary data focused on journals, articles, books or previous research.

This study draws two conclusions. First, this study reveals that the issue of the struggle against slavery is clearly depicted in *Lincoln* (2012) movie. This can be proven by the character Lincoln who wanted to abolish slavery by passing the 13th amendment. With the 13th amendment, slavery was permanently abolished and there were no black people who felt the oppression and suffering of slavery anymore. Second, the study reveals that the white savior narrative is shown in the main character, Lincoln, as knowledgeable, capable and morally righteous. Through consistent portrayal of these public images, Lincoln's ideas were easily approved by the majority group.

Keywords: White savior narrative, *Lincoln* (2012) movie, slavery abolishment, hegemony.

INTISARI

SURYANA, NOBELIA MEMOSA PUDICA. 30801900034. White Savior Narrative in *Lincoln* (2012) Movie. Program Studi Sastra Inggris. Fakultas Bahasa dan Ilmu Komunikasi. Universitas Islam Sultan Agung. Diah Fitri Wulandari, S.S., M.Hum.

Penelitian ini membahas tentang narasi penyelamat kulit putih dan hegemoni yang dihadirkan dalam film *Lincoln* (2012). Di Amerika, sekitar tahun 1861 hingga 1865, perbudakan sering terjadi pada orang kulit hitam. Saat itu, banyak orang Amerika yang mengira orang kulit hitam Amerika adalah budak. Meski banyak orang kulit putih yang menjadikan orang kulit hitam sebagai budak, ada juga sebagian orang kulit putih Amerika yang membantu perjuangan orang kulit hitam Amerika. Narasi penyelamat kulit putih mengacu pada kiasan umum dalam penceritaan, baik dalam sastra maupun film, di mana orang kulit putih digambarkan sebagai sosok heroik yang menyelamatkan orang kulit berwarna dari penderitaan atau perjuangan mereka. Penelitian ini bertujuan untuk menganalisis isu perjuangan melawan perbudakan yang digambarkan dalam film *Lincoln* (2012) dan bagaimana narasi penyelamat kulit putih berperan dalam penggambaran penghapusan perbudakan dalam film *Lincoln* (2012).

Jenis penelitian ini adalah penelitian kualitatif dan teori yang digunakan dalam penelitian ini adalah teori hegemoni. Metode pengumpulan data adalah dengan menonton film dan membaca naskah film, mengidentifikasi data, mengklasifikasikan data, mereduksi data, dan menganalisis data. Penelitian ini menggunakan dua sumber data yaitu sumber data primer dan sekunder. Data primer difokuskan pada film dan naskah film yang berupa dialog-dialog dalam film *Lincoln* (2012). Data sekunder difokuskan pada jurnal, artikel, buku atau penelitian terdahulu.

Penelitian ini menarik dua kesimpulan. Pertama, penelitian ini mengungkapkan bahwa isu perjuangan melawan perbudakan tergambar jelas dalam film *Lincoln* (2012). Hal ini dapat dibuktikan dengan tokoh Lincoln yang ingin menghapuskan perbudakan dengan mengesahkan amandemen ke-13. Dengan amandemen ke-13, perbudakan dihapuskan secara permanen dan tidak ada lagi orang kulit hitam yang merasakan penindasan dan penderitaan perbudakan. Kedua, penelitian ini mengungkapkan bahwa narasi penyelamat kulit putih ditampilkan dalam karakter utama, Lincoln, sebagai tokoh yang berpengetahuan luas, cakap, dan bermoral baik. Melalui penggambaran citra publik yang konsisten, gagasan Lincoln dengan mudah disetujui oleh kelompok mayoritas.

Kata kunci: Narasi penyelamat kulit putih, film Lincoln (2012), Penghapusan perbudakan, hegemoni.

ACKNOWLEDGMENT

In the name of Allah the Most Gracious, the Most Merciful, I would like to express my deepest gratitude to Allah Subhanahu Wa Ta'ala, who eases every difficulty, mercy and the amazing blessing so that I could accomplish this final project. Shalawat and salam are always conveyed to our prophet Muhammad Shallallaahu 'Alaihi wa Sallam, who saved us from the darkness and guided us to the right path named Islam.

Moreover, I realize this final project would never have been completed without the help, guidance, and support of several parties involved. Therefore, I would like to say a million thanks to the following people who are always there in every process that I go through:

1. Trimanah, S.Sos., M.Si. as the Dean of Language and Communication Science Faculty of Sultan Agung Islamic University Semarang.
2. Dr. Didik Murwantono, S.S., M.Hum as the head of English Literature Department of Language and Communication Science Faculty of Sultan Agung Islamic University Semarang.
3. Diyah Fitri Wulandari, S.S., M.Hum as my advisor who has given me useful comments, suggestions, guidance, support and always patient since the preliminary of this final project until the end. I could not finish this final project well without your critics and advice.
4. All lecturers of the Language and Communication Science Faculty of Sultan Agung Islamic University Semarang who have given me useful knowledge.

5. My beloved parents, my father Yayan Suryana and my mother Susi Nawang Sari. Thank you for fighting and being willing to sacrifice to do whatever is best for me until I can get to this place. Thank you for the extraordinary support, prayers that always flow for me and many things that you have done to get me here and finish all of this until the end.

6. My beloved little sisters, Queen Azalea Amatory Suryana and Alexandria Edelweis Suryana. Thank you for providing support and being the reason for me to complete this final project quickly.

7. My big family, my grandmother, my grandfather, my aunts, my uncles and my cousins who have always supported and always prayed for me.

8. My friends, Alma Rizky Hasanah, Rifki Ardiansyah, Olgafira Bilqisthy, Zakia Nur Wijayanti who always support, accompany, bring joy to me and also helped me in every difficult I faced.

9. Rowahul Bagas, thank you for supporting and accompanying me in the process of completing this final project.

10. Everyone who has ever met me which can not be mentioned one by one and gave encouragement and support to complete this final project.

