

**DISCRIMINATION SUFFERED BY LOWER-CLASS PASSENGERS IN WALTER
LORD'S *A NIGHT TO REMEMBER***

THESIS

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FACULTY OF HUMANITIES

UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG

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WALTER LORD'S *A NIGHT TO REMEMBER***

THESIS

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2023

STATEMENT OF AUTHORSHIP

I state that the thesis entitled “**Discrimination Suffered by Lower-Class Passengers in Walter Lord’s *A Night to Remember***” is my original work. I do not include any materials previously written or published by another person, except those cited as references and written in the bibliography. Hereby, if there is any objection or claim, I am the only person who is responsible for that.

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MOTTO

Don't chase girls

Chase money instead!

DEDICATION

This thesis is dedicated to my beloved mother.

ACKNOWLEDGEMENT

I want to thank Allah the most gracious and merciful, who has given me the opportunity to make this one complete. Salawat and salam may be upon to prophet Muhammad SAW, who has led us from the darkness to the lightness.

First, I would like to thank myself for believing in myself, putting all the responsibilities on my shoulders without complaining to humans. Also, I am very grateful to my family who always support me in completing my studies, especially for my mother who is a special figure for me which is always supports and strengthens me mentally. Secondly, I am very grateful to Mr. Syamsudin who has guided me very patiently to complete this thesis.

Malang, 09 May 2023

Researcher



Santyko Wicaksono

ABSTRACT

Wicaksono, Santyko. (2023). Discrimination Suffered by Lower-Class Passengers in Walter Lord's *A Night to Remember*. Undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negri Maulana Malik Ibrahim Malang.

Keywords : Discrimination, Individual Discrimination, Institutional Discrimination, Sociology of Literature.

This research aims to analyze forms of discrimination and its impacts on the lower-class passengers of *A Night to Remember* novel. The data are taken from the novel *A Night to Remember* by reading and taking the theory from Fred L. Pincus related to discrimination. The research method used in this theory is literary criticism by applying the psychological approach using the theory of discrimination by Fred L. Pincus and Howard J. Ehrlich. Research data were obtained from phrases, sentences, and paragraph in a printed novel entitled *A Night to Remember* by Walter Lord. From this study, it is found two forms of discrimination. There are individual and institutional discrimination. First Individual discrimination attacks individuals in the form of bullying, graffiti, and anti-calling. Next, it is depicted in the novel that the officers consider that the lives of individuals from the lower-class passenger group are cheap and deserve death, such as extortion, humiliation, and shooting. Second, institutional discrimination has a greater discriminate further. Next, it is depicted in the novel such as restrictions on movement, public accommodation, and restaurants. That it can cause several impacts such as Namely the confinement of third-class passengers, protests, physical rebellion, criminal prosecution by officers, and destruction of RMS Titanic property.

ABSTRAK

Wicaksono, Santyko. (2023). Diskriminasi yang Diderita oleh Penumpang Kelas Bawah dalam Novel *A Night to Remember* karya Walter Lord. Skripsi Sarjana. Jurusan Sastra Inggris, Fakultas Adab dan Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Kata kunci : Diskriminasi, Diskriminasi Individu, Diskriminasi Institusional, Sosiologi Sastra.

Penelitian ini bertujuan untuk menganalisis bentuk-bentuk diskriminasi dan dampaknya terhadap penumpang kelas bawah dalam novel *A Night to Remember*. Data diambil dari novel *A Night to Remember* dengan cara membaca dan mengambil beberapa bentuk teori dari Fred L. Pincus yang berhubungan dengan diskriminasi. Metode penelitian yang digunakan dalam teori ini adalah kritik sastra dengan menerapkan pendekatan psikologis menggunakan teori diskriminasi oleh Fred L. Pincus dan Howard J. Ehrlich. Data penelitian diperoleh dari frasa, kalimat, dan paragraf dalam novel cetak yang berjudul *A Night to Remember* karya Walter Lord. Dari penelitian ini, ditemukan dua bentuk diskriminasi. Ada diskriminasi individu dan institusional. Pertama, diskriminasi individu menyerang individu dalam bentuk perundungan, coretan, dan anti-panggilan. Selanjutnya, digambarkan dalam novel bahwa para petugas menganggap bahwa nyawa individu dari kelompok penumpang kelas bawah adalah murahan dan layak mati, seperti pemerasan, penghinaan, dan penembakan. Kedua, diskriminasi institusional yang lebih besar lagi. Selanjutnya, digambarkan dalam novel seperti pembatasan pergerakan, akomodasi publik, dan restoran. Hal tersebut dapat menimbulkan beberapa dampak seperti pengurangan penumpang kelas tiga, protes, pemberontakan fisik, penuntutan pidana oleh petugas, dan perusakan harta benda milik RMS Titanic.

مستخلص البحث

ويتجاسونو، سانتيكو. (2023). التمييز الذي عانى منه ركاب الدرجة الدنيا في ليلة لا تنسى في والتر لورد. أطروحة جامعية. قسم الأدب الإنجليزي، كلية العلوم الإنسانية، جامعة الإسلام مولانا مالك إبراهيم مالانج.

الكلمات المفتاحية: التمييز، التمييز الفردي، التمييز المؤسسي، علم اجتماع الأدب.

يهدف هذا البحث إلى تحليل أشكال التمييز وآثاره على ركاب الطبقة الدنيا في رواية ليلة للذكرى. البيانات مأخوذة من رواية A Night to Remember من خلال القراءة واتخاذ بعض الأشكال المتعلقة بالتمييز. طريقة البحث المستخدمة في هذه النظرية هي النقد الأدبي من خلال تطبيق المنهج النفسي باستخدام نظرية التمييز من قبل فريدل. تم الحصول على بيانات البحث من العبارات والجمل والفقرات في رواية مطبوعة بعنوان "ليلة للذكرى" بواسطة والتر لورد. من هذه الدراسة، تم العثور على شكلين من هذه الدراسة. هناك تمييز فردي ومؤسسي. أولاً، يهاجم التمييز الفردي الأفراد في شكل تنمر وكتابة على الجدران ومناهضة الاتصال. بعد ذلك يصور في الرواية أن الضباط يعتبرون أن حياة الأفراد من فئة الركاب من الطبقة الدنيا رخيصة وتستحق الموت، مثل الابتزاز والإذلال وإطلاق النار. ثانياً، التمييز المؤسسي أكثر تمييزاً. بعد ذلك، تم تصويره في الرواية مثل القيود على الحركة والإقامة العامة والمطاعم. يمكن أن يتسبب في العديد من الآثار مثل حبس ركاب الدرجة الثالثة والاحتجاجات والتمرد الجسدي والمقاومة الجنائية من قبل الضباط وتدمير ممتلكات RMS Titanic.

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CHAPTER I

INTRODUCTION

This chapter explains the background of the study, research questions, scope of limitation, the significance of the study, definition of key terms, and previous studies in the following sections.

A. Background of the Study

Discrimination is still a hot issue to discuss until now. The discrimination label is very rampant in Western European countries, especially America. Discrimination can include race, skin color, nationality, language, and many more. Many African Americans experience discrimination from people in treatment. Despite recognition of equality in the United States, African Americans are frequently wrongly punished for crimes and stereotyped as troublemakers, criminals, and rioters, leading to underestimation by white people and continued feelings of inequality (Alleyne, 2006).

Discrimination is the act of denying the equality of treatment to any group against the way of life and treatment of the people around them. There are statements that say that discrimination will also fall into the inequality of human rights or similar restrictions on space for movement so it is very detrimental to a group affected by discrimination. The treatment can be unjust and inequitable (Ehrlich, 2018, p. 120). Discrimination is experienced by the majority of African Americans who have a posture that is clearly different from white Americans. The discrimination experienced by them is not only several

times a week, it can be up to dozens of times a day. so being black means that you will experience various kinds of discrimination forever.

Discrimination is an unfair treatment that if viewed with clear instincts will automatically reject discriminatory treatment. Nowadays discriminatory treatment has become a real thing and is considered normal so that pure human instincts will be closed to truth and justice in behaving towards fellow humans. This treatment will usually only be carried out by the majority group of humans, it's all because they have power. Their position as a majority will make them feel more confident and acquire more power, so they dare to declare an area or right in the claim to be theirs. Incidents of discrimination are also common and refer to policies in services that are unfair to certain communities or groups of people. Such treatment can be unfair and unequal (Ehrlich, 2018, p. 120). Theodorson and Theodorson (1979) also explain that discrimination is based on certain things, usually categorical or specific traits, such as skin color, gender, or beliefs. The sentence supports the statement that minority groups really do not have the power to defend themselves and their groups, so when they try to defend themselves and their groups, it will be seen as unethical.

From the information listed above, it has been proven that a humanitarian order has been destroyed by showing that humans are distinguished from their outward aspects only. Thus putting aside the rights that every human being has. Theoretically, human rights are rights attached to people that are natural and fundamental as a blessing from God Almighty that should be respected, managed, and defended. The essential nature of human

rights itself is an attempt to maintain the security of human existence as a whole through a balance between personal interests and general interests (Pearson, 2008 , p. 48). With the balance of human rights, the differences in skin color black, white, yellow, or any other type have causing many schisms, hostilities, and even wars will not occur.

There are some of the reasons the researcher chose the object of research with literary works in a novel entitled *A Night to Remember* by Walter Lord. First, this story is based on a true story that was novelized and also filmed so that it attracted the attention of millions of pairs of eyes in the world. Titanic movie which was released in 1997, is still a favorite movie of many people. The movie starring actor Leonardo DiCaprio and actress Kate Winslet are really able to make all audiences get carried away until they can shed tears (Pro, 2023). The Titanic movie is still able to rival some of today's new and cool movies. Although the fame of the novel that tells Titanic entitled *A Night to Remember* is not as busy as the movie, there are many similarities because this film is an adaptation of the previous novel. In addition, the novel points out the fact that until recently, people did not care about and still think that the treatment given cannot be equalized, in other words, it can be said that "discrimination still exists and continues to exist" not only looking at skin color or race but economics and nationality. The last is to see how some character groups are affected by discrimination so that it has an impact on employment opportunities and safety levels. There is also a reason why researcher take passengers as the

main object of discussion because only lower-class passengers experience discrimination, while upper-class passengers do not experience it.

