

**THE IMPACTS OF POWER RELATIONS AS DEPICTED IN *DEAD POETS*
SOCIETY AND THE PURSUIT OF HAPPYNESS FILMS**

A THESIS

Submitted as a Partial Requirement For the Bachelor Degree in English Letters



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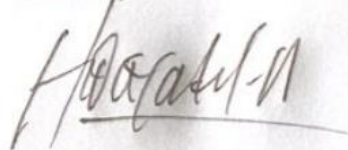
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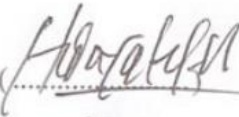
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DEDICATION

This thesis is dedicated to:

1. My beloved parents Mr. Agung Kusuma and Mrs. Sri Lestariningsih
2. My beloved brothers and sister, Adhitantya Kusuma, Clarashinta Kusuma,
and Dutharadya Kusuma
3. Elsa Febriana
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MOTTO

“Nothing to be ashamed of to be ashamed for”

PRONOUNCEMENT

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I hereby sincerely state that the thesis entitled *The Impacts of Power Relation As Depicted in *Dead Poets Society* and *The Pursuit of Happiness* Films* is my own original work. To the best of my knowledge and belief, the thesis contains no material previously published or written by any other person except where due references are made.

If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

Surakarta, November 1st 2023

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The Researcher



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ABSTRACT

Bagaskara Kusuma. 2023. The Impacts of Power Relation As Depicted in *Dead Poets Society* and *The Pursuit of Happyness* Films. Thesis. English Letters Department. Faculty of Culture and Languages.

Advisor : Hidayatul Nurjanah, M.A

Keywords : Power relation, Impact, Dead Poets Society, The Pursuit of Happyness

Power relations are complex dynamics that reflect power structures in human interactions. It involves the organization, influence, and distribution of power among individuals or groups in a social context. This research explores the study of power relations, which are represented in two films, *Dead Poets Society* (1989) and *The Pursuit of Happyness* (2006). Power relations enable the delivery of narratives, ideas, and experiences that depict a variety of real-life events in a film context. The purpose of this research is to analyze and present insights to audiences regarding the existence and influence of power relations, specifically focusing on the theories promoted by Michel Foucault and Seungju Hyun & Xyle Ku in the context of the two films.

The power relations theory used by researcher in this research is the power relations theory put forward by Michel Foucault in 1975. In his theory, Michel Foucault stated that there are 3 forms of power relations, namely sovereign power, disciplinary power and biopower. Apart from the theory put forward by Michel Foucault, researcher also used the theory put forward by Seungju Hyun & Xyle Ku regarding the influence of power relations. In their theory, Seungju Hyun & Xyle Ku suggest that there are 6 form of power relations, namely dispositional sense of power, proactive coping, life satisfaction, affective well-being, trait depression, and trait anxiety.

This research is qualitative research using the Creswell method. The data in this research was taken in the form of the films *Dead Poets Society* (1989) and *The Pursuit of Happyness* (2006). The form of data from this research is in the form of images and dialogue. The instrument in this research is the researcher himself as the key instrument. The data collection technique used in this research is by capturing each scene image and quoting dialogue related to the forms of power relations and the influence of power relations in *Dead Poets Society* (1989) and *The Pursuit of Happyness* (2006). After the data was collected, the researcher submitted the data to the validator to then be validated using Spradley's analysis techniques.

In this study, the researcher found 62 data on the form of power relations in *Dead Poets Society* (1989) and *The Pursuit of Happyness* (2006). From the 2 problem statements raised by the researcher, disciplinary power and trait anxiety are dominant in this study. The researcher's findings from this study are that the dominant data from the two problem statements are connected to each other where these findings illustrate how power control relates to anxiety levels, highlighting the influence of power on individuals. The cultural theme that emerged was how power structures influence the emotions and behaviors of individuals in society.

ABSTRAK

Bagaskara Kusuma. 2023. The Impacts of Power Relation As Depicted in *Dead Poets Society* and *The Pursuit of Happyness* Films. Thesis. English Letters Department. Faculty of Culture and Languages.

Pembimbing : Hidayatul Nurjanah, M.A

Kata Kunci : Power relation, Impact, Dead Poets Society, The Pursuit of Happyness

Power relation adalah dinamika kompleks yang mencerminkan struktur kekuasaan dalam interaksi manusia. Konsep ini melibatkan pengaturan, pengaruh, dan distribusi kekuatan di antara individu atau kelompok dalam suatu konteks sosial. Penelitian ini menggali kajian terhadap power relation, yang diwakili dalam dua film, *Dead Poets Society* (1989) dan *The Pursuit of Happyness* (2006). Power relation memungkinkan penyampaian narasi, ide, dan pengalaman yang menggambarkan beragam kejadian kehidupan nyata dalam konteks film. Tujuan penelitian ini adalah untuk menganalisis dan menyajikan wawasan kepada khalayak mengenai keberadaan dan pengaruh power relation, khususnya terfokus pada teori yang diusung oleh Michel Foucault dan Seungju Hyun & Xyle Ku dalam konteks kedua film tersebut.

Teori power relation yang digunakan peneliti dalam penelitian ini adalah teori power relation yang dikemukakan oleh Michel Foucault pada tahun 1975. Dalam teorinya, Michel Foucault menyatakan bahwa ada 3 bentuk dari Power Relation, yaitu Sovereign power, disciplinary power dan biopower. Selain teori yang dikemukakan oleh Michel Foucault, peneliti juga menggunakan teori yang dikemukakan oleh Seungju Hyun & Xyle Ku tentang pengaruh dari power relation. Dalam teorinya, Seungju Hyun & Xyle Ku mengemukakan bahwa ada 6 bentuk dari pengaruh power relation yaitu Dispositional sense of power, proactive coping, life satisfaction, affective well-being, trait depression, dan trait anxiety.

Penelitian ini merupakan penelitian kualitatif dengan menggunakan metode Creswell. Data dalam penelitian ini diambil dalam bentuk film *Dead Poets Society* (1989) dan *The Pursuit of Happyness* (2006). Bentuk data dari penelitian ini berupa gambar dan dialog. Instrumen dalam penelitian ini adalah peneliti sendiri sebagai instrumen kunci. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah dengan cara menangkap setiap gambar adegan dan mengutip dialog yang berkaitan dengan bentuk bentuk power relation dan pengaruh dari power relation dalam *Dead Poets Society* (1989) dan *The Pursuit of Happyness* (2006). Setelah data terkumpul, peneliti melakukan menyerahkan data kepada validator untuk kemudian divalidasi menggunakan teknik analisis dari Spradley.