Semarang, August 21st 2023

Nobelias Memosa Pudica Suryana

TABLE OF CONTENTS

PAGE OF APPROVAL	i
PAGE OF VALIDATION	ii
STATEMENT OF WORKS ORIGINALITY	iii
MOTTO.....	iv
DEDICATION.....	iv
ABSTRACT	v
INTISARI.....	vi
ACKNOWLEDGMENT.....	vii
TABLE OF CONTENTS.....	ix
CHAPTER I INTRODUCTION	1
A. Background of the Study	1
B. Limitation of the Study.....	2
C. Problem Formulation.....	3
D. Objective of the Study	3
E. Significance of the Study.....	3
F. Organization of the Study.....	4
CHAPTER II SYNOPSIS OF THE MOVIE AND LITERARY REVIEW	5
A. Synopsis of the Movie	5
B. Literary Review.....	6
B.1. History of Slavery Abolishment in the United States	6
B.2. White Savior Narrative.....	8
B.3. Hegemony.....	10

B.3.1. Hegemony Concept.....	11
B.3.2. Gramsci's Hegemony	13
CHAPTER III RESEARCH METHOD	15
A. Types of Research	15
B. Types of the Data	16
C. Data Collection Method.....	16
C.1 Watching <i>Lincoln</i> (2012) Movie and Reading The Movie Script	17
C.2 Identifying the data	17
C.3 Classifying the Data	18
C.4 Reducing the Data.....	18
D. Analyzing the Data.....	18
CHAPTER IV FINDING AND DISCUSSION.....	19
A. Depiction of the struggle against slavery is in <i>Lincoln</i> (2012) movie	19
B. The role of white savior narrative in <i>Lincoln</i> (2012) movie.....	24
B.1 The Depiction of Lincoln as Knowledgeable Savior	25
B.2 The Depiction of Lincoln as Capable Savior.....	26
B.3 The Depiction of Lincoln as Morally Righteous Savior	27
CHAPTER V CONCLUSION AND SUGGESTION.....	31
A. Conclusion	31
B. Suggestion.....	32
REFERENCES	33
APPENDIX	37

CHAPTER I

INTRODUCTION

A. Background of the Study

Racism is something we have often heard and things like this might still happen. Racism usually happens because a lot of people are still not aware that their actions and words show racism or not. The great problem for all civilizations is caused by societies that ignore the diversity and peculiarities of various nations. Especially black slavery in America. Black people were enslaved in America around 1607.

During the early 19th century, slavery was still practiced in areas such as Brazil, Cuba, and the United States of America. The abolition of slavery had just begun on the American continent during the Spanish American war of independence (1810-1826), gradually countries in the Americas began to abandon the slavery system. The first Country in the Americas to abolish slavery was Chile in 1811 and Brazil became the last country to end slavery in 1888 (Hinks and McKivigan, 430). In America around 1607, slavery had begun to occur. There are still a lot of people in America who think black people are slaves. So, there was a war between blacks and whites. Even though a lot of slavery was carried out by white people, there were also some of them who tried to free the slavery. White people who help black people are also called white saviors. White Saviorism is when a white person tries to fix BIPOC (Black, Indigenous and People of Color) issues without taking the time to understand their history, culture, political affairs

or actual needs. This issue of slavery is depicted in some American movies and *Lincoln (2012)* movie is one of them.

Lincoln (2012) is a drama movie that focuses on American history by Steven Spielberg. The film's story focuses on Lincoln's efforts in January 1865 to get the 13th Amendment ratified by the United States Government.

This movie tells about President Abraham Lincoln's efforts during January 1865 to pass the 13th Amendment to the United States Constitution in the United States House of Representatives that would abolish Slavery in the United States. Lincoln felt that it was imperative for him to pass the amendments by the end of January 1865, which would eliminate the possibility that freed slaves could be re-enslaved. So, this movie is about slavery and how Lincoln tries to abolish slavery using hegemony theory.

This movie is used as the object of the study in this study because it is interesting to be discussed and also analyzed. The story in this movie is quite interesting and complex, especially on the discussion on slavery, white savior, and hegemony that occurred in this *Lincoln (2012)* movie and this movie has a very interesting historical story and brings to be discussed and analyzed by the author.

B. Limitation of the Study

This study is limited to discussing white savior, slavery, and hegemony in *Lincoln (2012)* movie. Where Lincoln is a white savior who saves black people by making the 13th amendment and this study is discussing the abolishment of slavery using the hegemony theory depicted in *Lincoln (2012)* movie.

C. Problem Formulation

This study formulates two questions as problems to be answered in the analysis, the two questions are:

1. How is the issue of the struggle against slavery is depicted in the *Lincoln (2012)* movie?
2. How does the white savior narrative play a role in the depiction of slavery abolishment in *Lincoln (2012)* movie?

D. Objective of the Study

The objective of this study is to find out the slavery, white savior and hegemony depicted by the main character in *Lincoln (2012)* movie.

1. To explain the issue of the struggle against slavery is depicted in the *Lincoln (2012)* movie .
2. To analyze the white savior narrative play a role in the depiction of slavery abolishment in *Lincoln (2012)* movie .

E. Significance of the Study

The author hopes that this study can contribute to the teaching and learning of American history. It has two main significance, theoretical significance and practical significance. In theoretical significance, the author hopes this study gives knowledge and information to find out the appropriate method for studying hegemony.

In practical significance, the author hopes the results of this study can be used as a reference to improve student's ability to understand more about American history, the results of this study also can help teachers to more easily present material on American history such as the issues of racism, slavery and others in related fields and give additional information to other researchers or readers who want to conduct further research on the related field.

F. Organization of the Study

The organization of the study is divided into five chapters. There were chapter I, chapter II, chapter III, chapter IV, and chapter V. Chapter I is introduction. This chapter consists of five sub-chapters. These are background of the study, problem formulation, objective of the study, significance of the study, organization of the study. Chapter II is synopsis of the movie and literary review. This chapter consists of the summary of the *Lincoln (2012)* movie. Chapter III is research methodology. This chapter consists of types of research, types of data, data collection and analyzing the data. Chapter IV is discussion. This chapter presents the data and discussion about the issue of the struggle against slavery as depicted in the *Lincoln (2012)* movie and the white savior narrative plays a role in the depiction of slavery abolishment in *Lincoln (2012)* movie. Chapter V is conclusion. This chapter consists of conclusion and suggestions.