Most of the previous researchers took the object of research from the Titanic sinking case only from the point of view of a movie that discusses discrimination. But none of the previous researchers discussed similar studies from the point of view of the movie of Titanic with the theory of discrimination race, milieu, and moment (Sartika, 2021, p. 49). Thus, the researcher took the initiative to discuss the novel *A Night to Remember* by Walter Lord. The research is updated regarding the object, theory, and approach taken. Reading, understanding, and studying the content of the object is a special requirement that must be done when making observations. then find out the important points in the study contained in a work. Thus, researchers can find out what types of discrimination are used in Walter Lord's *A Night to Remember* literary work and how the struggle of the poor in fighting for their lives and jobs on board the RMS Titanic.

Many previous studies will assist researcher in conducting analysis to answer research questions. Researchers selected several Previous research related to discrimination studies that support and enhances the contribution of analysis from multiple aspects and outlooks. The first previous study was conducted by SYD Jeffers and Paul Hoggett, entitled "Like Counting Deckchairs on the Titanic: A Study of Institutional Racism and Housing Allocation in Haringey and Lambeth" (2007). This work describes the analysis of discrimination against race. That all the treatments carried out by each cast

mentioned in it clearly illustrate the nature and signs that show that they are discriminating. monitoring every action of a group excessively creates an uncomfortable feeling because every activity up to intimate activities will continue to be monitored. Those with an open conscience will say loudly about anti-racism. Focusing on Haringey and Lambeth housing departments in 1988, deliberately selected two organizations with an explicit commitment to an anti-racist perspective in housing. Each department had made significant efforts to do all it could, within the framework of the 1976 Race Relations Act, to tackle sources of institutional racism (Hoggett, 2007, p. 326).

The second previous study was conducted by Jay A. Pearson's *Can't Buy Me Whiteness New Lessons by Titanic on Race, Ethnicity, and Healthcare*. Explains the principle of public health, that there is a very close relationship between economic strata and health. Many of them think that the economy will not affect health but in fact, it is very influential. The principle underlying this thinking is always the principle that white people are a priority, and however, all orientations will always be focused on white people. We do realize social rank would have affected safety in the great shipwreck on the Titanic voyage, but we also realize that there were no black people on the Titanic voyage, so you might ask where the discrimination lies. There was no black staff, and Jack Johnson - the world heavyweight boxing champion and the only black person known to have signed up to take the maiden voyage - was denied passage probably because of his race (Pearson, 2008, p. 32).

The third previous research conducted by Jiuyong Li, Jixue Liu, Lin Liu, Thuc Duy Le, Saisai Ma, and Yizhao Han entitled *Discrimination Detection by Causal Effect Estimation* explains what discrimination is, and explains about conceptual discrimination and how algorithmic discrimination will be very risky for civil rights. This paper proposes a general detection framework by combining data mining methods with an established counterfactual reasoning framework, the potential outcome model so that several treatments can be found that prove the existence of discrimination on board the RMS Titanic by officers against passengers. It is not skin color discrimination, but gender discrimination. We all know that in those last few moments on board the Titanic, females, and minors were prioritized, and that there was discrimination against males. (Jiuyong Li, 2017, p. 1091).

The fourth previous research was conducted by Carlos J. Asarta, Franklin G. Mixon Jr. & Kamal P. Upadhyaya entitled *Multiple Product Quality In Monopoly: Sailing The RMS Titanic Into The Economic Classroom*. In this work, the predecessor researcher alludes to the case of class differences that have an impact on treatment on the voyage of the RMS Titanic. There are three types of classes on the Titanic voyage, but it is the third class that gets the most unfortunate fate on this trip. The article about a luxury cruise ship boarded by conglomerates called it a dream ship for everyone but it could be for third-class passengers they call it a prison. The type of service provided to third-class passengers is no different from the French passenger railroad system. So here a

very contrasting difference is seen that discriminates against third-class passengers on a luxury ship.

The fifth previous research was conducted by Bronwyn Winter entitled *Secularism Abroad the Titanic: Feminist and The Debate Over The Hijab In France*. This literary work explains to us that for less than fifteen years in various countries such as Bangladesh, Afghanistan, Turkey, Algeria, Singapore, England, and Canada, which led to various cons in the use of the hijab. The use of the hijab in these places is considered a deviation. The use of headscarves and covered clothing, which has become a personal law in Islam, has become the focus of political debates and cases of legal battles and violence. For example, there have been attacks on Islamic women in countries such as Afghanistan and Algeria and in Iraq in 2004. To deal with this, some of them have banned the use of conspicuous clothing in the school environment. Defends discrimination of which women are the victims, yet again." She notes that those who are most vocal in defending the hijab and opposing the law in the name of "human rights" are not those who have to wear the hijab and asks whether Muslim women (Winter, 2014, p. 291).

The sixth previous research was conducted by Charles B. Craver entitled *Rearranging Deck Chairs on the Titanic: The Inadequacy of Modest Proposals to Reform Labor Law*. In this research, previous researchers have discussed the law and even labor rights between groups and individuals. Encouraging the growth of unions, and contributing to the effectiveness of the collective bargaining process. The second chapter of this literary work briefly describes

expansive growth of labor unions from 1935 to 1955, Gould states that labor in the world of work in America does not provide freedom of leadership, on the other hand, they always assume that the labor system without a system of decreasing knowledge of its workers, but only just taking the sweat of the workers so that there is no academic improvement in terms of labor. From these data, many of the workers who propose to improve the quality of work must also be balanced with the level of guidance carried out by superiors to the workers.

The seventh previous research was conducted by Icha Sartika, and Tomi Arianto entitled *Race, Milieu, And Moment In "TITANIC" By James Cameron: Historical Approach*. The purpose of the previous researcher in analyzing this literary work was to obtain some information and to identify the discrimination environment and moments in the literary work. It takes several techniques in dissecting what is contained in a literary work, there are several concepts needed in a literary work, namely: (1) race, (2) milieu, (3) moment. The predecessor researcher used a qualitative descriptive method to analyze race, milieu, and moment in James Cameron's Titanic. The analysis carried out by the predecessor researcher has been able to find class inequality experienced by first-class and third-class passengers who are very differentiated. But in this story, Jack as a differentiator/representative of third-class passengers feels unworthy of being treated like that at a crucial moment that can endanger the safety of life though. Jack's position as a representative of third-class passengers in this case in addition to experiencing discrimination from first-class

passengers, Jack also experienced discrimination from society. Many people think that first-class passengers are a bunch of people who are dirty, low, and do not need to be appreciated for their existence and that third-class passengers feel dehumanized and feel inappropriate to be in the middle of a group of first-class passengers. Mileu pits social class position against society, which is supported by class division (Icha Sartika, p. 47).

The eighth previous research was conducted by Hal R. Varian entitled *Price Discrimination*. The literary work carried out by the previous researcher explains what discrimination is, how it is theoretical, and its application in the real world. But the main point of this research is to know that discrimination is one of the ways to make something seen. It can also be called discrimination as a conspicuous act. In the developed countries of Europe consider the hijab as a conspicuous garment and cause various pros and cons so the use of hijab is prohibited in educational areas and in several institutions. Discrimination intended by the previous researcher is discrimination. As in developed European countries where the hijab is a conspicuous garment and raises various pros and cons, the use of the hijab is prohibited in educational areas and in some institutions. The discrimination intended by the predecessor researcher is price discrimination. Price discrimination can intimidate the other party with just one blow because they can make other products fall in price only because of the emergence of an innovation that contains discrimination from that party. so that discrimination can become a trade monopoly that can be random. In short, most economists would consider these industries as monopolistic competition

(VARIAN, p. 641). The researcher considers that price discrimination has the same concept and is carried out by humans to discriminate against each other, which is why the researcher took the work of this predecessor researcher to be a previous study.

The ninth study was previously conducted by Nancy Krieger entitled *Discrimination and Health Inequities*. In the literary works carried out by previous researchers discussing the injustices demanded by suffering and health that have occurred since 1999 until now, there have been 500 cases. This case has involved major complaints involving race/ethnicity, indigenous status, ethnic status, indigenous status, immigrant status, gender, sexuality, impairment, and age so health problems are always a problem in every aspect of life. In every line of life that humans first go through, from the smallest circle of the family to the world of work, health problems have always been an important matter. It is not uncommon for humans to experience disorders due to physical conditions other than average. Presentation of numbers between groups who have normal physiques will be more dominant when compared to those who have the less perfect physique. However, this literary work discusses the causes and reasons underlying the monitoring treatment which is reflected by the physical condition. The researcher thinks that the case that has been discussed by the previous researcher has a fairly strong correlation with the research that I am currently doing. The researcher decides to take this material as an object of preliminary study.

Barbara Reskin's study, "The Race Discrimination System," examines the pervasive nature of race-based discrimination across various societal domains such as housing, schools, employment, health, housing, and justice. Discrimination based on race can occur anywhere and at any time, leading to stark disparities between majority and minority groups. This contrast is particularly prevalent in the United States, where a historical period of tension between white and black individuals has shaped the discriminatory landscape. Nobel laureate Gunnar Myrdal's research in 1944 concluded that the deteriorating situation of black people in the U.S. was the result of an interconnected and complex system of causa (Myrdal 1944, p. 78).

It can be concluded that the research conducted by the researcher has differences between the research conducted by the predecessor researchers in several aspects. The researcher has mentioned in the previous study about the works published by the predecessor researchers mostly discuss inequality of treatment but more precisely it is more directed towards discrimination between races and social economy, the main object that is victimized in this case is first class passengers and men who are discriminated against by titanic officers against passengers during the voyage based on films released from 1998-2012. Many researchers have discussed this theory and object based on the movie. However, what the researcher did was to discuss the discrimination experienced by passengers and workers listed in the novel *A Night to Remember*.

