CHAPTER II

REVIEW OF RELATED LITERATURES AND

THEORETICAL FRAMEWORK

2.1 Feminist Approach

Feminism creates new ways of thinking, new meanings and new categories of critical reflection; it is not merely an extension of old concepts to new domains. Obviously there were women before there was feminism, as well as individuals who loved and hated them both singularly and collectively. However we do not regard womanizers or misogynists as feminists because they love or hate women. The term "feminism" does not pertain to women as the objects of love or hatred, or even of social (in)- justice, but fixes upon the perspective that women bring to experience as subjects, a perspective whose existence has heretofore been ignored. The word "feminism" has associations favorable to women chiefly because it accords subject status to them, but to feminism's detractors it implies only hostility to men. (Hein, 1990)

According to Freedman (2001), feminism is a complex notion that has vast differences in meaning and connotation for people spanning generations, ethnic identities, sexual orientations, social classes, nationality, and myriad identities.

Besides Irefin (2012) said "Feminism" is an umbrella term for a range of views about injustices against women. There are disagreements among feminist scholars about the nature of injustice in general and the nature of sexism, in

particular, as well as the specific kinds of injustice women suffer. Feminists are committed to bringing about social change to end injustice against women.

Feminism makes claims for a rebalancing between women and men of the social, economic, and political power within a given society, on behalf of both sexes in the name of their common humanity, but with respect for their differences. The challenge is fundamentally a humanistic one that raises concerns about individual freedom and responsibility, the collective responsibility of individuals to others in society, and modes of dealing with others. Even so, feminism has been, and remains today, a political challenge to male authority and hierarchy in the most profound sense; "the ultimate vision," as Claire Moses has argued, "is revolutionary. (Offen, 1988)

Feminism is best understood as both a world view and a social movement that encompasses assumptions and beliefs about the origins and consequences of gendered social organization as well as strategic directions and actions for social change. As such, feminism is both analytical and empirical. In its incipient form, feminist research almost exclusively focused on women-as a way of placing women at the center of inquiry and building a base of knowledge. As it has matured, feminism has become more encompassing, taking into account the gendered understanding of all aspects of human culture and relationships.

Feminist approach can be differentiated from others on the basis of nature of questions, the position of the researcher and the purpose of the research (Maynard, 1994). Furthermore, Roslyne Bologh as quoted by Maynard, a US sociologist writes that:

The question of difference is one with the question of identity. It is becoming the critical question for feminist theorizing in all the disciplines including social science research methods as feminists begin to question and challenge the implicit male perspective of the dominant paradigms, methodological strictures, and theoretical assumptions of the various disciplines. (Maynard, 1994,p. 68)

It is argued that feminist research is exclusively feminist because it is the feminist beliefs, motives, concerns and knowledge that act as the guiding framework to the whole research process. The methodology of feminist research differs from that of traditional social science researches on the basis of three reasons. First, feminist research explores and challenges the power imbalance between the researcher and the researched. Second, the feminist research is politically driven and has a sense of purpose and has an important role in removing the social inequalities. And finally, it asks for the experiences of women to guide the whole research process (Landman, 2006).

Feminist methodology is mainly concerned about the way knowledge is produced about the social life and how it can be connected to the social realities of women. Similar claims were made by Sandra Harding (1987) when she stated that studying and knowing the perspectives of women, accepting the researcher as part of the research subject and appreciating the beliefs of the researcher guides the feminist research process. She argued that "they can be thought of as methodological features because they show us how to apply the general structure of scientific theory to research on women and gender". (Harding, 1987)

2.1.1 Gender

One of the key points of feminist research is its central concern with gender. The belief that the positions and powers of men and women are different in this social world, therefore this factor plays an important role in the research process. The conventional social science is considered as largely an expression of men which represent the male dominance voice in the patriarchal society. (Smith, 1987)

The knowledge about women's lives and experiences are either absent or has been constructed by men from their own perspective. The traditional social research has investigated men's social world and the areas which are of interest to them. The experiences of women in public places are consciously made invisible or are produced from male perspective. The exclusion of women's voices and experiences in the production of knowledge are matter of concern for the feminist researchers.