CHAPTER II

SYNOPSIS OF THE MOVIE AND LITERARY REVIEW

A. Synopsis of the Movie

This film tells the story of the struggle of a major figure in American history, whose struggle is not only related to America but also to human civilization in general. Abraham Lincoln (1809-1865) was the 16th President of the United States, who at that time fought for his crazy idea, namely the abolition of all states in the United States.

In January 1865, newly elected Lincoln declared the Civil War over and wondered what would happen for former slaves. He realized that the Emancipation Proclamation of 1863, which freed most slaves as a war measure but did not prohibit slavery, was inadequate and even hypocritical. He realized that only a constitutional amendment outlawing slavery could permanently end slavery in America.

To survive the changes, Lincoln needs the support of Preston Blair (Hal Holbrook) and his son Montgomery (Byron Jennings), an influential founder of the Republican Party and leader of the conservative faction. The Blairs were eager to end the war. As a condition of his support, Preston asked Blair for permission to visit Confederate leaders in Richmond, Virginia, and invited him to send a peace delegation to Washington. This was inconvenient for Lincoln, as the war would not end until the amendment was passed, but he allowed Blair to travel to Richmond in secret.

The base of support for change is on the other side of the Radical Party, led by the creative and flamboyant Thaddeus Stevens (Tommy Lee Jones) of Pennsylvania. The Radicals were abolitionists, and Stevens even advocated complete racial equality, including the right to vote for blacks. It's an idea that angers and frightens most white citizens outside the Republican base.

For many conservative segments of American society, abolishing slavery was a decision that would be disastrous for the landowners and merchants who owned hundreds, if not thousands, of slaves. Eventually, public opinion was divided, so many people who disagreed with the abolition of slavery formed a union called the Confederate States and rebelled against the state, led by pro-slavery politician Jefferson Davis.

B. Literary Review

B.1. History of Slavery Abolishment in the United States

Slavery is a system in which individuals, known as slaves, are treated as property and are forced to work without consent or payment. Slavery has existed in various forms throughout history and across different cultures.

Slaves are typically owned by other individuals or entities and are forced to work under exploitative conditions without consent or fair compensation. Slavery has existed throughout human history in various forms and across different regions, with the transatlantic slave trade being one of the most well-known examples.

Slavery violated the principle of human dignity and was morally reprehensible. He believed that all people had inherent worth and that enslavement was a violation of their fundamental rights (Immanuel Kant, 1998). Slavery was a form of tyranny and individuals should be free to pursue their own interests without hindrance. He believed that individuals should have autonomy over their own lives and that slavery was an infringement on this fundamental right (Stuart Mill).

Slavery was not only morally reprehensible but also economically and socially destructive (W.E.B. Du Bois). He believed that the legacy of slavery had profound effects on American society and that addressing its aftermath was necessary for achieving social justice.

Ottobah Cugono wrote that he “heard nothing but breaking chains, breaking whips, and the groans and terrified cries of those present. Some did not rise from the ground, as they were whipped and beaten in the most terrible manner. ” (Kachur 56).

States that black resistance, such as slave runaways, rebellions, abolitionism, and recent civil right movements, are evidence that whites oppressed blacks in the development of systemic racism. (Feagin 13).

Douglass summed up his feelings about the future: “I finished when I started; no wars, but wars of defeat; there is no peace, but peace is overthrown; freedom for all, no slavery for anyone; black male soldiers in war; quiet workers; voters in the South and North; America is the permanent home of all Americans, its citizens” (Finkelman 292).

“Loose packers” and “Tight packers” are two popular philosophies with different ideas. People who agree with this first theory also agree that by importing slaves with a small capacity, more slaves were strong enough to survive and could be traded in America. The second theory was that the more slaves accommodated on ships the more money they would earn, even if it meant some of them would die of poor health (Kachur 57).

Some slave owners attempted to gain more wealth from enslaved mixed-race female slaves (sometimes called “beautiful maidens”) who were sold as concubines to wealthy slave owners. Gathering of healthy, well-connected individuals (Diana RamyPreey 321) .

B.2. White Savior Narrative

The White Savior narrative refers to a common trope in storytelling, both in literature and films, where a white person is portrayed as the heroic figure who rescues or saves people of color from their plight or struggles. This narrative often perpetuates the idea that people of color are helpless, passive, or incapable of solving their own problems without the intervention of a white person.

In the White Savior narrative, the white character is usually depicted as more knowledgeable, capable, and morally righteous than the people of color they are saving. The story typically focuses on the personal growth and redemption of the white character, rather than giving agency or voice to the people of color who

are being saved. This narrative can reinforce stereotypes, perpetuate power imbalances, and undermine the agency and dignity of marginalized communities.

The White Savior narrative has been widely criticized for its problematic portrayal of race and its implications. Scholars, activists, and cultural critics have written extensively on this topic

Meeta Rani Jha in her book: “The Global Beauty Industry: Colorism, Racism, and the National Body” said that the White Savior narrative is a recurring device in cultural representation in which white men and women get to be heroes and rescue people of color from their suffering and oppression (55).

White savior according to Hughey is “the genre in which a white messianic character saves a lower-or working-class, usually urban or isolated, non-white character from a sad fate”(12). Hughey also states that some films have an implicit explanation of race which becomes normalized as something natural so that it is difficult to recognize the film as an implanted ideology (20).

In White Savior Film, Content, Critics, White Savior film is a type of film where white characters are appointed to save the proletariat or colored character from bad suffering (Vera and Gordon 12). The White Savior is a cinematic trope about a white central character saving a non-white (less prominent) character from an unfortunate situation. This is repeated in many genres of American cinema, with white protagonists portrayed as savior figures, often rescuing non-white characters (or non-human extraterrestrials, sometimes known as non-white civilizations). drawn in the process of their plight.