B. Problems of the Study

This research is expected to answer two main problems in lord Walter's *A Night to Remember*. those are:

1. What are the forms of discrimination suffered by the lower-class passengers in Lord Walter's *A Night to Remember*?
2. What are the impacts of discrimination suffered by the lower-class passengers in Lord Walter's *A Night to Remember*?

C. Significance of Study

This research is expected to achieve its objectives optimally. Producing data in the form of a systematic report, and useful for the community. This research was conducted using the literary criticism method. The application of literary sociology where society is a perpetrator in creating literature and also who consumes literary intake which is the main material in this study, is expected to contribute to the development of literary sociology and its use in analyzing and the impact given by discrimination described in the novel. While the psychological benefits obtained by researchers, the results of the research that we have reviewed based on the novel and a number of sources that we use are expected to add insight into literature in particular. While the psychological benefits obtained by researchers, the results of the research that we have reviewed based on the novel and a number of sources that we use are expected to add insight into literature in particular. In addition, the results of this study can be used as lessons for students in studying literature and can also be used as lessons for teachers in including forms of discrimination in the field of literature.

D. Scope of Limitation

The focus of this research is on the types of discrimination and the impact of discrimination in the novel, using the theory of discrimination by Fred L. Pincus and Howard J. Ehrlich (2018), and some supporting theories from Theodorson & Theodorson (1979). Data will only be taken from the novel *A Night to Remember* (2012). As for the lower-class passengers, this refers to the second-class passengers, and third-class passengers on the RMS Titanic voyage found in the novel *A Night to Remember*. The researcher took data from the novel *A Night to Remember*, but the researcher limited it only to the discrimination experienced by the passengers of the RMS Titanic.

E. Definition of Key Terms

Due to the number of difficult terms, in this section, the researcher will explain some difficult terms that will help the reader to get the point of this research.

1. **Discrimination:** Discrimination is an act or practice that excludes, harms, and only distinguishes between individuals or groups of other individuals (Pincus & Ehrlich, 1994).
2. **Violence:** Treatment is carried out using physical attacks and inflicting injuries, both physically and psychologically (Dovidio et al., 2010)

CHAPTER II

REVIEW OF RELATED LITERATURE

In this section, the researcher will discuss some presentation of the novel that we use in this discussion. Such as the meaning of the sociological approach, understanding, and types of discrimination. In this section, the researcher will describe the literature related to this discussion. The first step is about reviews related to research at this stage. Researcher use materials in this study based on Walter Lord's novel entitled *A Night to Remember*. Second, the research is based on theories related to the discussion we take. The last discussion is the theoretical framework. It will discuss how to apply the theory so that it can be used to answer research questions in this study.

A. Sociology of literature

In this case, the researcher raises a little about the basic understanding of two aspects, namely: sociology, and literature. Etymologically / literally or based on the meaning of the word, "sociology" comes from two syllables, namely comes from the Latin term "socius" which means friend, and the corresponding Greek term "logos" which means the word mind or science. According to H. K. Rawat (2010), "Sociology is literally the study of friendship, which means the social interactions and relationships that are generated between friends or groups of people" (Rawat, p. 3). Thus, this aspect proves that humans are social creatures who are very dependent on others. Both materially and psychologically. Establishing relationships with friends or relatives who

will interact verbally and nonverbally will make humans feel calm in the soul. That is why many humans fall into stress after isolating themselves from social life.

The definition of sociology in a field of science, which is an effort to recognize humans as humans and social beings who have interactions between humans that occur in the community. There are also those who say, sociology is the study of science that studies the science, nature, and behavior in the development of society between individuals and individuals, as well as between individuals and groups, as well as between groups and groups. According to Davita (2005) "Sociology is the study of the various characteristics of society and the relationship between society and the social stability of their environment" (p.3).

Sociology is the master of science that studies almost all aspects of social relations that derive various sources from various aspects, namely literature. Sociology and literature always walk side by side, but both of these remain a reflection of human life with real life; it can be called a literary fact that has an influence on society. Sociology always pays attention to human activities with their surroundings. Studying sociology is not just human behavior but also elements of sociology like community structure, social status, and social changes. According to Laurenson (1972), sociology is basically a natural scientific and analytical study of individuals in society, the study of structure and social methods.

The importance of understanding sociological studies can make humans as humans understand the true nature of being human. But on the other hand, understanding the way of sociology can impact human society. Sociology has a very large contribution in this ongoing life order. In addition, sociology shows how the issue of discrimination form still occurs in the human environment. For this reason, the sociological approach affects social attitudes in almost all aspects of the lifeline. The relationship and interrelationship between sociology and literature has a more specific main purpose, which is to learn about human beings (Rich & Swingewood, 1986).

Sociology is a science that studies social relations and obtains material from various sources, namely literature. in the basic sentence literature in its definition is more than just text. However, a literary person will recognize literature more as a field that is thick with poetic or abstract nuances. Sociologists such as Alan Swingewood, Karl Marks, Max Weber, and others agree with each other that sociology is an institution and includes sociology. Sociology related to literature is very different from other sciences. All things that happen and are experienced by humans in all areas of life will be considered by the sociological approach. Sociology is a social science that focuses on the meaning that humans attach to their interactions and actions in certain social contexts (Weber, 1997).

According to Laurenson & Swingewood the sociology of literature explains a discipline that complements our understanding of society. Which has a deeper meaning when it reaches the stage of application in everyday life.

Related to the human social world, its adaptation to it, and its ability to improve it. All aspects of the material they get from daily events that occur will make it all a material that can be used as a comparison or example that has value so that it can make a reflection on the literary work itself. (Endaswara Suwardi, 2003: 77) states that literature cannot be separated from the environment or culture of the civilization that gave birth to it. It is a norm that can only appear in social life, but not infrequently also appears in life between individuals. The rest, the literature is a reflection of complex human life involving important issues in social aspects.

The explanation above has explained in detail the sociological approach. It can be concluded that sociology is a direct reflection of various aspects of social structure. The relationship between the two can be directly depicted in a work created by the author and also through the author's sociological conditions. All aspects of life become an important part of sociology. Humans and society are the beginning of literature. The thoughts that are in the heart and the universe become a compliment that complements each other so that it can become a justifying statement.

Wellek and Warren (1970) tried to harmonize a pure meaning of literature to describe literature and its theory. That in the end it can be interpreted as literary or connotative language explicitly. They described literature as a replica of real life. During the long process of understanding a meaning, they got important advice and noted it: "Literature is a widespread institutional organization of the social, which uses social production as its

medium language. Literature depicts a miniature of real life; and 'life' is, for the most part, a collective reality, so that what is experienced by the object outside and inside its body is quite possible and considered real" (p. 94).

Sociology and literature are basically the same, in practice, they also have a commensurate level of similarity, but it is the social structure that determines the level of balance. There is a possibility of changes in the substance of literary works that can be influenced by cultural factors. There are two types of changes that will likely occur, namely good and bad possibilities. Bad possibilities can usually be created by the weakening of the main factor, namely society itself so that it loses the norms that should be maintained. Also, there are also positive changes such as the emergence of innovations and fresh ideas that can have a good impact on development. The relationship between literature and sociology is discussed in the sociology of literature. There are various restrictions and various codes of behavior expressed by society in their respective works of literature, as the law of reciprocity between literature and culture naturally occurs.

Literature is a natural phenomenon that arises naturally from the reaction of the subconscious, which will produce random reactions with various variations from one social structure to another. because literary works are specifically influenced by social structures and forces that can experience natural shifts. That's why God has created humans with different nations and a variety of different cultures and languages in order to learn and know each other. Various concepts, themes, icons, photos, and other literary elements are

provided by these principles. So, the literary works of one nation differ from those of another nation. The cause of this difference is the social system that is interconnected with each other.

Understanding the literature that has been owned by a particular culture is very important because every culture that has been adopted for a long period of time has made it a mandatory thing, so it is difficult to separate it will make it literature that must be recognized. But the culture that has long been adopted by a country or city has made its residents have their own customs and traditions. Those need to be recognized by residents in other countries and cities. An adopted cultural status is also not infrequently faded and deviated due to its own residents and immigrants who provide a mixture of new cultures so that the natives come along. A cultural status that has been adopted will also often fade and deviate due to its own population or immigrants who provide a mixture of new cultures so that the natives are carried away. The loss of a culture or literature that has long been adopted by a country will cause its own losses so that it can be claimed by another country or group. Any attempt to examine and understand literature that lacks culture and life is also unfair to the literary work (Singer, 2011).

In sociology, if you look more deeply, a descriptive and theoretical social system will be formed. literature not only views humans and the universe as the core theoretical aspects of society but also describes the perspective between individuals towards groups, groups towards groups, men and women in viewing society as a sensation. The meaning contained in it is not standard,

but very universal. Sociology considers the importance of the perspective of individuals and groups towards the disputes that occur in society so that it clearly illustrates the position of humans in the family and society.

B. Discrimination

Discrimination comes from Latin and was first used around the 17th century. Race is assumed to be a form of biological, natural, and human species categorization (Alleyne, 2006). Discrimination is often the root of problems to this day. In understanding the meaning of discrimination, it is first necessary to clarify the concept of thought underlying the word discrimination about causes and history. The origin of term race is known around 1600, Then ethnicity or ethnicity is a group of people whose members identify with each other, usually based on a common lineage. Ethnic identity is characterized by recognition from others that group characteristics such as cultural similarities, language, religion, cultural similarities, language, religion, behavior, and biological characteristics. All of this is the result of the collection of some humans who group into tribes and countries so that there is a boundary between countries that distinguishes between groups from one another.

In addition, discrimination will always be an act to refuse equal treatment. Equal treatment of human groups that are considered different is inappropriate, which is the basis for the rejection of equal treatment of a particular group or race. According to Liliweri (2005), discrimination is behavior aimed at preventing a group or limiting other groups from trying to

own or obtain resources. Discrimination can be carried out through policies to reduce, exterminate, conquer, relocate, protect legally, create cultural pluralism and assimilate other groups. so that there will be differences in treatment between one group and another.