Dalam Studi ini, peneliti menemukan sebanyak 62 data tentang bentuk power relation dalam *Dead Poets Society* (1989) dan *The Pursuit of Happyness* (2006). Dari 2 rumusan masalah yang dikemukakan oleh peneliti, disciplinary power dan trait anxiety menjadi dominan dalam penelitian ini. Temuan peneliti dari penelitian ini adalah bahwa data yang dominan dari dua pernyataan masalah tersebut terhubung satu sama lain dimana temuan ini menggambarkan bagaimana control kekuasaan berhubungan dengan tingkat kecemasan, menyoroti pengaruh kuasa terhadap individu. Cultural theme yang muncul adalah bagaimana struktur kekuasaan memengaruhi emosi dan perilaku individu dalam masyarakat.

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LIST OF ABBREVIATION

SOP : Sovereign Power

DIP : Disciplinary Power

BIP : Biopower

D : Dispositional Sense of Power

P : Proactive Coping

L : Life Satisfaction

A : Affective Well-Being

TD : Trait Depression

TA : Trait Anxiety

CHAPTER I

INTRODUCTION

A. Background of the Study

The phenomenon of power relations in literary works is still a topic that is often discussed from time to time. As if timeless, this topic is still a hot topic that is often discussed by various groups, both students, professors and experts (Yunia, 2016). In fact, this power relation has been popular since the mid-19th century. This power relation was introduced by a French philosopher named Michel Foucault. However, it turns out that this is not the first time that power relations have been introduced. Since long time ago, it turns out that power relations have often been described through various literary works. For example, in drama, power relations are often used as a literary genre (Mills, 2003). Power relations refer to the dynamic interactions and hierarchies that exist between individuals, groups, or institutions within a society. Power relations are not static but are constantly negotiated and contested in various social, political and cultural contexts (Foucault, 1975).

There are many power relations found in William Shakespeare's plays. In the drama *Romeo and Juliet* (1597) for example. It tells about the tragic love story experienced by children from 2 hostile families, Romeo from the Montague family and Juliet from the Capulet family. The two families have been enemies for a long time, this is what hinders their love story. This is an example of a power relationship where the families of each of the main characters (Romeo and Juliet) have the power to regulate who will marry their children. This ofcourse has an impact on the

main characters (Romeo and Juliet) where they finally get married in secret and will announce it slowly so as not to cause trouble.

Unfortunately, from there a new problem emerged, because of the feud between the two families that caused the obstruction of their love story. From this it is evident that the topic of power relations existed long before it was popularly introduced by Michel Foucault in the 19th century. William Shakespeare has included this topic of power relations into the plays he wrote in the late 15th century classics. However, power relations are still often used or included in literary works. Another example is from *J.K Rowling's* prose. In her popular book *Harry Potter (1997 – 2007)*, there are quite a lot of power relations in it. For example, there is an evil community called *Death Eaters* led by *Lord Voldemort* where this community is in power because its followers are afraid of the leader, *Lord Voldemort*. Even though this community had been in a vacuum due to the death of the leader, they still exist and are trying to revive their leader. It is proven that the topic of power relations is timeless. The discussion has existed since the classical period to the post-modern period.

Power is something people often talk about (Yunia, 2016). However, there are still many people who do not understand the workings of power itself. Many of them think that power only exists in government, or that power only has to do with politics, while power is everywhere, from the smallest scale to the largest scale like society. Then, power is not only related to political matters but relates to all aspects including social and economic.

In this study, the researcher intends to provide a broader understanding and explanation of power relation in order to give people a better understanding about

power relation. Power relations is a theory popularized by a French philosopher. Michel Foucault is a native French citizen who was born on October 15, 1926 (Balan, 2010). Foucault became interested in and studied philosophy since studying at the École Normale Supérieure. Foucault was influenced by some of his tutors, namely Jean Hyppolite and Louis Althusser. Foucault then developed his thoughts and produced a variety of interesting thoughts. One of them is his thinking about power relations.

According to Foucault, power is not only found in large spheres, but also in small spheres (Deacon, 1998). For example in the family, When talking about power, ordinary people's thoughts immediately run towards politics and government (Supriady, 2018). Therefore Foucault explained that power relations are more than that. For him, power relations can be found from the people closest to us, such as friends, new family, to a larger realm. In this power relation, there will also be an episteme. Episteme is a form of knowledge that has been established as the meaning of a certain situation at a certain time. Episteme is used to determine what is good and what is bad, also what is right and wrong and as a separator between what is possible and what is impossible (Hewett, 2004).

In studying power relations, researcher use films as a learning medium on the grounds that it is easier for the researcher to understand power relation if the researcher see direct examples in everyday life in the films. Film is a learning medium as well as a communication medium that is currently popular with many people. Not a few people make film as a medium of learning or a place where they learn something. Technological advances and the times have created various learning media for everyone, including film (Ardayati, 2018). Film itself has various

meanings. Literally, film (cinema) is a series or collection of moving images . The Big Indonesian Dictionary defines film as a play (story) of living images (KBBI,2016).

There are so many ideological contents in the film, so that it can influence the mindset and even shape the character of each audience. Film is a reproduction of reality as it is (Nasucha & Endah, 2019). According to the Law of the Republic of Indonesia Number 8 of 1992 (Paramita, 2021), film is a work of art and culture which is a visual-audience mass communication medium made based on the principle of cinematography by being recorded using 16redibili tape, video tape, video disc or other technologically-invented materials in any way. Shape, type and size through a chemical process, electronic process, or other process with or without sound, which can be displayed or can be displayed with a mechanical, electronic and other projection system.

Various real problems in life often become the main topic in a film, so that films are often said to be reproductions of reality. One of the films which is a reproduction of reality and has quite a heavy main topic is *The Pursuit of Happyness*. *The Pursuit of Happyness* is one of the most successful Hollywood films since its release in 2006. The film, played by Will Smith and his son, Jaden Smith, has managed to hit the whole universe after it was first released in 2006 until now.

The essence of this film tells how difficult it was to survive in the United States at that time. The economic downturn and failure experienced by Chris Gardner and his family forced them to work harder and rack their brains to recover. Various ways have been done by Chris with his wife. His wife even takes 2 shifts in

her job to be able to cover their daily living expenses. As the film goes on, apart from experiencing economic problems, Chris Gardner and his wife often fight because of the circumstances they are experiencing. This household problem adds to the burden on both parties, both Chris and his wife, especially since they have a child who is still studying at Ginder Garten. Various other problems also emerged over time. This film succeeds in raising the problems that many people experience in the real world, namely economic problems. This film tries to convey that power is very influential in life. In this film, finance is the power. Without power (in this case money) Chris and his family can not do anything but have to go the extra mile to try to cover his family's needs.