Black Americans and other colored Americans had been exploited by the whites for the sake of white's prosperity, wealth, and status. This exploitation and oppression against the blacks and colored people was driven by the desire to maintain white supremacy (Feagin 9).

They were attacked brutally, unjustly, and unjustly by their masters. In addition, the master gave his slaves names commonly used for their pets such as "jumper", "gamesome", "ready", "juno", "caesar", "fido" (Blackburn, 325).

Abolition instead required the creation of new democratic forms in which the institutions and ideas previously implicated in slavery would be remade to incorporate those persons formerly enslaved and to enable a different future for all members of the polity. To be meaningful, the abolition of slavery required fundamentally reconstructing social, economic and political arrangements (Allegra McLeod, "Prison Abolition and Grounded Justice").

B.3. Hegemony

Gramsci's study of hegemony focused on the public consciousness oppressed by the state. The relationship between states and people is the gateway to the hegemony of power and the lives of those experiencing colonialism through the land of power. As a result, society is not powerless because there is no room for people to develop their own perceptions of rural and regional dynamics.

In the narrative film *Lincoln* (2012), there are problems regarding differences in social status such as slavery. The liberation of provisions using the

13th amendment was carried out by Abraham Lincoln to create social justice. Hegemony theory is very suitable to be applied to problems such as those which have similarities in discussing differences in status in the form of slavery.

B.3.1. Hegemony Concept

Antonio Gramsci constructed a theory that emphasizes how the acceptance of a dominant group's existence by a dominating group occurs in a peaceful process free of acts of violence. Hegemony can be a means by which one group strengthens its position and humiliates another.

The concept of hegemony (Gramsci, Bellamy, and Cox) can indeed be developed on the basis of class power. Superiority is a superior power that can be characterized and manifested in two ways, namely as "governance" and "intellectual and moral leadership". Direct Dominance is an order used by subordinates of the government on behalf of the ruling group. In a state of failed hegemony, it is the state apparatus that can force against its will those who oppose the orders of the ruling class (Gramsci). The way power is taken over by certain social groups is the opposition social groups. On the other hand, social groups aim to dominate social opposition groups by destroying them or even by subduing them by force of arms. In addition to governing using force, leadership with a different ideology of ownership is used to gain power.

The supremacy of the ruling class is actually built through consensus mechanisms. When Gramsci speaks of consensus, he is referring to the psychology

of spontaneity, which covers broad acceptance of sociopolitical rules or other aspects of rules. There are 4 main ideas to do:

1. In hegemony, the dominant group has successfully influenced the dominated group in order to maintain the moral, political, and values of the dominant group's culture (in this context, it is the ruling party or group that holds power). Power through the inculcation of ideology and the beliefs of the rulers is easily carried by groups of people who still do not have a free way of thinking. Ideology is an integral part of an organization related to its function (Gramsci). Gramsci also formulated this expression to refer to the dominant socio-political situation in society, which is integrated into social practice. In addition, hegemony also means the ideological position of a social class that is higher than other social groups, divided into the bourgeoisie and the proletariat. This division is a form of capitalist hegemony.
2. Hegemony is approved as ordinary, allowing the ideology of the dominant group to spread and be practiced.
3. Hegemonic values and ideologies are acquired and maintained by the dominant party in such a way that the party of the dominant leader remains silent and follows the dominant group.
4. Hegemony can be seen as a strategy to protect power.

The starting point for Gramsci's notion of hegemony is that classes and their members exercise power over subordinate classes in two ways: through force and persuasion. The method (oppressive/dominant) violence of the upper classes

against the lower classes is called dominance acts. The path of persuasion is carried out in subtle ways with the intention of dominating in order to maintain dominance. Intermediate acts of this rule by state agencies, police, soldiers and judges (Simon 9).

The most important factors as drivers of hegemony are the ideological and ideological elements created by the inner rulers who influence, guide and shape the way society thinks and seek conformity with the new Third Consciousness and the elements of society, Politics, A form of hegemonic power consisting of five powers: (1) coercive power, (2) reward power, (3) legal power, (4) professional power, and (5) Reference power (Gramsci 412).

B.3.2. Gramsci's Hegemony

Based on the theory of social class differences stated above, social class achieves superiority or supremacy in two ways, namely through superiority or coercion and secondly through intellectual and moral leadership (Gramsci, Bellamy and Cox). Governance through intellectual, moral and ideological leadership is what Gramsci calls hegemony. In this regard, the social structure in society refers to Gramsci's opinion that there is a social class hierarchy, as in class rule, which consists of an upper class and a lower class. This social structure allows upper class groups to use forms of power to control lower class groups. The form of power according to Gramsci is domination or violence with hegemony. Initially, the upper class did domination, which continuously gave rise to stigma, while the lower class

became a group that unconsciously accepted that they had been successfully dominated.

Gramsci's hegemony is one of the most important political theories of the 20th century. This theory is built on the key premise that it does not use physical violence for socio-political control, so that the ruled obey the ruler and the ruled feel that they belong to the ruler. not only need to internalize values and norms, but also to agree to their subordination. Gramsci's hegemonic theory is a refinement of the unsuccessful Marxist class theory in order to formulate a suitable political theory.

The concepts Gramsci formulated are the concept of social situation politics, in which social philosophy and social practice are integrated in a balanced context, the concept of control over society-wide reality within an institution, and the individual. and morals, customs, religions, political principles, and all social relations, especially intellectual and material ones, orient this towards morality. Hegemony is always associated with the formation of state power as a class dictator (Williams in Patria and Arief 121). In other words, Gramsci connects hegemony with civil society and distinguishes hegemony on the basis of agreement with autocratic political society.

CHAPTER III

RESEARCH METHOD

This chapter explains the research method of this study. It is presented in four points of discussion. There are types of research, types of data, data collection and analyzing the data.