Smith (1987), argued that the main purpose of the feminist research is to overcome the invisibility and distortion of female experience. It further argues that the concerns, perspectives and experiences of women provide the base of feminist research. Issues which are of interest to women provides the starting point for conducting research which embodies the experiences of women in the real world by using their own interpretation and using their own language. Feminist research studies women's lives focusing on their views and experiences which had previously been ignored by the social science researches. Traditionally, (Maguire, 1987) argued the concepts of objectivity, knowledge and reasons of the

social world were produced by men and have become the dominant and objective view of the social world. Feminists argue that such analysis ignores gender differences and experiences and that conventional social science is male biased. As Hammersley argued;

> *"Since gender difference structure person experience and belief, and given male dominance in society generally, conventional social science is primarily an expression of the experience of men presented as if it were human experience."* (Hammersley, 1992, p. 53)

Hammersley admitted the influence of feminist method which has increased research on gender related issues, which was previously ignored if compared to class and ethnicity. However, he questioned the primacy of feminist methodology. He argued that privileging the inevitable efforts and significance of gender is to ignore the other important aspects of the phenomenon under study. It does not seem to suggest that gender is not an important variable; however, gender should not be given any pre-established preference over other variables.

One of the problems for Hammersley (1992) is that feminists study only women. He argued that the lives of both men and women are so closely related that it is impossible to study one without others. Studying women's experiences only would mean ignoring the social world that actually produces these experiences.

Hammersley (1992) work was strongly criticised by feminist writers. (Gelsthorpe, 1992) for example argued that Hammersley was wrong to assign the word 'gender' to women only. In contrast, gender is a wider term which refers to

women's relationship to men and examination of the dominant masculine social world from women's perspective (Stanley, L. & Wise, 1983).

Gender is the process of categorizing characteristics based on social interpretation of biological similarities and differences (Butler, 2003). This categorization is the social decision to label one is a woman and the other one is a man. The labeling then focuses on what society expects somebody to perform based on their sex (Butler, 1990). Gender is defined broader as the social constructions of the characteristics, responsibilities, and roles for women and men, boys, and girls

Language is one of the systems of communication in speech and writing used by people in a particular country or area. Language is people's identity that differentiates one with other. The language style used by someone can show which social group someone belongs to. The research about gender and communication have been done by researcher for decades (Butler, 1990). The research that is done by Jhonson (1997) shows that men and women actually have different assumptions in communication. He states that both men and women live in two different worlds that became great evidence why both of them have the different form of communication in the society. (Johnson, 1997)

The differences between men and women are also found in the form of discrimination in society. Women are always expected to talk like a lady. Women need to talk politely, gracefully, and courteously. If they do not do that, they will be considered as unfeminine-women. However, when women talk gracefully and courteously they will also be judged as a weak person. On the contrary, it is

normal for men to angry and acts aggressively. Besides, men have never been criticized when they talk rudely. People in the society accept it as a common thing and it is men's nature act like that.

Even in the politics, the difference in the way men and women talking do not bring any benefit for women in the politics life. Women language or feminine language is considered too passive in politics field. Although women work in politics field, they are still considered to be unimportant just because of the way they use language. (Larner, 2009)

2.1.2 Marxist Feminism

Marxist feminism is focused on investigating and explaining the ways in which women are oppressed through systems of capitalism and private property (Desai, 2014). According to Marxist feminists, women's liberation can only be achieved through a radical restructuring of the current capitalist economy, in which, they contend, much of women's labor is uncompensated (Ferguson, Ann; Hennessy, 2010).