Discrimination is usually done by white people who have suspicions of people in color, or it is usually done by people who have more power over something so that they can do things arbitrarily to weak groups of people. For example, demeaning and hurtful words are often used inappropriately, or even give poor treatment to the weak. Discrimination is considered the act of denying equal treatment to people who are considered members of some social categories. Social discrimination refers to differences that have different cultural backgrounds, so it is very detrimental to those who have that particular race and culture. Many of the groups suffer losses in all aspects caused by this discrimination. Minority groups in an area are usually often victims of discrimination by the majority group so they are more disadvantaged and not many want to help them. This is because the dominant group limits the freedom and rights of minorities (Ehrlich, 2018, p. 120).

Discrimination can occur based on race, ethnicity, gender, and other classification groups (Pincus, 1996). In the case of the novel *A Night to Remember* written by Walter Lord, there is discrimination experienced by two groups, namely: low-income groups, and groups that come from certain parts of the country. Discrimination occurs for several reasons, namely encouraging the perpetrators of discrimination to carry out discriminatory activities,

especially against other groups. In this case, the victims of the perpetrators involved in this activity were grouped according to their respective economic levels and groups of origin. In the situation of the sinking Titanic ship, discrimination occurred, so this was very detrimental to the group affected by discrimination. Discrimination treatment on board this ship made the victims powerless and limited in saving themselves so not many of them died in vain due to the effects of discrimination itself.

1. White Star Line Workers' Discrimination Against Third-Class Passengers

Third-class passengers became innocent victims of the discrimination that occurred when the RMS Titanic sank. The different and unfair treatment carried out by officers in terms of safety and restriction of space to move in saving themselves became a very contrasting thing but was considered commonplace at the moment of the sinking of the luxury ship. The treatment of discrimination applies from the smallest sector to the big things that if realized can endanger even lives. When John Hardy, the Second-class chief steward, needed to alert passengers to put on their lifebelts and gather on deck, he would energetically open the doors to twenty to twenty-four cabins and shout the command. In contrast, in first class, it was customary to use a gentler approach and knock on the doors. (lord, 2012, p. 41).

Unfortunately, the limited lifeboats available were not used fairly by the RMS Titanic crew. The use of lifeboats must be intended for all

occupants of the ship, but in this case, it is clear that the number of lifeboats and passengers available is very different. In the first two lifeboats that were lowered, there were only 20 women and children in the lifeboat, whereas one lifeboat could accommodate around seventy people. Senior officers already knew the real capacity in the use of lifeboats, but negligence and gender discrimination also affected the use of these lifeboats. This meant she had to carry boats for only 692 people (lord, 2012, p. 90).

Tests carried out during the construction of the RMS Titanic in Belfast stated that these lifeboats could accommodate more than fifty people, but many officers did not realize the actual capacity of the lifeboats. Actually, there were boats for 1,178 the white star line complained that nobody appreciated their thoughtfulness, this only took care of only fifty-two percent of the 2,207 people on board (lord, 2012, p. 90). The junior officers assumed that the lifeboats could only be filled by twenty people consisting of children and women.

Officers and people on board have an understanding that first-class passengers are more valuable than third-class passengers. officers treat third-class passengers very rudely and arrogantly, even if they are willing to sacrifice the lives of dozens of people for the safety of first-class passengers and crew members. The third-class passengers were detained on deck E by closing their access doors so that they could not get out to save themselves. The officers assumed that if the third-class passengers were released, it would further complicate the rescue situation carried out at the stern. The

officers locked them up like dogs with white barred doors as if they were locked up to let them die. He roared, 'open the gate and let the girls through!' It was a superb demonstration of sheer voice power (lord, 2012, p. 66).

On the other hand, they had a sense of humanity that they had to save themselves and others, but they would defy the law if they did that, because it was a policy of the RMS Titanic not to damage the ship's property. At 12.15 it was hard to know whether to joke or be serious - whether to chop down a door and be a hero, or chop it down and get arrested (lord, 2012, p. 42). Their condition was blocked by a white iron fence that was locked from the outside, the officers guarding it against the outside detained third-class passengers to save themselves. The rules set by the White Star Line company were unreasonable, they put aside humanity for the sake of profit. It was jammed, and some passengers broke it down to release a man inside, at which point a steward arrived, threatening to have everybody arrested for damaging company property when the Titanic reached New York (lord, 2012, p. 42).

C. Fred L. Pincus and Howard J. Ehrlich Theory on Discrimination

The topic of discrimination has been a very controversial and deep-rooted issue that has fueled many aspects of the problem. In addition to being complex and controversial, it also has many sides. It is a weapon of bigotry, and targets people for being part of a particular group, be it based on gender, religion, race, or something else. This can be done explicitly, implicitly. Like

gender, the color of a person's skin is a physical trait that is visible to others, so it can all be very legible during communication. all parties are currently discussing the causes and consequences of discrimination (Ehrlich, 2018, p. 122).

People of color have been treated differently than whites and have suffered physically, economically, culturally, psychologically, and politically (Ehrlich, 2018, p. 89). Pincus' theory of discrimination is that there are groups of people who get different treatment in social classes. This difference results in uneven aspects of social equality experienced in everyday life. There are many things that become the initial basis for the theory of discrimination in Pincus's theory, it can be skin color, belief, nationality, and others. All of that happened a lot in the United States, but it does not rule out the possibility that there are also many similar things in the Titanic ship voyage presented by the novel *A Night to Remember*.

D. Forms of Discrimination

According to Pincus, it is found that there are some forms of discrimination suffered by the lower-class passenger in Lord Walter's *A Night to Remember*. The lower-class passengers here are made into one section, which consists of second-class passengers and third-class passengers on the RMS Titanic voyage. The forms of discrimination experienced by these lower-class passengers will be divided into two types of discrimination: individual

discrimination, and institutional discrimination. So that from here it can be clearly displayed about the causes and consequences of this behavior.

Discrimination refers to treating individuals in an unfair or unequal manner based on their race, ethnicity, gender, age, sexual orientation, religion, or other characteristics that define them as a group. There are various forms of discrimination, ranging from overt and visible to subtle and less apparent. In Pincus' work, there are three types of discrimination that have been described in detail: individual, institutional, and structural.

1.1. Individual discrimination.

Individual discrimination is the differential treatment of a person or group based on their social group or category and can be intentional or unintentional. It occurs in various settings such as education, employment, housing, and healthcare, and can manifest in different ways like exclusion or harassment. It has detrimental effects on the victims' mental and physical health, as well as their social and economic well-being. Addressing individual discrimination is crucial in promoting social justice and equality, irrespective of a person's social group or category.

This case outlines the rejection of equal treatment of a group of people. In the concept of individual discrimination, it can be assumed that this discrimination is carried out by the majority group aimed at minority groups, but is aimed directly at group or individual victims with the aim of creating differences so that it can cause harm to those affected by

discrimination. To sum up, all the points obtained from the individual discrimination case, it is a type of strong rejection in the form of both verbal and non-verbal directed at individuals so that the party affected by the discrimination experiences psychological and physical harm.

There are several types of discriminatory treatment that are included in the category of treatment that endangers the victim. This treatment is an act of visual discrimination that is carried out in a way that shows hatred towards minorities so that it can have a maximum deterrent effect on the victim. This group encompasses a diverse array of actions perpetrated by members of the dominant group or minority groups, which can range from derogatory slurs and discriminatory hiring practices against African Americans and Hispanics, to violent assaults, and anti-Asian vandalism (Ehrlich, 2018, p. 120). To sum up, this type of discrimination will have a more lasting effect on the victim because he gets psychological and mental attacks.

1.2. Institutional discrimination.

Institutional discrimination occurs when an organization or institution has policies, procedures, or practices that systematically disadvantage certain groups based on their characteristics. These practices may not be intentional, but they result in unequal treatment and opportunities for specific groups. Examples of institutional discrimination include biased hiring and promotion policies, inadequate representation of

certain groups in decision-making positions, unequal pay, and restricted access to services, education, or housing. The impact of institutional discrimination can be far-reaching, leading to decreased trust in institutions, lower community well-being, and social fragmentation. Addressing institutional discrimination requires identifying and correcting these practices to create more equitable policies and procedures.

Institutional discrimination is very different from the type of individual discrimination. Institutional discrimination is more inclined to discriminate against a group of people in the form of laws or legal policies of a region that apply and are obeyed by the population. It can be categorized as major discrimination that has been determined by state officials which must be obeyed by local residents. A major goal of institutional discrimination is to keep minority groups in a subordinate position within society. Hence this concept is much broader than that of individual discrimination (Ehrlich, 2018, p. 121).

Institutional discrimination can also be detected in the private sector. Real estate associations often steer Black individuals away from White-dominated neighborhoods and show them homes and apartments in minority-dominated areas. Banks in various cities have "redlined" certain minority areas (i.e., they refuse to provide mortgages to people living in these areas regardless of whether they meet the specified financial qualifications), and they have provided smaller home loans with higher

interest rates. In addition, large companies have been penalized for discrimination in recruitment and promotion, and private social clubs often refuse to accept minority members.

Because the majority group generally controls most of the territory and large institutions that exist, there is very little opportunity for minorities to act otherwise. This kind of behavior is more prevalent in everyday life. In America, it is more likely to be experienced by the black group which is a type of distinction based on race color. The case when the sinking of the Titanic ship was experienced by third-class passengers. The ship's officers along with the first-class passengers have become the majority in it who have implemented institutional discrimination, so it is very difficult for third-class passengers to fight for their rights to save themselves. For the most part, minority groups lack the power with which to practice institutional discrimination (Ehrlich, 2018, p. 121).

E. Impacts of Discriminations

Pincus (2018) has identified that discrimination can impact individuals and groups in four main ways. Firstly, it can lead to limited access to resources and opportunities such as education, employment, housing, and healthcare, causing economic hardship and poverty. An example found in the RMS Titanic voyage is the different living facilities that were more imposed on second and third-class passengers, while first-class passengers were very much better off.