Another film that raises real problems about power relation in life is *Dead Poets Society*. Slightly different from *The Pursuit of Happyness*, *Dead Poets Society* raises lighter issues but the impact of these issues is enormous. *Dead Poets Society* is a film released in 1989 directed by Australian director, Peter Weir. The film, starring Robin Williams, has a core story about a teacher who has just entered as a teacher at a well-known school. The methods he used were often at odds with the principals of the school. But slowly, the class fell in love with the method that the new teacher used. Slowly the students were passionate every time was taught by Mr. Keating is his new teacher, although his teaching methods are often at odds with the school's.

The problem came when one of the students named Neil conveyed his complaints to Mr. Keating said he wanted to be an actor but his father wanted him to be a doctor. His father was tough enough on Neil that Neil did not dare to fight back. Mr. Keating steeled Neil's resolve to speak directly to his father. As the film

progresses, Neil becomes bolder to express himself and speaks directly to his father thanks to Mr. Keating. However, his father still disagrees with Neil's decision because he thinks being a doctor is the best for Neil. Unable to deal with his father's treatment and mindset, at the end of the film, Neil decides to end his life. Neil's father and the school sued Mr. Keating because the learning method according to them is not clear. Mr. Keating was eventually dismissed as a teacher at the school.

Unlike *The Pursuit of Happyness*, this film tells more about small problems that have a very big impact. However, what these two films have in common is that power is very influential in life. In *Dead Poets Society*, the power that belonged to Neil's father greatly affected Neil's personal life so that Neil made the decision that instead of having his life arranged it would be better for him to end his own life. So, based on this explanation, the researcher wants to examine the impact of power relations on everyday life as depicted in the films *The Pursuit of Happyness* and *Dead Poets Society*.

This research on power relations is not the first research conducted by students, Several students have conducted research on power relations with different objects, either using novels as the object or films as the object and so on. First, research from Isnaini Nugraning Wiranti (2017) which examines *the representation of power relations in the lecturer's language style*. In this study, the researcher uses the theory of power relations by French & Raven as a theoretical basis. The focus of her research is to discuss how lecturers use power relations in their teaching methods both in language style, when giving instructions and when lecturers pay

attention to their students.

Second, a journal from Ninna Febrianna Sejahterawati and Rd. Safrina Noorman (2019) about *power relations in Kanae Minato's novel entitled Confessions*. Researcher use the theory of power relations postulated by Michel Foucault. The focus of their research is to discuss the power relations contained in the novel.

Third, research by Monica Alvia Hani Pratiwi (2021) who examines *Power Relations in Jacques Lob's Snowpiercer*. Monica Alvia uses the theory of power relations by Michel Foucault as her research subject. The focus of her research is to analyze the types of power relations and the characters involved in the power relations in the novels he researches.

Fourth, research by Aprillia Eka Kusnawati (2021) which examines *Michel Foucault's Power Relations in Dialogue Between Customers and Ojek Partners in Online Ojek Applications*. Aprillia Eka uses the theory of power relations by Michel Foucault to examine the existence of power relations in dialogue between customers and online motorcycle taxi partners. The focus of this research is to analyze the powerrelations that exist in dialogue between customers and online motorcycle taxi partners in online motorcycle taxi applications in Indonesia.

Fifth, a journal by Sahra Erika, Muhammad Rapi Tang and Sulastriningsih Djumingin (2021) about *Power Relations in the Last Mystery 1 and Last Mystery 2 Novels by S. Mara Gd and their relevance to the learning of Multiculturalism-Based Literature in High Schools*. The focus of research in this

journal is to dissect the power relations in the novels Terbaru mystery 1 and the last mystery 2 and then analyze how power relations can be relevant to the study of literature for high school students.

Based on the five studies that have been described above, none of them discusses how power affects a person's life through existing problems that are depicted through the characters in the film. However, researcher want to examine the impact of power relations on everyday life as depicted in the films *The Pursuit of Happyness* and *Dead Poets Society* by using the theory of Michel Foucault.

Michel Foucault's theory is a theory that researcher feel is suitable to be used as the basis for this research to describe how power relations occur and affect a person's life through problems that come to the characters in the film.

Based on the explanation above, the researcher feels interested and understands how important this research is to be carried out because as discussed by Michel Foucault himself that power is always supported by knowledge which is transformed into discourse formation. It is this discourse that Foucault later claims as the face of power. Thus, this research is very important so that later readers understand at least a little about how power is very influential in the life of every human being. Therefore, researcher want to examine about The Impact of Power Relations as Depicted in *Dead Poets Society* and *The Pursuit of Happyness*.

B. Limitation of the Study

Researcher conducted research on the impact of power relations on everyday life as depicted in the films *The Pursuit of Happyness* and *Dead Poets Society*. Based on the researcher's research object, *The Pursuit of Happyness* and the

Dead Poets Society, there are several topics that can be used as research topics. The first topic is the life problems contained in the two film objects which will later encourage the actors to do their best to solve these problems. The second topic, the relationship between the problem and the existing power relations.

The third topic is how the actor solves the problem and the impact that occurs after solving the problem. Fourth, a comparison between the power relations that occur in the *Dead Poets Society* and *The Pursuit of Happyness*.

Researcher make limitations on a number of topics that can be used as research topics so that this research will not be widened and right on target. Therefore, the researcher will provide a definition of the problem and focus on topic number two and topic number four, which the relationship between the problem and the existing power relations as well as a comparison between the power relations that occur in *Dead Poets Society* and *The Pursuit of Happyness*.

C. Formulation of the Problems

Based on the limitations of the study above, the researcher formulates the research problem as follows:

1. What are the forms of power relation depicted in the *Dead Poets Society* and *The Pursuit of Happyness* films?
2. How the power relations bring impact to the characters in *Dead Poets Society* and *The Pursuit of Happyness* films?

D. Objectives of the Study

Based on the Formulation of the Problems above, the researcher formulates the objective of the study as follows:

1. to reveal the power relation depicted in the *Dead Poets Society* and *The Pursuit of Happiness* films
2. to explain the impacts of power relation to the *Dead Poets Society* and *The Pursuit of Happiness* films

E. Benefits of the Study

From this research, the researcher hopes that this study has the benefits that are divided into theoretical and practical benefits as follows;

1. Theoretical Benefits

The theoretical benefit of this research is this research offers valuable insights into the impact of power relations on individuals' lives, as portrayed in the films *Dead Poets Society* (1989) and *The Pursuit of Happiness*. (2006). It contributes to the existing knowledge by providing a deeper understanding and explanation of how power dynamics shape human experiences. The research expands the theoretical framework surrounding power relations and offers new perspectives for researcher and readers in this field.