A. Types of Research

Schwardt (195) defines research methodology as a theory of how an inquiry should proceed. It involves analysis of the assumptions, principles and procedures in a particular approach to inquiry. According to Schwardt, Creswell and Tashakkori, and Teddlie and Tashakkori, methodologies explicate and define the kinds of problems that are worth investigating; what constitutes a researchable problem; testable hypotheses; how to frame a problem in such a way that it can be investigated using particular designs and procedures; and how to select and develop appropriate means of collecting data. The research method used in this study is a qualitative method where the purpose of qualitative research is to explain a phenomenon through data collection, which shows the importance of depth and detail of the data studied. Qualitative research, according to Van der Merwe (cited by Garbers), is a research approach aimed at the development of theories and understanding. Denzin and Lincoln define qualitative research as a situated activity which locates the observer in the world. It involves an interpretive, naturalistic approach to the world, i.e. qualitative researchers study phenomena in their natural settings, attempting to make sense of, or interpreting phenomena in terms of the

meanings people bring to them. Qualitative research implies an emphasis on the qualities of entities and on processes and meanings that are not experimentally examined or measured (Denzin & Lincoln 10).

B. Types of the Data

The data in this study were categorized into primary data and secondary data:

1. Primary data refers to the main information that provides direct sources related to the object of research. Primary data focused on the movie and the movie scripts in the forms of dialogues in *Lincoln (2012)* movie.
2. Secondary data focused on journals, articles, books or previous research. These sources were carefully selected to support the explanation and clarification of the primary data used in the analysis process.

C. Data Collection Method

There were five key steps shared by most qualitative data analysis approaches: watching a movie and reading the movie script, identifying the data, classifying the data, and reducing the data. Data collection was done by conducting interviews or observations. The number can be very large and therefore needs to be documented. After that, the data could be reduced to a manageable amount that still needs to be meaningful. Creswell (110) explains that “Data collection is a series of interrelated activities aimed at gathering good information to answer emerging research questions”. Meleong (112) states there are three methods of collecting the data. They are observation, interview, and documentation method. Observation

method is collecting the data which focus on observation of an object with all human sense. Interview method is the method which focuses on collecting the data from respondents who are interviewed. The documentation method means that the collected data are from the internet, video, transcription and some books.

C.1 Watching *Lincoln* (2012) Movie and Reading The Movie Script

The first step was watching the *Lincoln* (2012) movie. At this step, the writer could did it more than once or watched it many times with the aim of understanding the contents of this movie. And after watching the *Lincoln* (2012) movie, then proceeded with the second step, namely reading the script from the *Lincoln* (2012) movie with the aim of being able to better understand the story of this movie as well as to find the data to be used.

C.2 Identifying the data

After watching the film and reading the script several times, the next step was identifying the data. In this step, the author pays special attention to the dialogue, description, and exposition related to the formulation of the problem. In order to facilitate the identification of primary data at a later stage, then underline and add additional notes (if any) beside the data suspected as potential data. This step aims to separate data and non-data. The primary data identification process used the two problem formulations as a reference. That is, only potential data related to the two problem formulations will be considered in this process.

C.3 Classifying the Data

Classification of primary and secondary data was used in this study. Primary data is data collected directly from primary research sources, such as watching the *Lincoln (2012)* movie and reading the movie script. Secondary data was not collected directly from the main source of research. Secondary data collected comes from various sources such as books, journals and others.

C.4 Reducing the Data

This step aims to finalize classified data through elimination and selection methods. This means, similar or weak data was eliminated to refine and simplify the data. In this step, only strong and the most relevant data were used to answer the problem formulations. The final data supporting each problem formulation were stored in the table of finalized data where relevant secondary data was added accordingly.

D. Analyzing the Data

Data analysis in qualitative research was the process of observing video data (movies), script data, repositories, books, etc. Everything must be examined and interpreted. Analysis was about reducing and classifying data, synthesizing it, looking for important patterns, and understanding what matters. Then classify what you see, hear, and read, and try to understand it to find explanations.

CHAPTER IV

FINDING AND DISCUSSION

Chapter IV presents the data and discussions. In this chapter, identified data are analyzed and discussed to answer the problem formulation. This study has two problems that are the issue of the struggle against slavery is depicted in the *Lincoln* (2012) movie and the white savior narrative plays a role in the depiction of slavery abolishment in *Lincoln* (2012) movie.

A. Depiction of the struggle against slavery is in *Lincoln* (2012) movie

Slavery is a system in which individuals, known as slaves, are treated as property and are forced to work without consent or payment. Slaves are typically owned by other individuals or entities and are forced to work under exploitative conditions without consent or fair compensation. In conditions like this, people who are enslaved will not get their rights in life because they have been deceived or used by people who enslave them

According to Feagin that "States that black resistance, such as slave runaways, rebellions, abolitionism, and recent civil right movements, are evidence that whites oppressed blacks in the development of systemic racism." (Feagin 13). Based on Feagin's statement, this is proof that slavery really happened because of the many resistances and struggles carried out by black people such as slave escapes and rebellions. This all happened because white people oppressed and enslaved black people. So, this is the example from one of the dialogues in the movie:

ELIZABETH KECKLEY

What my people are to be, I can't say. **Negroes have been fighting and dying for freedom since the first of us was a slave.** I never heard any ask what freedom will bring. Freedom's first. As for me: My son died, fighting for the Union, wearing the Union blue. For freedom he died. I'm his mother. That's what I am to the nation, Mr. Lincoln. What else must I be?
(1:34:48 - 1:35:32)

In this dialogue, it can be explained that black people really fight for their freedom and are even willing to fight to the death to get freedom. This is also proof that slavery perpetrated by white Americans on Black Americans actually happened.

According to Kachur, “Loose packers” and “Tight packers” are two popular philosophies with different ideas. People who agree with this first theory also agree that by importing slaves with a small capacity, more slaves were strong enough to survive and could be traded in America. The second theory was that the more slaves accommodated on ships the more money they would earn, even if it meant some of them would die of poor health (Kachur 57). Based on Kachur's statement, there are two understandings of black slavery. First, there are loose packers, namely those who believe that if they bring a few slaves, they will get a high selling price or a lot of profit because the fewer slaves they bring, the slaves will be healthier, of better quality and well taken care of. While tight packers believed that if they brought lots of slaves they would get a lot of benefits because what they thought was that there

were a lot of slaves, even though the more slaves they brought, the more slaves they would not take care of, get sick and die.