Such a policy is very much in line with Pincus' theory that "such treatment is nothing but to create differences and deny equality" (Ehrlich, 2018, p. 121).

Secondly, discrimination can cause psychological distress, leading to anxiety, depression, low self-esteem, and mental health issues like PTSD. An example that occurred on the RMS Titanic voyage was the treatment of officers to forcibly quarantine second and third-class passengers, in order to smooth the evacuation process of first-class passengers. The quarantine was carried out by matching passengers who did not have a partner to be paired with the opposite sex in order to protect other female passengers (Lord, 2012, p. 45). This kind of treatment that strongly positions first-class passengers to be grouped together for the sake of the safety interests of the majority of first-class passengers is very much related to the Pincus theory, treatment and actions are taken on the basis of discriminating against some groups that refer to the majority policy (Ehrlich, 2018, p. 121).

Lastly, discrimination can lead to political disenfranchisement and unequal treatment under the law, further exacerbating the economic, psychological, and interpersonal effects of discrimination. One pertinent example found on the RMS Titanic voyage was that third-class passengers were rudely notified by breaking down the door when notified of the danger, but the treatment of first-class passengers was much different, who were more polite by knocking on the door (Lord, 2012, p. 41). Therefore, it is crucial to address discrimination through individual attitudes and systemic policies in order to create a fair and just society (Ehrlich, 2018, p. 121).

According to another definition, the act of discrimination is nothing but an agreement to make a difference between fellow human beings. All that only happens, in the end, is a boundary that states that there are differences between one another. It is not a standard law that is written but this is true in the reality of life. The majority group discriminates against minority groups in a certain area so minority groups lose their right to have a voice and find it difficult to get equal treatment. However, it does not rule out the possibility that minority groups can discriminate against majority groups as long as they are able to do so. (Ehrlich, 2018, p. 121). However, if that happens, it will be more dangerous, because it shows that the minority group has a stronger and dominant ability so it can silence the majority group.

It can be concluded that there are several effects of discrimination on the victims, namely a deterrent effect. There are two types of deterrent effects obtained by victims, namely a prolonged deterrent effect and a momentary deterrent effect. A momentary deterrent effect is usually obtained from the type of individual discrimination because individual discrimination provides a mental attack on minorities in the form of denial of equality aimed directly at the target (Ehrlich, 2018, p. 120). The effect of individualized discrimination only occurs at that time and when the victim has moved the location will return to normal as usual.

Different if what happens is institutional discrimination, this type of discrimination will take more victims. Because institutional discrimination is very different from previous discrimination. Where individual discrimination

attacks minorities individually, institutional discrimination attacks minorities in groups with a regulation set by local officials. The effect of enacting this law is to make a clear distinction and control certain institutions so that they remain at the lowest subordinate point. So that it can make groups affected by this discrimination get an unfair policy set by the majority or officials from the local area. institutional discrimination is manifested in laws and government policies (Ehrlich, 2018, p. 121). Whereas in structural discrimination it will be even more severe because the intended target is even bigger and the deterrent effect is longer.

There were many effects on the victims of the RMS Titanic voyage than the discrimination by the officers. The injustice they felt in the process of evacuating passengers was quite infuriating. To ignore the value of human values that exist in order to comply with discriminatory treatment that blatantly marginalizes lower-class passengers in terms of safety priorities (Lord, 2012, p. 45). In this case it can be concluded that there are some individual cases of discrimination, but more often what happens is institutional and structural discrimination. So that the decision can jeopardize the safety of second and third-class passengers in the evacuation process because officers are more concerned about the safety of first-class passengers than second and third-class passengers. So not a few of them tried to fight physically in the form of beatings and destruction of RMS Titanic property facilities (Lord, 2012, p. 45). From this data, it can be concluded that the impact of discriminatory behavior is a sense of injustice that is increasingly peaking so that victims of discrimination

will automatically release their savage instincts to fight back physically or verbally.

CHAPTER III

RESEARCH METHOD

The research framework of this study is presented in this chapter, consisting of research design, data sources, data collection, and data analysis.

A. Research Design

This research is included in the literary criticism research method, the reason for using this is none other than for the purpose of analyzing the object of study. The researcher use this because this research should discuss discrimination, which will discuss how real examples that occur in the novel *A Night to Remember* are closely related to discrimination and use a sociological approach. while we use the theories of Fred L. Pincus and Howard J. Ehrlich to support and strengthen statements in the discussion.

In analyzing the data, the researcher focuses on getting data from the text, but on the other hand, the researcher also uses a way to find the narrative spoken by Fred L. Pincus and Howard J. Ehrlich theory of discrimination.

B. Data Source

In this study, we will discuss the discrimination contained in Walter Lord's *A Night to Remember*. And also the data we get mostly comes from the hard-cover book Walter Lord's *A Night To Remember*. This novel was published by Brian Lavery, Julian Fellowes, and Walter Lord, on April 5, 2012, with a total of 256 pages. However, researchers also use other data to support primary sources. the researcher also look for data from various sources that are still

related to the theory and objects used by researchers, such as books, journals, and articles.

C. Data Collection

The research approach used by the researcher is literary sociology. The data will be taken strictly from literary works by reading the novel to find out the discrimination phrases presented in the novel. Some of the ways carried out by the researcher are by reading the plot of the novel well. The next step is to underline the important parts of the novel that are related and give notes, the last step is to collect information based on the theory and the subject concerned. selecting, and optimizing the data.

D. Data Analysis

In this study, the researcher used several steps in conducting their research. First, the researcher will use the main object which is the novel used as the first object. Second, the researcher will collect some data obtained from various sources that are still related to the data that researchers do. Then after the data is collected, the researcher will begin to analyze various objects and forms that can support researchers to answer research questions. Finally, the researcher will conclude the results of the research that have been discussed in the research problem.

CHAPTER IV

ANALYSIS

This research has two objectives: to identify the discrimination experienced by the passengers of the Titanic and the impact of discrimination on the lives of the main characters. This chapter consists of two parts. The first section offers an evaluation of the indications demonstrating discriminatory practices experienced by the passengers in *A Night to Remember*. The second section offers a discussion that contains an analysis of the impact of discrimination on the fate of the passengers.

A. Forms of Discrimination Suffered by Lower-Class Passengers in Lord Walter's *A Night to Remember*

From the analysis, it is found that there are some forms of discrimination suffered by the lower-class passenger in Lord Walter's *A Night to Remember*. The lower-class passengers here are made into one section, which consists of second-class passengers and third-class passengers on the RMS Titanic voyage. The forms of discrimination experienced by these lower-class passengers will be divided into two types of discrimination: individual discrimination, and institutional discrimination. So that from here it can be clearly displayed about the causes and consequences of this behavior.

1.1. Individual Discrimination

This event happened moments after the RMS Titanic hit the iceberg.

The ship's initially calm conditions became chaotic as passengers began

scrambling to save themselves. The officer in charge of the ship tried to calm the passengers and make the atmosphere more conducive but did different safety treatments based on the class and caste of passengers which is contained in the quote below:

Another young man – no more than a boy – wasn't as lucky. Fifth officer Lowe caught him under a seat in No. 14 begging that he wouldn't take up much room. Lowe drew his gun but the boy only pleaded harder. Then Lowe changed tactics. Told him to be a man, and somehow got him out. By now Mrs. Charlotte Collyer and other women in the boat were sobbing, and her eight-year-old daughter Marjory joined the uproar, tugging at Lowe's arm and crying. 'oh, Mr. Man, don't shoot, please don't shoot the poor man!'

(A Night to Remember: 70)

Based on the novel script above, it shows a situation that has already been chaotic after the Titanic's collision with an iceberg. It appears that a young man who belongs to the third-class passenger group is trying to save himself from the other third-class passengers. The officers seemed to be trying to coordinate the passengers to save themselves through the path to be herded onto the lifeboat, but unfortunately, the passengers allowed were some passengers from the first class only. The young man was eventually arrested by Officer Lowe under seat number 14. The officer insisted on rescuing first-class passengers rather than those more in need (Lord, 2012, p. 70).

This kind of treatment is detrimental to the affected victims in all aspects. In the economic field, they can be harmed by being cornered in their

economy so that there are no more gaps they can take. This has been discussed in the Pincus theory in the Individual Discrimination chapter which reads "one race/ethnic group intended to cause differences and/or adverse effects on members of another race/ethnic group" (Ehrlich, 2018, p. 120). Here it is clear that creating clear differences to the detriment of other races or ethnic groups is part of the discrimination expressed by Pincus. The case of *A Night to Remember*, which shows that third-class passengers are discriminated against by the officers so that it can endanger the safety of their lives, are very much related to Pincus's theory.

The excerpt below is forms that the officers did hide the truth from the third-class passengers. The secrecy of the news of the sinking of the RMS Titanic would be very bad for the safety of third-class passengers.

A little later Miss Robinson bumped into Thomas Andrew on A deck. Andrews greeted her like a cross parent. 'I thought I told you to put your lifebelts on!'

'Yes,' she replied, but I thought it mean to wear it.' 'Never mind that. Put it on; walk about: let the passengers see you' 'It looks rather mean' 'No, put it on... Well, of you value your life, put it on'

(A Night to Remember: 52)

The above quote describes the evacuation atmosphere that occurred on deck A. First-class passengers gathered on deck A to get evacuation instruments. However, many of them were still reluctant to use life vests. The officers had warned them to use the buoys for the first-class passengers in a subtle way, but there were still many who did not believe. So Thomas

Andrew, the ship's architect, stayed on deck A to make sure first-class passengers got the buoys evenly.

The quote above has a very strong relation to the theory of institutional discrimination presented by Pincus. It is very clear that Thomas Andrew is the head behind the institutional discrimination that occurs. The reason is that he only keeps watch on deck A to ensure that first-class passengers receive adequate safety and evacuation facilities. Thomas Andrew ensured that all first-class passengers received safety benefits in the form of lifejackets and lifeboats, in contrast to third-class passengers who had to fight for their own safety. Minority groups do not have the power to carry out institutional discrimination (Ehrlich, 2018, p. 121).