2. Practical Benefits

The practical benefit of this research lies in its ability to inform readers about the portrayal of power relations in the films *Dead Poets Society* and *The Pursuit of Happiness*. By analyzing power dynamics from a literary standpoint, readers can gain a comprehensive understanding of the subject. This research equips readers with the tools to examine power relations from diverse perspectives and broadens their knowledge in this area.

F. Definitions of the Key Terms

1. Power Relation

Power is not understood as an ownership like property or position but is understood as a strategy in society that involves various relations. Power is not centered on one object or institution but is spread in every social relationship. Power is also not something that is achieved and then stopped, but is carried out in various relationships and continuously moves (from Michel Foucault's book entitled *Power/Knowledge* 1972-1977).

2. Sovereign Power

Power is tied to a specific individual within a hierarchical power structure, with the individual exercising legitimate authority over others based on consensus (Dean, 1999). Sovereign power entails asserting exclusive control to suppress specific actions through the use of force or coercion, as well as to dictate alternative behaviors. Sovereign power can be carried out by individuals, small groups, or larger entities such as organizations or popular movements.

3. Disciplinary Power

Disciplinary power operates on the body of the power. Disciplinary power maintains control over the body through internal mechanisms, normalizing the exercise of power over the body (Johnson, 1991). Disciplinary power is used to designate a form of power and a form of technology or the mechanism by which the power operates.

4. Biopower

Biopower is a gradual, progressive and material subject which is carried out by states apparatus but also by private businesses such as philanthropists, or public institutions (Foucault, 1982). Biopower is not interested in individuals or in the details themselves and not in the complete subordination or obedience of all, but in general subordination and the increasing trend and productivity of larger numbers

CHAPTER II

LITERATURE REVIEW

A. Theoretical Background

1. Michel Foucault's Power Relation Theory (1976)

Michel Foucault is a man born in France who was born on October 15, 1926. Foucault developed his thoughts and ideas when he began his education at the Ecole Normale Superieure where apart from developing his thoughts and ideas, Foucault also became interested in philosophy because of the persuasion of some of his mentors at the time Jean Hyppolite and Louis Althusser (Mills, 2003). 5 years later, Foucault was finally recognized by the Ecole Normale Superieure to receive a philosophy license, namely in 1948 and 1949 and the aggregation of philosophy in 1952. Since then his career has been going on for quite a long time.

Foucault had taught at Uppsala University, Sweden and then he also taught Psychology at Clermont- Ferrand University. Foucault also taught in New York, Montreal and Rio de Janeiro. Michel Foucault was also one of the founders of the experimental division of the University of Vincennes which occupies the honorary chair of History of Systems of Thought at the College de France (Mills, 2003).

In addition to his long educational journey, Michel Foucault has also created several masterpieces in book form. Some of his famous works are Discipline and Punish (1975) then Microfisica del Poder (1978) then Power/Knowledge (1980) and many more. The basic thoughts and ideas of

Michel Foucault were heavily influenced by Friedrich Nietzsche and Gilles Deleuze. Foucault's thinking about subject and object is for him that a subject that is equal to an individual can only be examined through his own power and power for him is not nominalist and cannot be held. For Foucault, power is not something that can be owned by anyone. Michel Foucault explains that subject and power are not actors and products but an invention. Thus, all humans are ultimately influenced by power, not the other way around (Hewett, 2004).

Michel Foucault's thinking is basically quite easy to understand. Foucault has his own views on power. His view of power is both productive and reproductive. Power is not centralized but spreads and flows is normalized in disciplinary practices. The operation of power that is legitimized by a certain knowledge regime as normalizationalso takes place in a wider space, namely towards the population or social bodies. The main theme in all of Foucault's studies is the relationship between power and knowledge. Power for Foucault is not understood in a property relationship as property, acquisition or privilege that can be held by a small group of people and which can be threatened with extinction. Power is not an institution or structure, it isnot power that is owned, but power is a term used to refer to strategic situations of relations that are diverse and spread out like networks, which have a strategic scope (Hewett, 2004). Understanding power must be approached by asking how power operates or in what way it is operated. For Foucault, power produces knowledge and knowledge is shaped by power.

When talking about power, ordinary people's thoughts immediately run towards politics and government, for Foucault, power relations are more than that. For him, power relations can be found from the people closest to us, such

as friends, new family, to a larger realm. In this power relation, there will also be an episteme. Episteme is a form of knowledge that has been established as the meaning of a certain situation at a certain time. Episteme is used to determine what is good and what is bad, also what is right and wrong and as a separator between what is possible and what is impossible.

One of the contributions of Michel Foucault's ideas is his exploration of Power Relations. Power relations refer to the ways in which power is exercised, not through oppressive methods, but rather through manipulative and hegemonic strategies, across various mediums and forms. Foucault (2007) defines Power as a practical phenomenon that shapes realities and behavioral patterns, generating domains of knowledge and distinct rituals of truth. Power represents the capacity of individuals or groups to influence the actions of others in alignment with their own desires and objectives. Political power, specifically, pertains to the ability to impact public policies and government actions, shaping them in accordance with the goals of those wielding power. To use political power, there must be a ruler, namely the actor who holds power and there are tools/means of power (Shokri', 2017).

Michele Foucault defines power or the diversity of power relations that immediately occur in the space in which he operates. Power is not an institution, a structure, a superstructure or a force that exists in society. Power is a matter of concrete practices so as to create various realities and patterns of behavior, produce objects of knowledge and unique truth rituals (Martono, 2011:84). Michel Foucault have many definition of power relation. He never had one single definition.

a. The Forms of Power Relation

1. Sovereign Power

In this data, power is observed within a legal framework, specifically in its connection to sovereignty and law. Within this understanding, power is tied to a specific individual within a hierarchical power structure, with the individual exercising legitimate authority over others based on consensus (Dean, 1999). Nevertheless, Foucault argues that this understanding of power fails to grasp the intricate nature of power dynamics in contemporary society. Power is not solely possessed by individuals or groups to exert control over others; instead, its actual function in modern society is overlooked (Foucault, 1994).

Sovereign Power entails asserting exclusive control to suppress specific actions through the use of force or coercion, as well as to dictate alternative behaviors. Resisting such commands or repressions involves acts of defiance, which can include disobeying orders or engaging in actions that undermine the authority of power structures by serving distorted and evasive interests. This can be carried out by individuals, small groups, or larger entities such as organizations or popular movements, either through peaceful and disobedient means or through rivalrous violence.

Sovereign Power is a type of power that seeks complete control. However, the adherence to and resistance against this power undermine the values, institutions, and representatives involved. Sovereign power has a negative aspect as it enforces obedience to laws, leading to subordination. The state exercises sovereign power in oppressive ways, repressing and dominating its citizens. These oppressive actions are justified based on the state's perceived

authority or right to do so. Foucault described sovereign power as involving legislation, prohibition, and censorship – primarily relying on laws and regulations (Dean 1999: 105–106, Foucault 1978: 83–85).