TAD

Why do **some slaves cost more than others**? (50:13 - 50:14)

In this dialogue, it can be shown that slavery can also lead to human trafficking. A lot of slaves were traded by their masters. There are also those who get large profits from the results of human trafficking or selling their slaves. High or low payment for this sale depends on the quality of the slaves themselves. A lot of slaves were of high quality and cared for by their masters, but not a few slaves also ended up getting sick and even dying because they were not cared for by their masters.

As claimed by Diana that “Some slave owners attempted to gain more wealth from enslaved mixed-race female slaves (sometimes called “beautiful maidens”) who were sold as concubines to wealthy slave owners. Gathering of healthy, well-connected individuals” (Diana RamyPreey 321). Based on Diana's statement, slave owners not only took care of their slaves so that they were healthy and qualified, but also matched slaves with one another so that they could conceive and give birth to new slaves with the aim of increasing their property or slaves. By producing their own slaves, slave owners would benefit greatly.

ROBERT

If they're still young and healthy, if the women can still conceive, **they'll pay more** - (50:15 - 50:19)

In this dialogue, it can be regarded that if the slaves had good health, they were young and even slaves whose women could still conceive would get paid more.

As said by Stuart that "Slavery was a form of tyranny and that individuals should have the freedom to pursue their own interests without interference. I believed that individuals should have autonomy over their own lives and that slavery was an infringement on this fundamental right" (Stuart Mill, 1843). Based on Stuart's statement, slavery is an act carried out arbitrarily by someone who feels they have power or are superior to those who are enslaved. Supposedly, every individual has rights and freedoms for himself without any interference from others.

BLUFF WADE

He's said he'd welcome the South back with all its slaves in chains.

(33:02 - 33:04)

In this dialogue, it can be assumed that this is evidence of the occurrence of slavery because it can be seen from the south who enslaved black people in cruel ways such as chaining them. Slavery like this makes a person not free, has no rights, and is tormented.

As stated by Ottobah Cugono wrote that " heard nothing but breaking chains, breaking whips, and the groans and terrified cries of those present. Some did not rise from the ground, as they were whipped and beaten in the most terrible manner. " (Kachur 56). Based on Ottobah's statement, this is proof that slavery is a very cruel and inappropriate thing to do to fellow human beings. This is because a lot

of black people were enslaved and treated in a very horrible way such as being beaten, whipped, chained and maybe there was still a lot of torture that was done to these slaves.

ELIZABETH KECKLEY

(TO TAD:)

I was beaten with a fire shovel when I was younger than you.

(TO LINCOLN:)

You should go to Mrs. Lincoln. She's in Willie's room. (50:49 - 50:51)

In this dialogue, it can be said that slavery must indeed be abolished because the existence of slavery is very detrimental to the people who are enslaved. This is one proof that slavery is a very terrible thing. A lot of black people have been treated with great cruelty, it can be seen in this dialogue that the slaves are being beaten with fire shovels.

According to Finkelman that “Douglass summed up his feelings about the future: “I finished when I started; no wars, but wars of defeat; there is no peace, but peace is overthrown; freedom for all, no slavery for anyone; black male soldiers in war; quiet workers; voters in the South and North; America is the permanent home of all Americans, its citizens” (Finkelman 292). Based on Finkelman's statement, all must get freedom, peace and equal rights. no more slavery, no more oppression, no more wars. That there is only a sense of peace for all.

IRA CLARK

Now that white people have accustomed themselves to seeing Negro men with guns, fighting on their behalf, and now that they can tolerate Negro soldiers getting the same pay - in a few years perhaps they can abide the idea of Negro lieutenants and captains. In fifty years, maybe a Negro colonel. In a hundred years - the vote. (03:25 - 03:45)

In this dialogue, it can be said that slavery must be abolished because everyone, especially black people who are enslaved also have the right and freedom to feel the same way as white people or with others. Black people also have the right to get the same position and be equal to others.

The explanation about the quotes above, it can be told that slavery really existed at that time and had to be abolished immediately. Because with the occurrence of slavery many slaves lost their freedom, justice and rights. Lincoln, as a president who has the power over this matter, acts to abolish slavery by getting the 13th amendment so that it can abolish slavery forever so that slaves get freedom, justice, equality, and get their rights back.

B. The role of white savior narrative in *Lincoln* (2012) movie

The white savior narrative refers to a common trope in storytelling, both in literature and films, where a white person is portrayed as the heroic figure who rescues or saves people of color from their plight or struggles. Probably, there are a lot of white people who carry out acts of enslavement, oppression and others to black people, but it is different from white savior. If there are white people who

help and save black people from oppression, suffering and slavery, that white people can be known as white saviors.

B.1 The Depiction of Lincoln as Knowledgeable Savior

Paul Finkelman proposed that “An early examination of the constitutional issues regarding slavery shows that Lincoln, even as a young man, understood the constitutional limitations as well as the constitutional possibilities in fighting slavery.” (Paul Finkelman, 7). Based on Paul’s statement, this is proof that Lincoln is a knowledgeable person, which can be seen from Lincoln's youth, he really understood constitutional limitations in fighting slavery.

LINCOLN (CONT'D)

Two years ago I proclaimed these people emancipated - "then, thenceforward and forever free." But let's say the courts decide I had no authority to do it. They might well decide that. Say there's no amendment abolishing slavery. Say it's after the war, and I can no longer use my war powers to just ignore the courts' decisions, like I sometimes felt I had to do.

Might those people I freed be ordered back into slavery? That's why I'd like to get the Thirteenth Amendment through the House, and on its way to ratification by the states, wrap the whole slavery thing up, forever and aye. (28:56 - 29:47)

From this quote, the action of the white savior was shown from Lincoln who wanted to get or ratify the 13th amendment to free slavery that was happening at that time.