Influential work by Karl Marx and Frederick Engels in *The Communist Manifesto* and Marx in *A Contribution to the Critique of Political Economy* laid the foundation for some of the early discourse about the relationship between capitalism and oppression. The theory and method of study developed by Marx, termed historical materialism, recognizes the ways in which economic systems structure society as a whole and influence everyday life and experience (Marx, 1994).

Historical materialism places a heavy emphasis on the role of economic and technological factors in determining the base structure of society. The base structure prescribes a range of systems and institutions aimed to advance the interests of those in power, often at the cost of exploiting the working class. Marx argues that these systems are set by the ruling class in accordance with their need to maintain or increase class conflictin order to remain in power. However, Marx also acknowledges the potential for organization and collective action by the lower classes with the goal of empowering a new ruling class. As Vladimir Lenin argues in support of this possibility, the organization of socialist consciousness by a vanguard party is vital to the working class revolutionary process (Lenin, 1997).

Engels published *The Origin of the Family, Private Property, and the State.* According to Engels (1884), the shift from feudalism to private ownership of land has had a huge effect on the status of women. In a private ownership system, individuals who do not own land or other means of production are in a situation that Engels (1884) compares to enslavement - they *must* work for the owners of the land in order to be able to live within the system of private ownership. Engels (1884) explains that the transition to this type of system resulted in the creation of separate public and private spheres and assigned access to waged labor disproportionately to men.

Engels argues that a woman's subordination is not a result of her biological disposition but of social relations, and that men's efforts to achieve their demands for control of women's labor and sexual faculties have gradually become

institutionalized in the nuclear family. Through a Marxist historical perspective, Engels analyzes the widespread social phenomena associated with female sexual morality, such as fixation on virginity and sexual purity, incrimination and violent punishment of women who commit adultery, and demands that women be submissive to their husbands. Ultimately, Engels traces these phenomena to the recent development of exclusive control of private property by the patriarchs of the rising slaveowner class in the ancient mode of production, and the attendant desire to ensure that their inheritance is passed only to their own offspring: chastity and fidelity are rewarded, says Engels, because they guarantee exclusive access to the sexual and reproductive faculty of women possessed by men from the property-owning class (Engels, 1993).

As such, gender oppression is closely related to class oppression and the relationship between men and women in society is similar to the relations between proletariat and bourgeoisie. On this account women's subordination is a function of class oppression, maintained (like racism) because it serves the interests of capital and the ruling class; it divides men against women, privileges working class men relatively within the capitalist system in order to secure their support; and legitimates the capitalist class's refusal to pay for the domestic labor assigned, unpaid, to women.

2.1.3 Margaret Mitchell, *Gone with the Wind*

2.1.3.1 Brief Introduction to This Novel

Gone with the wind was composed by a great American author--Margaret Mitchell, who was born in Atlanta, the capital and the largest city of Georgia. The Civil War had been there for several months. So Mitchell often heard of the things about the Civil War and the reconstructions after the war. What's more, her father was the chairman of the History Academy of Atlanta, who could supply her enough information about the Civil War. In that case, we can take it for granted that these beneficial elements were really a big favor for her successful writing. This novel is about a love and war story, which started at the Civil War and happened in Atlanta, Georgia in the southern of America. It goes with female leading role Scarlett's love for the main line.

Scarlet O'Hara is a spoiled daughter of a Georgia plantation owner. She is in love with Ashley Wilkes, a gentle man who likes literature and music. In Ashley's engagement party, Scarlett pours out all her affection to him and expects to hear good news. However, ending is always miserable, at least out of her expectation. Ashley loves her cousin Melanie, not her.

When Scarlett O'Hara finally understands what happened, she gets so angry that she even doesn't realize the guy who has a scandalous reputation Rhett Butler will be the most important man in her life and witnesses her whole decline and rise. In the next twelve years, Ashley marries Melanie as expected, and Scarlett also marries Rhett after two failed marriage. They live through the Civil War and see Atlanta's burning and reconstruction. During this period, they experience

starvation, death, desperation, tear, sadness, dark and so on; during this period, they understand what is life and how to treasure it. Generally speaking, *Gone with the Wind* is a very famous masterpiece all over the world, not only because of its winding vivid plot, lively characters, but also its incredibly great literature value. And the most important is that, the pains-taking strive of the indomitable and unyielding Scarlett who dares to face reality and never bows to fate will inspire our spirit all the time (Lu, 2016).