2. Disciplinary Power

Disciplinary power does not rely on authoritative control over others; instead it permeates various aspects of social, economic, familial, and sexual relationships. Power in this context is not concerned with legal actions and punishment to exert control, but with shaping behavior by harnessing the body's productive and reproductive capacities (Foucault, 1994). Disciplinary power operates on the body, fostering the normalization of power through habitualized behavior, effectively making the subject both an outcome and a medium power. This productive power maintains control over the body through internal mechanisms, normalizing the exercise of power over the body (Johnstone, 1991). Therefore, according to Foucault, the modern subject serves as both a conduit for power and an object of knowledge.

Disciplinary power is about training, checking, spatial functional organization, time tables, detailed supervision and study — resistance to discipline would be an open refusal to participate in new subjectivity/capacity/skill/organization building, or de facto (Lilja & Vinthagen, 2014). The transformation of such a social construction into something else— something that is not useful for the interests of power. The power of discipline is met by challenging forms of resistance through avoidance, rearticulation of discourse and destabilization of institutional behavioral controls. The concept of disciplinary power is used to designate a

form of power and a form of technology or the mechanism by which that power operates (Lilja, 2008). In Disciplinary power, power is exercised in ways that are often unknown to the subject.

3. Biopower

Biopower, according to Foucault, is ‘power technology’, which governs the human subject as a population. Biopower techniques serve to ‘stir up, amplify, control, monitor, optimize and regulate’ (Foucault 1978: 136). It is a force that ‘takes over life’ (Foucault 1978: 143). Biopower, then, is a gradual, progressive and material subject. This, among other things, is carried out by state apparatus, but also by private businesses such as philanthropists, philanthropists or public institutions (such as the police) (Foucault, 1982).

Foucault describes biopower as coexisting with sovereign power. In this sense, he makes a distinction between the sovereign, repressive power of law, on the one hand, and the productive, normalizing power on the other: ‘The power of modern society is exercised through, on the basis of, and based on, the heterogeneity between public sovereign rights and various disciplinary mechanisms (Foucault, 2001: 74).

Biopower is not interested in individuals or in the details themselves and not in the complete subordination or obedience of all — but in general subordination, and the increasing trend and productivity of larger numbers — what individuals do may seem less interesting. If some people opt out, move to the countryside, earn their own living and refuse to cooperate with the dominant discourse or biopower regime, it does not threaten the production of biopower. Several different ‘others’ may even amplify the effects of various biopolitical strategies.

b. The Impact of Power Relation Theory by Hyun & Ku (2020)

As we know that power is an important element in people's lives because power has a fairly important role that can determine the fate of millions of people. Power is always present within and shared among the people. Power is the ability to influence other parties according to the will of the power holder. This power, of course, exists in various areas of life and includes the ability to govern as well as make decisions that directly and indirectly influence the actions of other parties (Shokri', 2017). A sociologist, Max Weber (1947), stated that power is an opportunity for a person or group of people to make people aware of their own will and apply it to acts of resistance from certain people or groups.

Power is a function of dependence in which the greater the dependence on something, the greater the power in that relationship. Although the use of the term power in various literatures has been widely used, there are still frequent misunderstandings in its meaning. Often power is confused with other terms such as influence and authority. Power itself has various sources and forms, legitimacy power, position power, competence power and personal power (Amintai, 1962). The source and form of power itself comes from two things, namely positional power and personal power, which concept is an ability to influence behavior. However, although positional and personal power are important and useful for analyzing power, such a division is limited, narrow and unable to elaborate further (Amintai, 1962).

Cronin (1996) explains that power is seen substantively or embedded in, exercised by and against the subject which becomes the concept of relational power as a function of the network of relations between subjects. This shift has

implications for how power is operated and what is the concern in analyzing the operation of power. In contrast to the concept of *Max Weber* and *Marx*, *Michel Foucault* defines power not as ownership, acquisition or privileges that can be taken and obtained by a small group of people, power is also not understood to operate negatively through repressive, coercive and suppressive actions from an institution that owns power. Power is not also a function of the domination of a class based on economic conditions. *Foucault* views power positively and productively. In his view, power is a relationship that is diverse and scattered like a network that has a strategic scope (Abdil, 2013).

Seen from any point of view, power must have an impact on the people involved in it. The impact also has various forms. Power can increase a person's self-confidence and, worst of all, it can even threaten a person's life. Humans are not constant, sometimes they react passively to changes in their internal and external conditions but sometimes they react proactively and aimed at creating their own environment (Hyun & Ku, 2020). These impacts are explained as follows;

1. Dispositional Sense of Power

Dispositional is an explanation of one's own success that refers to internal factors. Dispositional includes a person's personality and values. Other things in the dispositional is the need for achievement and a good work ethic. Someone will be affiliated with and have a perception of their own competence. Usually, this dispositional has a close relationship with work commitment. Examples of this dispositional sense of power are "If I want to, I have to make decisions," and "My ideas and my choices are often ignored." (Hyun & Ku, 2020).

2. Proactive Coping

Proactive is an attitude that tends to be opportunistic, takes initiative, dares to act and also perseveres until it succeeds in achieving meaningful change. Proactive is related to taking responsibility for constructive change. Proactive itself is a person's behavior where he cannot control everything that happens, but can control his own reactions (Covey, 1997). Proactive create positive change in the environment regardless of boundaries or obstacles. An example of Proactive Coping is like. "I like challenges and beating the odds," and "I try to let things work out for themselves." (Hyun & Ku, 2020).

3. Life Satisfaction

Life satisfaction is a person's ability to enjoy experiences that are accompanied by joy. Besides having to have physical health, one must have good mental health, in order to enjoy the experiences (Sarwono, 2009). Life satisfaction is general psychological well-being or satisfaction with life as a whole (Santrock, 2002).

4. Affective Well-being (Happiness)

Affective well-being reflects basic experiences of events that occur in one's life. Affective well-being refers to the accumulation of positive effects and negative effects. In addition, a person with high affective well-being generally experiences more pleasant feelings than unpleasant feelings (Tov, 2018).

5. Trait Depression

Depression is a mental disorder that often occurs in society. This disease is often ignored because it is considered capable of going away on its own without treatment. Generally, someone who is depressed will experience

disturbances including his state of behavior, motivation, and functional movement and cognition (Lubis, 2016). Depression is also a mood disorder characterized by hopelessness, always tense, unable to make decisions, unable to concentrate, and thus have no enthusiasm for life. (Atkinson, 1991).