It was further explained that Lincoln as a government that understands and knowledgeable and he supported by having the authority, power and also the right to make changes, therefore Lincoln wants to get the 13th amendment as soon as possible so he can permanently abolish slavery and get equality and justice for everyone who have been enslaved. With the realization of all of this, a new democracy will be formed which in the end can be rebuilt socially, economically and politically for the better.

B.2 The Depiction of Lincoln as Capable Savior

Confirming to Feagin that “Black Americans and other colored Americans had been exploited by the whites for the sake of white’s prosperity, wealth, and status. This exploitation and oppression against the blacks and colored people was driven by the desire to maintain white supremacy” (Feagin 9). Based on Feagin's statement, this is proof that black people and other people of color have been enslaved and even exploited and also oppressed black people by white people.

MARY (CONT'D)

You're going to **try to get the amendment passed in the House of Representatives**, before the term ends, before the Inauguration.(08:52 - 08:58).

In the dialogue, Mary tells Lincoln that Lincoln will continue to try and try to pass or get the 13th amendment before his term ends so that he can abolish slavery. Here it can be seen that usually and even mostly white people carried out slavery,

oppression and exploitation of black people and other people of color, but not Lincoln. Lincoln as a white man even tried and fought to abolish slavery that befell black people by getting the 13th amendment. In this section, Lincoln is also seen as having the ability or being capable enough to abolish slavery through the 13th amendment because Lincoln has the power, as a president, who can organize and voice the abolition of slavery.

B.3 The Depiction of Lincoln as Morally Righteous Savior

According to Meeta Rani Jha in her book: *The Global Beauty Industry: Colorism, Racism, and the National Body* said that the white savior narrative is a recurring device in cultural representation in which white men and women get to be heroes and rescue people of color from their suffering and oppression (Jha 55). Based on the Meeta statement, this is proof that white people do not always do bad things for black people, but there are also those who help and even save black people from the suffering and oppression that often happens to black people. And white people who save black people from all kinds of oppression are called white saviors. The example of white savior action can be seen in this following dialogues taken from the movie:

LINCOLN (CONT'D)

(A BEAT)

D'you see? There it is, even in that two-thousand year old book of mechanical law: it is a self-evident truth that things which are equal to the

same thing are equal to each other. **We begin with equality. That's the origin, isn't it? That balance, that's fairness, that's justice.** (1:16:50 - 1:17:34)

In the dialogue above, it can be seen that Lincoln is a white savior. This is because in the dialogue, Lincoln as a president who has white skin or it can also be called he is a white person, which is usually white people do slavery to black people but Lincoln did not do that. Lincoln is a white person who does not enslave black people, instead he even wants to abolish slavery to black people and think about equality, justice and balance. It can also be seen in the dialogue above that Lincoln as a morally righteous person intends and wants to liberate slavery and provide equality, justice and balance to black people.

In the opinion of Robin that “They were attacked brutally, unjustly, and unjustly by their masters. In addition, the master gave his slaves names commonly used for their pets such as “jumper”, “gamesome”, “ready”, “juno”, “caesar”, “fido” (Blackburn, 325). Based on Robin's statement, slavery that happened to black people was very sadistic. A lot of slaves were treated unfairly, cruelly and even treated like animals, for example giving these slaves names with names commonly used for animals by their masters.

LINCOLN

I saw a barge once, Mr. Yeaman, **filled with colored men in chains,** heading down the Mississippi to the New Orleans slave markets. It

sickened me, `n more than that, it brought a shadow down, a pall around my eyes.

(BEAT)

Slavery troubled me, as long as I can remember, in a way it never troubled my father, though he hated it. In his own fashion. He knew no smallholding dirt farmer could compete with slave plantations. He took us out from Kentucky to get away from `em. He wanted Indiana kept free. He wasn't a kind man, but there was a rough moral urge for fairness, for freedom in him. I learnt that from him, I suppose, if little else from him. We didn't care for one another, Mr. Yeaman. (1:40:12 - 1:41:13)

In this dialogue, Lincoln saw the events of slavery that happened to black people. The incident at that time really made Lincoln feel disgusted because he saw black people who were being enslaved and treated in a very bad way like being chained. From this it can be seen that black people were treated very badly especially black people who were enslaved. A lot of slaves were treated very cruelly, unfairly and even treated like animals by their masters. With this happening, as a morally righteous person, Lincoln really wanted to free slavery and provide justice for black people because Lincoln felt that something like this was very inappropriate and slavery like this was very unnatural for humans.

The quotes above show that Lincoln is a white savior where a white savior is a white people who saves black people from suffering. Therefore, this can be proven in the main character, Lincoln, as knowledgeable, capable and morally righteous.

Through consistent portrayal of these public images, Lincoln's ideas were easily approved by the majority group.



CHAPTER V

CONCLUSION AND SUGGESTION

Chapter V presents conclusions and suggestions. The conclusion includes the result of the study and the answer of all problem formulations in chapter I. Suggestions is the note given by the writer based on other references that the writer found in analyzing this final project.

A. Conclusion

Lincoln was a white man who fought for freedom for black people by passing the 13th amendment. As president, Lincoln had the power to regulate and abolish this slavery. The things that Lincoln did for black people, such as wanting to abolish slavery forever by getting the 13th amendment, show that Lincoln was a white man who saved black people from oppression, slavery, and suffering. Therefore, Lincoln can be called a white savior.