2.1.3.2 Women's Role in 1930s

During the Civil War, women were forced to do what male counterparts had done before the War. They did not only keep things going at home while their husbands, brothers or sons were fighting for the Cause, but they also ran farms, grew food crops, produced livestock, bought and sold goods and supply the Army. Ellen [was] busy night and day, doubling the productiveness of Tara to aid the Confederacy (Mitchell, 1984).

Women in the cities were employed in factories, which were founded very quickly to manufacture goods that could not be imported from other countries due to the blockade. Women also found jobs within state administration. In the novel, Mitchell does not deal with such roles women had to accept. She focuses on women from southern aristocracy and discusses their struggle for survival during the wartimes within the scopes of common life. In addition, Mitchell mentions poor white women and their suffering, although only marginally. Their lives during the Civil War are not documented well owing to the fact they did not keep

diaries and personal records and not many letters have been preserved to 25 Women who travelled with soldiers for little or no pay as sutlers, mascots or nurses. be able to examine them:

> "We are hungry. There won't be no crop this year. There aren't nobody to plow. We are hungry. The commissary took the shoats, and we aren't had no money from you in months. We air living on dried peas. We are hungry, your wife, your babies, your parents. When will it be over? When will you come home? We are hungry, hungry. (Mitchell, 1984, p. 82)

From such letters we learn that situation of poor families was horrible. They starved and there was nobody to help them. Many Confederate soldiers, having received such a letter from home begging them to return to help, deserted. The main task of poor white women was to support their families and therefore they did not gain such emancipation. Transformation of lives of Afro-American women during the Civil War and Reconstruction is another issue because slavery was abolished and it caused a radical change in their lives.

During the Civil war, women under pressure abandoned their traditional roles and some of them in the patriotic fervour even joined the Army and fought alongside their husbands. Although it was forbidden to enlist women on both the sides, Confederacy and Union, some succeed. Since enlisted under male names, it is rather difficult to state a number of women who disguised themselves as men and defended the Confederacy taking up arms. Women soldiers were forced not only to change their names, clothes but they also had to behave like men. It was not easy for them and therefore they were very often revealed, mainly when being wounded and examined by a doctor. To illustrate women soldiers by using a story of Amy Clark, who under a name of Richard Anderson fought in many battles

alongside her husband. After his death, she left the cavalry regiment and joined the Infantry.

In 1862, she was captured by the Union Army and in the prison, where she was sent, her sex was revealed during medical examination. Amy promised not to wear men clothes any more, and then she was released and sent home. Another example of a woman soldier is Mrs. L. M. Blalock, who was enlisted as Samuel Blalock. More women wanted to serve as soldiers and found it frustrating not being allowed to join the Army (Wiley, 1994).

Because women were not allowed to fight and still they wanted to do something for the Cause, they became spies and couriers. They used their clothes, baggage and hair to hide papers and goods, such as pistols, medicines, and other rare items. It was very dangerous for them, but they expected that they would be treated as ladies. Belle Boyd and Mrs Rose O. Neal Greenhow used their charms to obtain information to help the South. As the war progressed, these practices were discovered and women started to be searched. Mary Chesnut in her diary, August 29, 1861, writes: False hair is taken off and searched for papers. Not legs but arms are looked for under hoops. Then women are used as detectives and searchers to see that no men come over in petticoats. So the poor creatures coming this way are humiliated to the deepest degree (Chesnut, 1981). From the diary entry, we deduce that some patriotic women did not hesitate to undergo even such degradation of womanhood to support the Confederacy.