6. Trait Anxiety

Anxiety is a neurotic helplessness, insecurity, and inability to deal with the demands of reality, the difficulties and pressures of everyday life. Anxiety is an emotional state characterized by physiological arousal, an unpleasant feeling of tension, and an apprehensive feeling that something bad is going to happen (Nevid, 2005). People who experience Trait Anxiety usually often feel worried, this anxiety is caused by individual personalities that do have anxiety potential compared to other individuals (Safaria & Eka, 2012).

2. *The Pursuit of Happiness* Film (2006)

The Pursuit of Happiness is a film adaptation and based on a true story. The film, which tells the story of a family trying to survive amidst the hardships of life, is quite successful and reaps a lot of praise. The film, which was directed by Gabriele Muccino and distributed by Columbia Pictures and released by Sony Pictures, has successfully received various positive criticisms. How could I not, apart from raising an interesting storyline, this film was directed by an experienced director like Gabriele Muccino. This is not the first time Gabriele Muccino has acted as a director, he has repeatedly directed famous films before *The Pursuit of Happiness*, such as *With Honor* (1994), *Life is Beautiful* (1997), even after his success with *The Pursuit of Happiness*, Gabriele Muccino is back again successfully directed various well-known films such as *Seven Pounds* (2008), *The Karate Kid* (2010). *The Wolf of Wall Street*

(2013), *Time out of Mind* (2014) to the latest *The Kindness of Strangers* (2019). It's no wonder why *The Pursuit of Happyness* has successfully reaped positive criticism after its release.

Apart from having an interesting storyline and being directed by a well-known director, *The Pursuit of Happyness* is also played by well-known actors such as Will Smith and his son, Jaden Smith. No wonder this film is very comfortable to watch because the chemistry between the actors is definitely there. This film is based on true story where it tells about a homeless salesman named Chris Gardner.

Despite his valiant attempt to keep the family afloat, his wife and his son is buckling under the constant strain of financial pressure. His wife was no longer able to cope and reluctantly decides to leave. However, despite his troubles, Chris continues to honor his commitment as a loving and caring father using the affection and trust his son has placed in him as an impetus to overcome the obstacles he faces. One day he encountered an impeccably-dressed man in a red and asked the man about his career. The man told him he was a stockbroker and from that moment, Chris has decided his career path without any money or a wife but he committed to his son. Chris sees a chance to fight for a stockbroker internship position. He is forced to work early every day so that he is there by 5:00 in the evening along with his son so that he may be assured of a place to sleep. He always carries his suitcase to work because he doesn't have a home. Chris always teaches his son good things so his son has a better life than him. He said that "do not ever let somebody tell you.. You can not do something. Not even me. You got a dream, you gotta protect it. People can not do something themselves, they wanna tell you you can not do it."

3. *Dead Poets Society* Film (1989)

Dead Poets Society is a film released in 1989, played by one of the famous actors, Robin Williams. The film was directed by Peter Weir and distributed by Touchstone Pictures, Warner Bros pictures and Walt Disney Studios Motion Pictures. The film tells about an 36bserva teacher with a unique teaching methods which the schoolaren't ready and prepared with his teaching method. John Keating (The teacher) tells the class to always make their life meaningful. This was done by John so the student understand about how to see life through the beauty of literature. He succeed to make his student enjoy their life, understand the beauty of their life. Almost all of his student take it seriously but Neil Perry see it different. Neil Perry see it as a hope for his life. Neil was an extroverted and passionate student.

He was an honor student who took many extracurriculars, demonstrating his school smarts and adherence to the rules. When he is hanging out with his friend, he was more eccentric and carefree. Once his father came around, Neil would straighten himself and become rigid. Neil was seen to be outgoing and popular amongst his friend, but struggled up to his father to achieve his dream. His father want him to be a doctor but Neil have a dream to become an actor. When he meet his father, he is hiding his sadness with a smile and his voice would also crack. The relationship between him and his father is very strained. However, as the film progresses, Neil begins to tentatively defy his father's wishes by acting in the play but in the end, Neil commits suicide believing it is the only way he will be free froma future he does not want.

B. Previous Studies

The first research is research conducted by Dwi Agus Tiyarini with the title *The Analysis Of Idiomatic Expressions In Dead Poets Society Film And Its Application In Teaching Speaking At The Tenth Grade Of Senior High School* (2017). This research focuses on an analysis conducted by Dwi Agus Tiyarini on Idiomatic Expressions and Its Application in Teaching Speaking at the Tenth Grade of Senior Highschool using the *Dead Poets Society* as the object. Of course, this research has a core problem that is different from the research that the author did, but this research can be used as a previous study because it has the same object as what the author is researching, namely *Dead Poets Society* Film.

The second one is a journal article written by Elsa Violita and Devi Pratiwy which has the title *Suffering In Chris Gardner's Autobiography The Pursuit of Happyness* (2019). The essence of this journal article is to discuss various kinds of Suffering in the autobiography of Chris Gardner, the main character in *The Pursuit of Happyness* Film. The discussion is different from what the writer researched, but this journal article can be included in the Journal references because it has the same object, namely *The Pursuit of Happyness* Film.

The third research is a study conducted by Novia Anggie Dwi Putri with the title *Analysis of Teaching Strategy Found In Poetry Class on The Film Dead Poets Society Directed by Peter Weir* (2019). It is very clear that the research conducted by Novia Anggie Dwi Putri discusses the analysis carried out on the teaching strategies encountered in poetry classes in the film *Dead Poets Society*. Of course, this has a different discussion from what the writer researched, but this research has the same object, namely *Dead Poets Society* Film.

Fourth, a research conducted by Surati entitled *An Analysis of Moral Value in The Pursuit of Happyness Film (2021)*. The essence of this study is to discuss the analysis conducted by Surati regarding the Moral Value contained in the film *The Pursuit of Happyness*. This research has the same object as the research that the writer did, namely *The Pursuit of Happyness Film*.

Fifth, is a research conducted by Evanka Nila Trifani with the title *The Use of Politeness Strategies in Compliments In The Pursuit of Happyness Film (2022)*. Which examines the strategy of politeness in compliments in the film *The Pursuit of Happyness*. This research has the same object as the research that the writer did, namely *The Pursuit of Happyness Film* but has a different core problem.

From all the previous studies above, the gap between the researcher's thesis and other researcher thesis are the subject and the theory that are used in every research thesis. For example, the first research use the same object which is *Dead Poets Society*. Otherwise, the subject and the theory is different. Same as other previous studies, the object are the same, which is either *Dead Poets Society* or *The Pursuit of Happyness* films.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research adopts a qualitative descriptive approach due to its focus on understanding human behavior in relation to encountered problems and their resulting outcomes. Qualitative research aims to explore and comprehend the interpretations and meanings that individuals or groups attribute to social or humanitarian issues (Creswell, 2009:4). According to Creswell, qualitative research involves the construction of knowledge through the interpretation of multiple perspectives, including input from all participants involved in the study, rather than solely relying on the researcher. Various data sources are utilized (Creswell, 2003:18). Lincoln and Guba (1982) emphasize that the purpose of qualitative research is to develop an in-depth understanding of specific phenomena, rather than establishing universal laws or generalizations. Furthermore, qualitative research employs a multimethod approach and adopts an interpretative, naturalistic stance toward its subject matter. This approach entails studying phenomena in their natural contexts and attempting to comprehend them by examining the meanings attributed to them by individuals.