1.2. Institutional Discrimination

There is other forms of institutional discrimination in *A Night to Remember*, which presents several conflicts involving the status of RMS Titanic officers who were discriminated against in the form of the silencing of the right to voice in relation to the nationality of a group of people by RMS Titanic officers during the voyage.

The staff of the first-class a la carte restaurant were having the hardest time of all. They were neither fish nor fowl. Obviously, they weren't passengers, but technically they weren't crew either. The restaurant was not run by the White Star but by Monsieur Gatti as a concession.

Thus, the employees had no status at all. And to make matters worse, they were French and Italian – objects of deep Anglo-Saxon suspicion at a time like this in 1912.

(A Night to Remember: 66)

Luck did not favor the French and Italian groups. The reason is that in the novel excerpt above, it is explained that the White Star Line distinguishes workers based on their region. Some French and Italians did not get the right jobs and positions with the right wages. It was reported that on board the Titanic there were several restaurants run outside the management of the White Star Line, but they applied the same worker recruitment system as the White Star Line. It can be concluded that in all lines of business on board the Titanic, individual discrimination was applied to Italian and French workers.

In this case, there is a rejection that is considered unequal to the justice of the division of labor carried out by the White Star Line. The division of labor only favors groups of people who have domiciled in certain countries and burdens some of those who come from certain countries. Based on the novel excerpt above, the type of discrimination above is individual discrimination which discriminates against the French and Italian groups so that they do not get decent and guaranteed jobs. The jobs they get are nothing but heavy work with the lowest pay, even worse they do not get permanent employment status. The refusal of employers to hire black people or the refusal of landlords to rent houses to Hispanics (Ehrlich, 2018, p. 120).

The White Star Line Company applies a hierarchical system to assign people to jobs based on nationality, but it is burdensome for French

and Italians. The hierarchy system is a system of distinguishing groups of people with certain nationalities to be brought together in the same field. Hierarchical treatment is considered reasonable if it is distributed at a reasonable rate and does not burden one party. Officers and other high-ranking staff are usually British, while lower-ranking crew members are often from other countries, such as Italy, France or Ireland (Pipe, 2014, pp. 22-23).

There is also a report in *Titanic: A Survivor's Story* of a refusal to employ Asians in the service. This can be classified as an anti-Asian movement, in the theory Pincus has discussed an anti-Asian designation which clearly distinguishes a very unequal treatment of whites and Asians. Treatment that excludes all aspects of life is very detrimental to Asians who live in a place where the majority is white. The following types of behavior are perpetrated by majority group individuals or small groups—from graffiti and anti-Asian name-calling (Ehrlich, 2018, p. 120). This type of refusal to hire is also found in the novel *Titanic: A Survivor's Story*, which states that some groups of people with Chinese and Italian nationalities were discriminated against so that they were clearly denied employment in the White Star Line company, especially on the maiden voyage of the RMS *Titanic*. reports of Italian and Chinese crew members being denied employment on White Star Line ships due to discrimination (Walker, 2012, pp. 44-45).

Somebody produced a deck of cards, and as they sat playing and laughing, suddenly there came that grinding jar. Not much of a shock, but enough to give a man a start. – Mr. Silverthorne still sits up with a jolt when he tells it. In an instant, the smoking-room steward and Mr. Silverthorne were on their feet. Through the aft door... past the palm court... and out onto the deck. They were just in time to see the iceberg scraping along the starboard side, a little higher than the boat deck. As it slid by, they watched chunks of ice breaking off and tumbling into the water. In another moment it faded into the darkness astern.

(A Night to Remember: 23)

In the novel mentioned above, it is mentioned that the condition describes a situation that happened to a first-class passenger who was playing cards with a group of other first-class passengers on deck A. Suddenly they were surprised by a sudden vibration, not too strong but enough to make the others surprised because of the sound of the urn that suddenly shook. From this, we can conclude that the deck that is the object of discussion here is a luxurious room filled with luxurious furniture such as urns that decorate. This luxuriously designed room is none other than intended for first-class passengers who are relaxing. However, it is very different from the lounge room owned by lower-class passengers, which is a room that is quite crowded and looks simple.

The differentiation of rooms presented by the White Star Line company is very much related to Pincus' theory. The diametrically opposed lounge rooms of first-class and lower-class passengers are pertinent to Pincus's theory of Institutional Discrimination as it relates to public accommodations. Institutional discrimination is a policy that restricts some

groups from gaining equality in life in all areas of life—from voting, education, and employment to religion, public accommodations, and restaurants (Ehrlich, 2018, p. 121). So it can be concluded that the quote above is an example of restrictions on living facilities imposed on second and third-class passengers.

The following excerpt describes the disturbing incident experienced by Carl Jhonson, a passenger at the helm, about the condition of the ship's facilities at the time. Conditions that were considered below average so that he was surprised.

Steerage passenger Carl Jhonson had an even more disturbing experience in the third compartment aft. This contains the cheapest passenger accommodation – lowest in the ship and closest to the bow.

(A Night to Remember: 31)

The text above explains that Carl Jhonson had the worst experience while traveling on a ship. Because the worst thing he ever experienced was when he saw a deck that was the worst and dirtiest, which was the location used by third-class passengers to live and do activities while on a cruise. From this, we can conclude that the deck intended for third-class passengers is a dirty place and the least suitable for exposure because it is located near the bow.

The two texts above can illustrate to us that there is a very contrasting institutional discrimination in the novel *A Night to Remember*. The Titanic's first-class dining room and living room were glamorous and

luxurious, filled with super-luxurious and expensive furniture. The room was reserved exclusively for first-class passengers who were part of the conglomerate and businessmen. In contrast, the second-class dining room was more simple, plain and cramped. This difference in accommodation provided by the White Star Line company on the RMS Titanic voyage shows the class-based hierarchy that existed in society at that time. It can be categorized as a restriction on low-class passengers in getting their rights on the cruise. the behavior of individuals who implement these policies and control these institutions, which are intended to have differential effects and/or disadvantage minority groups (Ehrlich, 2018, p. 121). The purpose of the company's differentiation of accommodation for lower-class passengers can be categorized as providing an effect on the powerless minority to remain in its position. It is the establishment of rights that have been reduced by the majority, embodied in this accommodation, that harms the minority. To sum up, any treatment that leads to the disenfranchisement of the weak is institutional discrimination that has the ultimate goal of harming minority groups.

The following excerpt illustrates discrimination in the form of information restrictions imposed on lower-class passengers. The following information restrictions were carried out in the interests of the majority group or the group in power on the RMS Titanic at the time. On the other hand, it can be mentioned that the majority group can prioritize their own

interests by putting aside the safety of other groups. As mentioned in the data below.

In C-91 a young governess named Elizabeth Shutes sat with her in charge nineteen-year-old Margaret Graham. Seeing an officer passing the cabin door, Miss Shutes asked him if there any danger. He cheerfully said no, but then she overheard him further down the hell say, 'we can keep the water out for a while.'

Miss Shutes glanced at Margaret, who was uneasily nibbling at a chicken sandwich. Her hand shook so badly the chicken kept falling out of the bread.

No one was asking questions along the working alleyway on E deck. This broad corridor was the quickest way from one end of the ship to the other – the officers call it 'park lane', the crew 'Scotland Road' now it was crowded with pushing, shoving people. Some were stockers forced out of boiler room No. 6, but most were steerage passengers, slowly working their way aft, carrying boxes, bags, and even trunks.

This people didn't need to be told there was trouble

(A Night to Remember: 35)

Many lies are told by officers to lower-class passengers in order to prioritize first-class passengers. The lies made by the officers actually have a negative impact on the safety of third-class passengers. The first is Miss Shutes who was one of the third-class passengers who asked the officer who happened to pass the dead-end cabin 'Is there any danger?' but the officer spontaneously replied cheerfully 'No, we will only hold the water and pass it on'. Secondly, the officers deliberately hid the fact that the RMS Titanic was about to sink. The officers would only evacuate the first-class passengers without telling the third-class passengers that the ship would sink. These people didn't need to be told there was trouble (Lord, 2012, p.

35). Until the third-class passengers realized that the RMS Titanic was really going to sink because the surface of the ship began to tilt. The third-class passengers' awareness of the lurking danger was cleverly planned by the officers. The officers closed the cabin access door so that third-class passengers could not get out. The officers called it 'park lane', the crew 'Scotland Road' Now it was crowded with pushing, shoving people (Lord, 2012, p. 35).

The policy set by the officer above has a strong level of connection with the theory of institutional discrimination described by Pincus. There are several elements contained in the novel *A Night to Remember* that fulfill the criteria of institutional discrimination described by Pincus, including First, the officer lied to the third-class passengers and said that nothing dangerous happened.

Second, the officer deliberately did not tell the third-class passengers that the RMS Titanic would actually sink, but only told the first-class passengers. Doing so would have been very beneficial for the continuity of the evacuation process of the first-class passengers, but would have been very dangerous for the lower class passengers as they would have been more relaxed due to their ignorance of the disaster. Third, the officers closed the iron railings between the 'parking lane' cabins so that the third-class passengers could not escape and made the evacuation situation chaotic (Lord, 2012, p. 35).

Institutional discrimination has laws that can corner many individuals. So in this case, the more powerful majority group prioritizes others to save themselves in the tragedy but is willing to sacrifice those under them who do not have the power to defend their rights. In addition to causing differential effects and harming the majority group, the discrimination applied by officers against third-class passengers also puts third-class passengers in a low subordinate position. This discrimination is a rule or policy set by the powerful group in order to act arbitrarily towards them. It seems taboo for third-class passengers to challenge it as it would appear that they are the ones guilty of defying the law. Sometimes, institutional discrimination is manifested in laws and government policies (Ehrlich, 2018, p. 121).

The excerpt below illustrates the unreasonable actions taken by the officers toward the lower-class passengers. Against the background of the sinking ship, the officers carried out the evacuation process of the first-class passengers by ignoring the safety of the second and third-class passengers. Gathering lower-class passengers in several closed places in a jostling manner made their lives even more threatened by being trapped in water. That's what some of the officers assigned to handle the lower-class passengers did to quarantine them in several places.