Another popular image of Confederate women was a nurse. Not many women were employed as full-time nurses or administrators in Confederate

hospitals, because these positions were men's domain. Women, due to their delicacy, were not supposed to face amputated limbs, mutilated bodies, disease and death. A few determined and resourceful women, breaking through the barrier of prejudice, made notable contributions to the care of sick and wounded soldiers (Wiley, 1994). Mitchell in her novel does not deal with the question of suitability of nursing for women in general. Every matron, old or young, in Atlanta nursed and did it with an enthusiasm that seemed to Scarlett little short of fanatic (Mitchell, 1984). The author considers women's help in hospitals commonplace.

The only restriction is the status of women. Only married women and widows can help surgeons and take care of wounded soldiers. Young unmarried girls cannot care for them; they work only with convalescents. Scarlett hates nursing, the smell of hospital, dirt, agony and death. The only reason she does it is that she cannot avoid it. She finds it strange that Melanie, the most modest and timid women, does not seem to mind anything even helping Dr. Meade during operations. Melanie is portrayed as an example of the Confederate nurse, an extraordinary woman who selflessly cared about wounded and dying soldiers. In many cases, women had to take sick and wounded soldiers or convalescents home because there was not enough space in hospitals. Melanie insists on having them at home too, even though it is not socially acceptable because they live alone without a man's protection. However, for a loyal Confederate woman making sacrifices for the Cause is an honour.

Women were very brave and encouraged their husbands, sons, brothers and other male relatives to offer their services for defence of the South. When the

soldiers were departing, women showed enthusiastic support for them, even if they knew that many of them would not return. "Of course, there were empty chairs and babies who would never see their fathers' faces and unmarked graves by lonely Virginia creeks and in the still mountains of Tennessee, but was that too great a price to pay for such a Cause?"(Mitchell, 1984). Melanie is very proud of Ashley and she claims that she would rather see him dead than at home. Women showed disapproval of men who did not right away volunteered for the army, such as young and fit members of the local militia. Scarlett is surprised by Melanie's sharp criticism of such men. Melanie, as stated above, always tries to find something good about people and their deeds and is portrayed as a very kind and calm person, but when talking about the militia she resolutely manifests that all men "able to tote a rifle" have to join the army. "Melly's soft dark eyes were flashing angrily" (Mitchell, 1984). It is the contrast between 'soft' and 'angrily' that makes us sure that this delicate lady is really embittered

2.2 Previous study

To facilitate the preparation of thesis, the researcher describe some works that relate to this thesis. These works are:

The first research entitled "In Another Day: The Historical and Cultural Relevance of Gone with the Wind" by Cody Rentz. The result of this thesis show the novel, through no intent of its author, parallels the Great Depression in many ways, a fact that likely contributed to its popularity. As such, the novel can be a useful tool in studying the culture of the 1940s. To study the cultural connections,

The researcher began by reading the novel, watching the film, and speculating as to the connections to Depression-era culture. The researcher then researched the author, Margaret Mitchell, to learn the perspective from which she wrote. The researcher reads William Faulkner's Absalom, Absalom! to put Gone with the Wind in comparison with other literature of its time. The researcher also researched 1930 culture to provide background for my comparisons. The researcher then performed his literary analysis of Gone with the Wind from a historical perspective, using my previous research as a basis. The researcher discovered that there are many parallels between the novel and the era. The researcher also compared the novel, the film adaptation, and 1940s culture to explore the cultural information that can be gleaned from the film as well. (Rentz, 2014)

The second research is taken from Division of Humanities, Arts and Social Sciences entitled "Gone with the Wind and Its Enduring Appeal" by Tiffany Wesner. This research investigates the 1939 film adaptation of Mitchell's novel and the contributions of David O. Selznick, Vivien Leigh, and Hattie McDaniel to the story that chronicled Scarlett's transformation from stereotypical Southern belle to independent survivor. This analysis demonstrates that Scarlett depicted the new Southern Woman whose rising to define a diversity of roles embodied the characteristics of the New Woman. The film's feminist message, romantic grandeur, ground-breaking performances, themes of survival through times of crisis, and opulent feminine appeal all combined in Gone with the Wind to create an American classic with enduring appeal. (Wesner, 2014)