Qualitative research encompasses the deliberate and diverse collection of empirical materials such as case studies, personal experiences, introspective accounts, life stories, interviews, observations, historical records, interactions, and visual texts. These materials aim to capture both ordinary and problematic moments in individuals' lives, as well as the meanings attached to them (Denzin and Lincoln, 2005:2).

Based on the aforementioned statements, it can be inferred that qualitative research is an approach that aims to describe and interpret phenomena in the world by employing a theoretical framework to comprehend social issues. Therefore, this study must employ qualitative research methods, as they are specifically tailored to the subject matter, enabling comprehensive exploration of various aspects of the situation and the simultaneous collection of diverse data.

Qualitative research seeks to make sense of phenomena by examining the meanings people attribute to them. Its primary objective is to uncover the underlying reasons behind human behavior in addressing problems and the outcomes resulting from those problems. Since situations involving human interactions cannot be fully understood through mere knowledge, qualitative research emphasizes the importance of experiencing and exploring such situations based on our understanding. This rationale aligns well with the principles and approach of qualitative research.

Qualitative method is appropriate to be used in this study for several reasons. First, the study objects does not rely on numerical measurements. Second, the aim of the study is to discover some of the reasons for human behavior in dealing with problems and the output of the problems they encountered which is to study on how phenomena occur naturally. This reason is suit with the character of qualitative research which is elaborative. Third, this study requires a detailed and in-depth understanding. Fourth, the data of the study collected in the form of images and text.

Qualitative research is characterized by its emphasis on descriptive aspects and the in-depth analysis of data collected from the field. Its focus is on uncovering the underlying meanings that exist within the data, providing a deeper understanding of the phenomena under investigation. According to Cozby (2009), qualitative research employs a deductive process that prioritizes the interpretation and exploration of the meanings associated with each event. Bogdan and Biklen (1982) identify five key characteristics of qualitative research: its naturalistic nature, descriptive approach, emphasis on the process, deductive reasoning, and the dimension of meaning. Qualitative research utilizes deep analysis and prioritizes the exploration of processes and subjective meanings. Theoretical frameworks are used as guiding principles to ensure that the research remains grounded in the observed facts. Additionally, qualitative research is seen as an avenue to study the contextual nature of various social events. It is often described as a narrative-driven approach that seeks to find and describe events in a comprehensive manner (Denzin and Lincoln, 1994).

B. Data and Data Sources

Data is a collection of information or facts including words, sentences, symbols, numbers, sounds and others that have been collected by the researcher when carrying out data collection activity (*source*). In qualitative research, Data has the form words or verbal. Qualitative research divide the data as primary data and the secondary data. Primary data is data in the form of text from interviews. Primary data specifically done to answer research questions. The researcher collect the primary data with survey method or interviews and observation.

This research using observation as the method on collected the primary data. Observation method is a method that collected the primary data by observing activities and certain events that happened. The primary data in this research are in the form of pictures and dialogue texts from the objects that show Power relation. Secondary data is a source of data that the researcher collected by researcher indirectly through intermediaries. In collecting the secondary data, the researcher using journals, articles, academic research and other references. These secondary data have been collected by other 43redibility previously research that related with the film *Dead Poets Society (1989)*, and *The Pursuit of Happyness (2006)* and Power Relation.

Sources of data are all facts and figures that can be used as material to compile an information, while information is the result of data processing that is used for a purpose (Arikunto, 2002). The data source in this study are *Dead Poets Society (1984)*, and *The Pursuit of Happyness (2006)*. The researcher uses screenshots from the *Dead Poets Society (1984)*, and *The Pursuit of Happyness (2006)* films as a matrix to view and search for data and help the researcher understand objects, visuals and dialogues.

C. Research Instrument

Research instrument is a tool that is used to measure natural and social events (research variables) observed (Sugiyono, 2006:102). According to Sanjaya, Research 43bservatio is a tool that is used to collect the data or information of a research (2011). From the explanation, can be concluded that the main research instrument is the researcher itself.

The researcher is the person who is responsible in every research they do starting from choosing topic, selecting subjects and objects to be used as research, searching and collecting data, interpreting the data, to concluding the results of data analysis. The researcher be really careful and focused in choosing the topic. The researcher also have to master the chosen subjects because subjects are very important in a research considering that the subjects will be used as research later. In collecting data, the researcher have to collect it slowly but sure because the data is so important in the research. In concluding the data analysis, the researcher also have to read it over and over and make the 44redibility in easy to understand language.

Observation result is also the research instrument in this research. Without the result of observations, the research will be useless because it does not have a results in research. Meanwhile the 44bservation results are the aim of making research.


Another research instrument in the research is the data table. Data table contains data that has been collected and classified based on certain sections. This data will later produce the conclusions of data analysis. Therefore, the data table is important especially this research using qualitative approach as the method which should have data table. The data table in this research contains father-son relationship and self-development that found in the films *Dead Poets Society* and *The Pursuit of Happiness*. The researcher needs to find data source to classify the data based on the selected theory.

D. Data Collection Techniques

Data collection techniques is the most strategic step in research, because the main purpose of research is to obtain data. Data collection techniques used in qualitative research is a technique that allows data to be obtained detail in a relatively long time (Maryadi, 2010:14). Creswell (1994:148) divided the steps of data collection in qualitative research into three stages, which are; first, setting boundaries for study, second is to collect information from observation, interviews, documents and document materials and the last one is recording information for the protocol establishment. Next, the researcher explains several steps on doing the data collection. This method is very important because it helps the researcher to get the data;

1. Watching *Dead Poets Society*, and *The Pursuit of Happyness* films through Netflix repeatedly. In addition, the researcher reads previous research that discusses the same film.
2. Reading the films script taken from *Dead Poets Society*, *The Pursuit of Happyness*. In addition to watching films, researcher need to read the filmscripts as complementary data.
3. Taking screenshots of a scene that related with Power Relation.
4. Analyzing the data as points to explore this research. Researcher analyzed the data after the data was collected.