The scene in third class was particularly confusing because the White Star Line primly quartered the single men and single women at opposite ends of the Titanic. Now many of men who slept towards the bow – hurried aft join the girls.

(A Night to Remember: 45)

Officers gathered third-class passengers in one place without any sense of humanity. The majority of the third-class passengers were crammed together in one place. The men were gathered at the bow, sleeping and waiting to be evacuated at the bow of the ship, while the women were gathered at the stern. Due to the disproportionate number of people and the capacity of the six rooms, many of the men eventually went to the stern to wait to be evacuated. A far cry from the first-class passengers who were immediately herded into the lifeboats.

From the quote above, there are several links to Pincus' theory that relate to the misuse of public accommodation. Institutional discrimination is the misuse of public accommodations by more powerful groups to restrict the movement of minority groups. Restrictions often exist in all walks of life from voting, education, and employment to religion, public accommodations, and restaurants (Ehrlich, 2018, p. 120). The differentiating effect of this behavior has become a major policy instrument that fell from the leadership of the RMS Titanic officers. So that the policy instrument is carried out by field officers who come directly to deal with passengers. So in this case it can be concluded that this is a policy instrument that is a decision of the ruling group and refers to the majority policy (Ehrlich, 2018, p. 120).

The excerpt below illustrates a difference in treatment by the officers towards first-class and lower-class passengers. Against the background of

the majestic and calm voyage of the RMS Titanic at night, it was suddenly shocked by the sound of a loud crash at the bottom of the ship. The impact made the crew panic because the ship that was crowned as an unsinkable ship would actually sink to the bottom of the North Atlantic. The excerpt below will show how the RMS Titanic officers treated and decided to convey this disaster to the passengers who were on the voyage.

Certainly, no one knew in the first-class smoking room. The bridge game was going full blast again. Lieutenant Steffanson was still sipping his hot lemonade, and another hand was being dealt when the ship's officer suddenly appeared at the door. 'Men, get on your lifebelts; there's trouble ahead.'

In her A-deck stateroom. Mrs. Washington Dodge lay in bed, waiting for Dr. Dodge, the assessor for San Francisco, to dig up some news. The door opened and the door came in quietly: 'Ruth, the accident is rather a serious one; you had better come on deck at once.'

Two decks below, Mrs. Lucien Smith – tired of waiting for Mr. Smith to finish exploring – had gone back to sleep. Suddenly the lights snapped on, and she saw her husband standing by the bed, smiling down at her. Leisurely he explained, 'We are in the north and have struck an iceberg. It does not amount to anything but will probably delay us a day getting into New York. However, as a matter of form, the captain has ordered all ladies on deck.'

And so it went. No bells no siren. No signal general alarm. But all over the Titanic, in one way or another, the word was passed.

It was very bewildering to eight-year-old Marshal Drew. When his aunt Mrs. James Drew woke him and said he had to take him on deck, he sleepily protested he didn't want to get up. But Mrs. Drew paid no attention.

It was no less bewildering to Major Arthur Peuchen, despite his sightseeing expedition to look at the ice. He had the news on the grand staircase and could hardly believe it. Completely stunned, he stumbled to his cabin to change from an evening dress into something warm.

For many, first word came from their stewards. John Hardy – second class chief steward, personally roused twenty to twenty-four cabins. Each time he threw the door open wide, shouting, ‘Everybody on deck with lifebelts on, at once!’

In first-class more polite to knock. These were the days when a steward on a crack liner didn’t have more than eight or nine cabins, and he was like a mother hen to all the passengers he served.

(A Night to Remember: 41)

The communication gap between the RMS Titanic's shipping officers and the passengers when the ship's compartments began to destabilize caused the passengers to split into two parts. All evacuation command management was carried out simultaneously with one instruction, which was then passed down to the section officers in each class (Lord, 2012, p. 41). The command was given by the captain without a bell or siren, but only a verbal instruction that was very confusing for some people.

The instructions went down to the officers manning the first, second, and third-class passengers. Similar instructions but different treatment. The second and third-class officers simultaneously broke down each door rudely and shouted at each room in the cabin for the passengers to use the lifebelt. Unlike the first-class passengers, they preferred to knock on each door politely and inform them that there had been a mistake that caused the estimated travel time to increase by one day, but as a form of seriousness, the captain ordered the women in first-class to go to the evacuation route first (Lord, 2012, p. 41).

There is a strong affinity between the officers' treatment of the lower-class passengers and the theory presented by Pincus. The following are among them: first, the evacuation process carried out when the RMS Titanic sank prioritized women and children from first-class passengers, but instead confined women and children on the lower decks. Such treatment is an action intended to have a differential effect and/or disadvantage minority groups (Ehrlich, 2018, p. 121). Secondly, the door-breaking treatment meted out to the lower-class passengers as a warning that danger has occurred is inversely proportional. The structured harsh treatment of lower-class passengers only is an example of institutional discrimination perpetrated on the Institution aboard the RMS Titanic.

The following is an excerpt that describes a bad situation that was unthinkable. Some passengers were enjoying dinner and some were resting in their rooms due to the cold atmosphere outside. However, after the RMS Titanic was declared to be sinking, passengers from first class to third class gathered to save themselves. The position of the lifeboat was in the center of the ship, as well as the evacuation location. This is where officers place passengers according to their class for a purpose.

Into the bitter night, the whole crowd milled, each class automatically keeping to its own decks – first class in the centre of the ship, second a little aft, third at the very stern or in the well deck near the bow. Quietly they stood around waiting for the next orders... reasonably confident yet vaguely worried. With uneasy amusement they eyed how one another looked in lifebelts. There were a few half-hearted jokes.

(A Night to Remember: 45)

Everyone gathered to get evacuated. Passengers from first class to third class passengers gathered and hoped to save themselves. The rescue process from the disaster was assisted by RMS Titanic officers who were sailing at the time. A pair of eyes stared blankly at each other as if they could not believe what had happened while waiting for the next order to enter the lifeboat. Officers placed passengers according to class for the evacuation process, first class in the center of the ship, second class at the stern of the ship, third class at the stern of the ship, or on the deck near the bow.

The above action is closely related to Pincus' theory of institutional discrimination. The reason is that officers deliberately group passengers according to their class with the aim of prioritizing first-class passengers. first class in the middle of the ship, second class at the stern of the ship, third class at the stern of the ship or on the deck near the bow (Lord, 2012, p. 45). As we know that the location of the lifeboat was in the center of the ship, so was the location of the evacuation at that time. So it can be concluded that the location where the first-class passengers gathered was the easiest place to evacuate. However, the location of the second-class passengers was a little far away so it would be difficult to evacuate. Whereas third class passengers gathered at the stern of the ship close to the deck would be more difficult and only have a small chance of getting evacuated. Such a situation leaves third-class passengers with no power to defy established policies and rules, even if it endangers their own lives (Ehrlich, 2018, p. 121).

The novel excerpt below reflects the reaction of the passengers after the RMS Titanic suffered a collision. The calm atmosphere of the cold night changed when there was a rumbling sound that startled people and woke up passengers who were resting. All passengers from various classes asked the officers what had happened. The questions were the same, but the officers reacted calmly as if nothing serious had happened.

Looks like we've lost the propeller, but it will give us more time for bridge, called Howard Case, the London manager of vacuum oil, to Fred Steward Johnson, still contemplating a sojourn in Belfast. In any event, most of the passengers had better information by this time.

'What do you think?' exclaimed Harvey Collyer to his wife, as he returned to his cabin from a tour around the deck. 'We've stuck an iceberg – a big one – but there is no danger. An officer told me so!

(A Night to Remember: 28)

Passengers began to ask questions about the ship's engines starting to stop in the middle of the silent North Atlantic. After a deafening roar, questions about why began to pour out to the captain and crew members on watch that night. The officer casually replied, "We've only lost a propeller, it's only a minor problem and will only result in the trip being delayed for a day" (Lord, 2012, p. 28). One of the passengers tried to go around the cabin and confronted one of the officers who said we had hit a fairly large iceberg but it was no big deal.

The quote above is closely related to the institutional theory of discrimination presented by Pincus. The theory of institutional

discrimination is reflected by officers in the process of disseminating hazard information in an uneven manner. Based on the tragedy that occurred above, it shows that officers are more likely to hide the news of Titanic ship damage to lower-class passengers. This was done to facilitate the evacuation process for the majority and more powerful groups by overriding the safety of lower-class passengers (Ehrlich, 2018, p. 121). Nevertheless, the prioritization of safety must be done in a balanced manner.

The excerpt below is forms that the officers did hide the truth from the third-class passengers. The secrecy of the news of the sinking of the RMS Titanic would be very bad for the safety of third-class passengers.

An instant later the boatswain appeared: 'Turn out, you fellows. You haven't half an hour to live. That is from Mr. Andrews. Keep it to yourselves and let no one.

(A Night to Remember: 40)

The quote above describes the situation on the deck where the first-class passengers were gathering who were wary of what was really happening, but one of the officers who happened to pass by the cabin was stopped and asked why and what happened. Suddenly the officer told one of the first-class passengers a piece of news that was quite shocking. The news came from Mr. Andrew who was the main architect of the construction of the RMS Titanic who said that we all only had an hour and a half to stay on board, and the rest of this will be at the bottom of the North Atlantic Ocean. However, the officer warned not to tell the other passengers about this news.

The quote above has a very strong relationship to Pincus' theory of institutional discrimination. It is clearly depicted that the officer deliberately hid the news of the sinking of the RMS Titanic in the next hour and a half, but only informed first-class passengers. There are many types of restrictions carried out by the majority group in order to position the minority group to remain at the lowest subordinate point for the benefit of the majority group (Ehrlich, 2018, p. 121).

Here is an excerpt that describes an unlucky third-class steward. He is assigned to serve third-class passengers in any condition. Third-class passengers who are a group of people with lower-middle economies and come from various countries make it a little difficult to handle them.