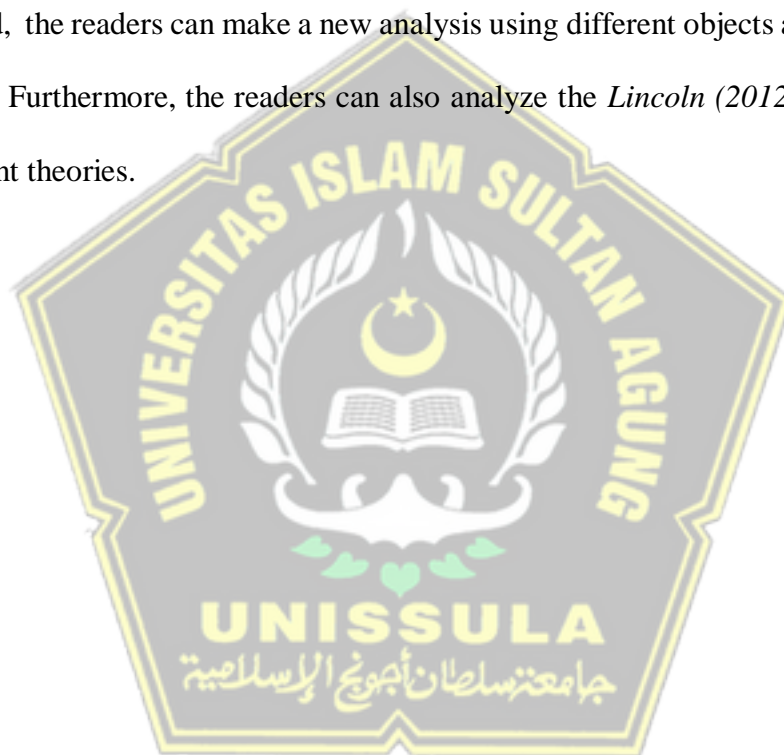
As claimed by the discussion above, this study contains two conclusions. First, this study reveals how the issue of the struggle against slavery is depicted in *Lincoln (2012)* movie. This can be proven by Lincoln who has the power to abolish slavery. Lincoln wanted to abolish slavery by passing the 13th amendment. With the 13th amendment, slavery was permanently abolished and no black people felt the oppression and suffering of slavery anymore.

Second, the study reveals that the white savior narrative is shown in the main character, Lincoln, as knowledgeable, capable and morally righteous. Through

consistent portrayal of these public images, Lincoln's ideas were easily approved by the majority group.

B. Suggestion

Based on this study, there are several suggestions for readers. First, this study can be used as material for reference, especially for the students of literature. Second, the readers can make a new analysis using different objects and hegemony theory. Furthermore, the readers can also analyze the *Lincoln (2012)* movie using different theories.



REFERENCES

- Alford, Deleso A., et al. Enslaved Women in America: An Encyclopedia. ABC-CLIO, 2012.
- Blackburn, Robin. The Making of New World Slavery: From the Baroque to the Modern, 1492-1800. Verso, 2010.
- Candelario, Chelsea. "What Is a White Savior and Why Is It Not Good Allyship?" PureWow, 15 Apr. 2021, www.purewow.com/wellness/what-is-a-white-savior.
- Chesnutt, Charles W. "Frederick Douglass, by Charles W. Chesnutt - Free Ebook." , By Charles W. Chesnutt - Free Ebook - Global Grey Ebooks, www.globalgreyebooks.com/frederick-douglass-ebook.html. Accessed 25 June 2023.
- Chapter 4 Research Design and Methodology - University of Pretoria, repository.up.ac.za/bitstream/handle/2263/24016/04chapter4.pdf?sequence=5. Accessed 25 June 2023.
- Davis, David Brion. The Problem of Slavery in the Age of Emancipation. Knopf, 2014.
- Fage, John Donnelly. Slavery and the Slave Trade in the Context of West African History.
- Feagin, Joe R. Systemic Racism: A Theory of Oppression. Routledge, 2006.

Femia, Joseph V. Gramsci's Political Thought Hegemony, Consciousness, and the Revolutionary Process. Oxford University Press, 2011.

Gramsci, Antonio, et al. Selections from the Prison Notebooks of Antonio Gramsci. International Publishers, 2014.

Hegemonic Practices of Upperclassmen to Freshmen within College Life - Ed, files.eric.ed.gov/fulltext/ED604750.pdf. Accessed 26 June 2023.

Jha, Meeta Rani. The Global Beauty Industry Colorism, Racism, and the National Body. Routledge, 2016.

John Stuart Mill on Liberty - Northampton, www.northampton.edu/documents/Subsites/HaroldWeiss/Existentialism/JS%20Mill.pdf. Accessed 25 June 2023.

Kachur, Matthew. The Slave Trade. Facts On File, 2006.

Kubal-Komoto, J. (2012) *Abraham Lincoln: The balance between moral certainty and moral humility*, *The Seattle Times*. Available at: <http://www.seattletimes.com/opinion/abraham-lincoln-the-balance-between-moral-certainty-and-moral-humility/> (Accessed: 05 September 2023).

Lincoln, et al. "Abraham Lincoln: A Life, Volume 1." PDF Drive, www.pdfdrive.com/abraham-lincoln-a-life-volume-1-e196430858.html.

Mighty, N. (2018a) Slavery and emancipation research proposal, Academia.edu. Available at:

https://www.academia.edu/37541365/SLAVERY_AND_EMANCIPATION_RESEARCH_PROPOSAL (Accessed: 26 June 2023).

Patterson, Orlando. *Slavery and Social Death: A Comparative Study*: With a New Preface. Harvard University Press, 2018.

Prison Abolition and Grounded Justice - Georgetown University, scholarship.law.georgetown.edu/cgi/viewcontent.cgi?article=2502&context=facpub. Accessed 25 June 2023.

“Research Methodology 3.1 Research Design.” Scribd, www.scribd.com/document/455550278/CHAPTER-III-docx. Accessed 25 June 2023.

Systems of stratification: Boundless sociology (no date a) Course Sidekick. Available at: <http://www.coursesidekick.com/sociology/study-guides/boundless-sociology/systems-of-stratification> (Accessed: 05 September 2023).

The Portrayal of Hegemony as Seen in *Snowpiercer* - Gunadarma, ejournal.gunadarma.ac.id/index.php/sastra/article/download/3719/2231. Accessed 26 June 2023.

Schmidt-Nowara, Christopher. “Caribbean Emancipations.” *Social History*, 1 June 2014, www.academia.edu/5786777/Caribbean_Emancipations.

Vera, Hernán, et al. Screen Savors: Hollywood Fictions of Whiteness. Rowman & Littlefield