The third research entitled "A Corpus-Stylistic Analysis of Mitchell's Gone with the Wind and Hemingway's (A Farewell to Arms)" by Kristina Bujanova. The thesis has shown that Mahlberg's corpus stylistic approach can be applied to the analysis of the novels "Gone with the Wind and A Farewell to Arms". Longer N-grams like 8- and 7-grams prove to be character specific and exclusive for the novels" styles. Shorter ones as 6-, 5-, 4- and 3-grams are partly character specific, otherwise they can be grouped according to the functions they perform: labels, speech clusters, time and place clusters, body part clusters, *as if* clusters and other. Mahlberg's observation about the higher frequency of shorter clusters holds true for the N-grams from "Gone with the Wind and A Farewell to Arms". 5-, 4- and 3-grams are more frequent and larger in number than 8-, 7- and 6-grams.The novels display certain tendency: speech clusters dominate over other functional groups among 5- and 4-grams. There were also clear differences between the novels within functional groups. Most of labels from A Farewell to Arms present the events that happen with Frederic, while labels found in Gone with the Wind describe inner thoughts of Scarlett. Besides, the variety of functional categories is more distinctive in "Gone with the Wind than in A Farewell to Arms". As if clusters have not been frequent in Hemingway's novel. The reason for this may be found in the novel's style as quite short sentences prevail in the novels, while the use of the conjunction would introduce simile and, therefore, longer sentences. A Farewell to Arms contains very few body part clusters, thus, the appearance of the characters is not revealed.

The contrastive analysis of 5- and 4-grams present in the Brown Corpus and the novels has shown that several of them functioning as speech and time and place clusters are common for the texts of informative and imaginative prose included in the Brown Corpus and the novels Gone with the Wind and A Farewell to Arms. It is striking that the most prominent functional groups identified among the 5- and 4-grams are time and place clusters, and *other* respectively. This may happen due to the fact that the texts collected in the Brown Corpus represent various genres and are incomplete. As mentioned above, both novels contain 5- and 4- grams that are also recurrent in the American texts from 1961, but they have the 5-, 4-, and 3- grams that are characteristic only of them as well. In addition, some keywords are present in both novels, but they have different connotations. The more detailed comparison of the N-grams used in the Brown Corpus and the N-grams encountered in the novels is found in Chapter 5. (Kristina Bujanova, 2013)

The fourth research entitled "Approaches to the History of the American Civil War in Margaret Mitchell's Gone with the Wind and its Film Adaptation by Victor Fleming" by Agnieszka Jarosz. The result of the research shows the film can be seen as a performance within a performance. Alterations of the historical information presented by the filmmakers could be the result of censorship or lack of recognition of the sensitivity towards understanding the war. In other cases, it could be the result of a deliberate artistic action in order to make the content of the film more melodramatic. The task of adapting the novel of a thousand pages in a film was complex and resulted in a limitation of the content that was to be

transferred. Therefore, the film makers chose to limit the historical information. The film centers on the protagonist, Scarlett O'Hara and does not represent the War. In fact, the war only constitutes the background for the plot presented. The film omits and limits some information, which sounds very logical considering the dense form of the novel. The aim of this work is to compare the official historical version of the American Civil War recognized to be "reliable" by historians with its literary and film adaptations and investigate the reflection of the war in both (Jarosz, 2013).

2.3 Theoretical Framework

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│  Feminism by William L O'Neill  │
│  in "Gone with the Wind" Novel by │
│        Margaret Mitchell        │
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│ Image of Women   │  │  Feminist Idea   │
│                  │  │ reflect of Scarlett │
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        │     Conclusion      │
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