Third-class Steward John Edward Hart struggled to get them into life jackets. He didn't have much luck – partly because he was also assuring them there was no danger, partly because any of them didn't understand English anyhow. Interpreter Muller did the best he could with the scores of Finns and Swedes, but it was slow going.

At 12.30 orders came down to send the woman and children up to the boat deck. It was hopeless to expect them to find their way alone through the maze of passages normally stealed off from third class; so Hart decided to escort them up in little groups. This took time too, but at last convoy was organized and started off.

There was no hard – and – fast policy. One way or another, many of the steerage passengers avoided the cul-de-sac on E deck and got top side. They are stood waiting, nobody to guide or help them.

(A Night to Remember: 52)

John Edward Hart, a third-class steward, had a difficult time evacuating a third-class passenger. Edward felt sorry for them, because he

knew very well how the psychology of third-class passengers was. He had a hard time convincing the third-class passengers that nothing dangerous was happening. Another thing that hampered the process of securing the third-class passengers was the fact that many of the passengers did not speak English, as most of them were from Finland and Sweden. Although Muller was accompanied by a translator who followed him wherever he went, it was still a slow process to understand the passengers in the limited time available.

The above quote has a very strong relative to the theory of institutional discrimination presented by Pincus and has alignment with the previous quote. the behavior of individuals who implement these policies and control these institutions, which are intended to have differential effects and/or disadvantage minority groups (Ehrlich, 2018, p. 120). The application of policies to the control of institutions on this voyage with the aim of differentiating and harming some groups. It is clear in the quote above that the third-class steward received instructions from superiors to continue to ensure that no danger occurred on this voyage. This was very detrimental to the third-class passengers, as they made no preparations to protect themselves.

B. The Impacts of Discrimination Suffered by The Lower-Class Passengers in Lord Walter's *A Night to Remember*

From the analysis, it is found that there are some impacts of discrimination suffered by the lower-class passenger in Lord Walter's *A Night to Remember* such as negative treatment and killing of innocent victims. The lower-class passengers here are made into one section, which consists of second-class passengers and third-class passengers on the RMS Titanic voyage. The forms of discrimination experienced by these lower-class passengers will be divided into two types of discrimination: individual discrimination, and institutional discrimination. So that from here it can be clearly displayed about the causes and consequences of this behavior.

1. Negative Treatment

The following excerpt reflects the impact of institutional discrimination. Institutional discrimination perpetrated by RMS Titanic officers against second and third-class passengers led to several forms of verbal and non-verbal resistance.

In another part of the ship a locked door raised a different problem. It was jammed and some passengers broke it down to release a man inside. At this point Steward arrived, threatening to have everybody arrested for damaging company property when Titanic reach New York.

At 12.15 it was hard to know whether to joke or to be serious – whether to chop down the door and be a hero, or chop it down and get arrested.

(A Night to Remember: 42)

This incident occurred on the third-class passenger deck. The officers had previously locked several hallways in the third-class passenger cabin. But there are still many passengers who are still in the hallway. On the other hand, there are also doors that are jammed so that it is difficult to open which causes some passengers to still be trapped inside. Some passengers tried to break the door and damage it to save the people trapped inside. However, Officer Stewart arrived and wanted to detain them on the grounds that they had damaged White Star Line company property and would be detained after the ship arrived in New York.

The reckless act of destroying the property of the RMS Titanic is one of the effects of institutional discrimination. The reason for this form of protest is very related to the theory presented by Pincus. If we pay more attention, it will be seen that the cause of the locked passengers is because the officers deliberately locked the access of third-class passengers. This will make it easier for officers to prioritize the evacuation of third-class passengers. According to Pincus, this method is one of the institutional discrimination methods engaged in the field or organization that deliberately restricts weak or minority groups for the benefit of the majority group (Ehrlich, 2018, p. 121).

The following is an excerpt that proves that the officer really restricts the movement of third-class passengers.

The people who were to go were left stranded. When the Caldwells and several others went all the way down to a closed gangway on C deck, somebody who didn't know about the plan locked the door behind them.

(A Night to Remember: 62)

In the quote above, it is known that Caldwells is a second-class passenger with ticket number 248738, £29 (Poirier, 2023). Who wants to go back to check the items left behind. Walking towards the hallway that was locked, but there are still many hallways that are not locked. When he was about to leave the location, he was surprised by the figure who deliberately locked the door of the Hallway.

Based on Pincus' theory, this is one of the types of institutional discrimination, which limits the movement of second and third-class passengers (Ehrlich, 2018, p. 121). Overall this quote can strengthen the truth of the previous quote.

2. Killing of Innocent Victims

The quote below reflects the impact of institutional discrimination suffered by lower-class passengers. Where lower-class passengers are not given any space to breathe and take away their right to save themselves.

Down in the third class, there were those who didn't even have the opportunity to miss going in No. 1. A swarm of men and women milled around the foot of the main steerage staircase, all the way aft on E deck. They have been there ever since the Stewart got them up. At first, there were just women and married couples; but then the men arrived from forward, pouring back along 'Scotland Road' with their luggage, now they were all jammed together – noisy and restless, looking more like inmates than passengers amid the low ceilings, the naked light bulbs, the scrubbed simplicity of plain white walls.

(A Night to Remember: 64)

The above quote describes the situation of third-class passengers. Third-class passengers gathered and crowded in the hallway along 'Scotland Road' to get through first class to save their own lives. But they were outpaced by the officers who had closed access to first class, so the third-class passengers could only be held back. They were crammed into the hallway along with their belongings. Crammed behind the iron bars that held them to the first class with a low roof more like prisoners.

The quote above is very much related to Pincus' theory of institutional discrimination that limits space. The majority group of first-

class officers and passengers took steps to maximize their evacuation by restraining third-class passengers in their space to save themselves. None of the first-class passengers justified the third-class passengers, so it was a majority policy for the benefit of the majority (Ehrlich, 2018, p. 122).

The excerpt below illustrates the output of the discriminatory actions that occurred during the voyage. The act of discrimination in the form of detention of second and third-class passengers in the evacuation process led to several outputs in the form of actions described in the quote below.

Others beat on the barriers, demanding to be let through. As a third-class passenger, Daniel Buckley climbed some steps leading to a gate to first-class, the man ahead on him was chucked down by a seaman standing guard. Furious, the passenger jumped to his feet and raced up the step again. The seaman took one look, locked the gate, and fled. The passenger smashed the lock and dashed through, howling what he would do if he caught the sailor. With the gate down, Buckley and Dozens of others swarmed into first class. at another barrier, a seaman held back Kathy Gilnagh, Kate Mullins, and Kate Murphy. (On the Titanic all Irish girls seemed to be named Katherine.) Suddenly steerage passenger Jim Farrell a strapping Irishman from the girls 'home country' he roared. 'Open the gate and let the girls through!' It was a superb demonstration of sheer voice-power. To the girls' astonishment, the sailor meekly complied.

(A Night to Remember: 64)

The above quote illustrates how chaotic the situation was after a while when the third-class passengers were detained on 'Scotland Road. The third-class passengers realized that they would die if they did not revolt. Daniel Buckley, a third-class passenger who tried to climb the stairs to first class was thrown. The other third-class passengers were quite furious to see that, plus many officers just went to lock the hallway and then left them alone.

Some third-class passengers who realized the injustice took reckless steps. They smashed the locks and barriers to storm into first class. But many third-class passengers were still stuck at the other barriers. Many Irish men protesting in loud voices told the officers that there are still many women there.

The above quote is very much related to the impact of the theory of discrimination presented by Pincus. The arbitrary treatment by officers to third-class passengers that caused third-class passengers to destroy RMS Titanic facilities was considered reasonable because after all, they would still have the instinct to save themselves. In Pincus' theory, it is said that this discriminatory treatment is intended to create a difference that establishes the subordinate position of minorities (Ehrlich, 2018, p. 125). This theory produces a possible impact that will occur, namely a possible rebellion.

To sum up, all types of individual and institutional discrimination have similar impacts. Impacts that can be wide-ranging or very wide-ranging that have long-range effects. The initial impact falls on the individual but some have a group impact (Ehrlich, 2018, p. 124). Thus, the impact is long-lasting and will continue to perpetuate social inequality.

CHAPTER V

CONCLUSION AND SUGGESTION

The conclusion of the analysis from the previous chapter will be discussed in this chapter. This chapter will summarize the data and results of the analysis of discrimination experienced by lower-class passengers on the RMS Titanic voyage presented by Walter Lord in his novel *A Night to Remember*. Furthermore, this chapter will also contain suggestions for future researchers who will use the same object study, namely *A Night to Remember*.

A. Conclusion

From the analysis, it concluded that there are two forms of discrimination suffered by lower-class passengers during the voyage of the RMS Titanic. The first is individual discrimination. This form of discrimination attacks individuals in the form of bullying, graffiti, and anti-calling. It is depicted in the novel that officers consider that the lives of individuals who come from the lower-class passenger group are cheap and deserve to die. The second is institutional discrimination. This form of discrimination attacks groups and moves within large institutions that have an impact on minority groups so that it can have a further impact. This is depicted in the novel in the form of restrictions on movement, public accommodation and restaurants against lower-class passengers. The movement of individual and institutional discrimination is so strong that it does not give lower-class passengers the slightest chance to defend themselves.

Next, there are several impacts suffered by lower-class passengers during the voyage of the RMS Titanic. Namely the confinement of third-class passengers, protests, physical rebellion, criminal prosecution by officers, and destruction of RMS Titanic property.

B. Suggestion

The researcher of this study hopes that this research can be useful for readers and raise awareness of the ugliness of discriminatory behavior for affected groups and society. This research only focuses on the topic of the form of discrimination and its impact. Based on the findings and results of the study, the novel *A Night to Remember* can be studied from another perspective. It looks at the impact of individual and institutional discrimination during the voyage of the RMS Titanic. Therefore, the researcher suggests using a sociological approach. The researcher realizes that this thesis still has many shortcomings, therefore the researcher will be very happy if this thesis can be used in further research with different topics and can help the theory used.

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