Table 3.1. *Table of Collecting Data*

No	Data	Time	Coding
1	<p>Mr. Perry stops some of Neil's Activity. It showed that Mr. Perry controlled some of Neil's Activity by his power.</p> 	7:57	1/ Dead Poets Society/ TA/ DIP/ 7:57

E. Data Validation

Data Validation is a degree of determination between the data that occurs in the object of research with the power that can be reported by researcher (Sugiyono, 2006:267). Through the process of the data collection and analysis, researcher need to ensure that the findings and interpretations are accurate. Finding validation means that the researcher determines the accuracy or 46redibility of the findings through strategies such as member checking or trangulation (creswell 2008:266).

Triangulation is a technique of checking the validity of the data by utilizing something other than the data for the purpose of checking the data or as a comparison against the data. Researcher need validators to validate the data. The trust and validation data are important to ensure that the data is relevant with the subject and object of the research. Credibility is related to data accuracy where researcher need to observe the impacts of power relation as depicted in the object. Dependency is related to the stability of the data changes overtime. Research requires experts to determine the validity of the data. In this research, the validator of this research is Muhammad Rizal, M.A.

F. Data Analysis Techniques

Data analysis involves the systematic organization and categorization of data to identify patterns and develop basic descriptions, enabling the identification of themes and the formulation of working hypotheses based on the data (Moleong, 2004:280-281).

In this research, the researcher using data analysis techniques developed by David W. Spradley (1980). Spradley developed a systematic approach to data analysis that organizing but also interpreting qualitative data. According to that technique, there are four steps of data analysis in qualitative research:

1. Domain

Domain is the initial step where the researcher break down the data into smaller units such as phrases, paragraphs, or sentences. Each of these units represents specific aspects, ideas, or concepts within the data. The researcher, at this point does not required to extensively analyze and fully understand the data since the objective is to acquire a domain or field. Researcher completed this phase by watching *Dead Poets Society* (1989) and *The Pursuit of Happyness* (2006) and subsequently collecting data in the form of screenshots.

2. Taxonomy

Taxonomy is a step to create a classification for organizing the domain. The researchger classified the forms of power relations and the impact of power relations to the characters in *Dead Poets Society* (1989) and *The Pursuit of Happyness* (2006).

3. Componential

Componential involves further analysis within each category. The researcher breakdown the domains within each category into their components. The researcher generates a table that links all the data and arranges it into clear categories. The table will display the significant data indicating the use of literary devices using componential data.

Here is the componential table with the explanation

a. Three Form of Power Relations

1. Disciplinary Power (DIP)
2. Sovereign Power (SOP)
3. Biopower (BIP)

b. The Impact of Power Relations

1. Dispostional Sense of Power (D)
2. Proactive Coping (P)
3. Life Satisfaction (L)
4. Affective Well-being (A)
5. Trait Depression (TD)
6. Trait Anxiety (TA)

Table 3.2: *Data table of Power relations form and the impact.*

	SOP						DIP						BIP						
	D	P	L	A	T D	T A	D	P	L	A	T D	T A	D	P	L	A	T D	T A	
<i>Dead Poets Society</i>																			
<i>The Pursuit of Happiness</i>																			
Σ																			

4. Cultural Theme

Cultural themes play a pivotal role in qualitative research. Cultural themes encompass recurrent and noteworthy patterns, beliefs, values, practices, or ideas inherent to a specific cultural group or community. Cultural themes is the final step of data analysis according to spradley. The researcher identifies the pattern in the interpretation within the componential table to unveil the final inference. Subsequently, using the structural question, the dominant data can be discovered.

CHAPTER IV

FINDING AND DISCUSSION

This Research has two problem statements; revealing form of power relations as depicted in *Dead Poets Society (1989)* and *The Pursuit of Happyness (2006)*, and finding out the impact of power relations to the characters in *Dead Poets Society (1989)* and *The Pursuit of Happyness (2006)*. In this chapter, the researcher describes the data consist of findings and discussions. The researcher explain and discuss the findings of power relations form and the impact of power relations to the characters in *Dead Poets Society (1989)* and *The Pursuit of Happyness (2006)* based on the theory and academic sources.

A. Research Findings

In this research, researcher found forms of power relations and the impact of power relations to the characters as depicted in two films which; *Dead Poets Society (1989)* and *The Pursuit of Happyness (2006)*. In this research, the data types have 2 forms, text and images. The findings consist of two sections; The first section is the findings of the form of power relations as found in *Dead Poets Society (1989)* and *The Pursuit of Happyness (2006)*. The second section is the findings of the impact of power relations to the characters in *Dead Poets Society (1989)* and *The Pursuit of Happyness (2006)*.

1. Form of Power Relation in *Dead Poets Society (1989)* and *The Pursuit of Happyness (2006)*

Power operates within systems of discipline and control which shift from public and violent forms of punishment to more subtle and pervasive methods of social control (Foucault, 1975). The concept of power dynamics has significantly

influenced multiple domains, as Foucault contends that power is not confined to particular institutions or individuals but permeates society at large. Therefore, power manifests in diverse manifestations and is inherent in every social interaction, either families or broader society. According to Michel Foucault, there are 3 forms of power relation; Sovereign power, Disciplinary power and Biopower. The data of this research consists of 20 data of Sovereign Power and 42 data of Disciplinary Power. The list of power relation form in *Dead Poets Society (1989)* and *The Pursuit of Happyness (2006)* are provided below;

The form of Power relation found from each m are summarized in the table below:

Table 4.1: *research finding on form of power relation*

Form of Power Relation	Films	
	<i>Dead Poets Society (1989)</i>	<i>The Pursuit of Happyness (2006)</i>
Disciplinary Power	28	14
Sovereign Power	8	12
Biopower	-	-
Σ	36	26

a. **Disciplinary Power**

According to Foucault, the concept of disciplinary power highlights on how modern institutions and practices shape and regulate individuals in ways that are often subtle and pervasive. Disciplinary power operates on individuals as unique subjects, focusing on the minutiae of their lives and behavior

(Foucault, 1975). Foucault also explained that disciplinary power is concerned not only with punishing deviance but also with producing and maintaining norms and standards of behavior (Foucault, 1975). In *Disciplinary Power*, a person moves because of his own knowledge. Disciplinary power comes from the people involved themselves so that from there they will create something according to the knowledge they have.

Example :

Datum : 1/Dead Poets Society/DIP/P/00:05:04

Mr. Perry approaches with his son Neil. He shakes Mr. Nolan's hand.

Mr. Perry : Gale

Mr. Nolan : Tom

Mr. Perry : Good to see you again.

Neil: Hello Mr. Nolan.

Mr. Nolan : Neil. We expect great things from you this year.

Neil : Thank you, sir.

Mr. Perry : Well he won't disappoint us. Right Neil?

Neil : I'll do my best sir.

EXT SCHOOL GROUNDS – DAY

The first data included in *Disciplinary power* is in the film *Dead Poets Society* (1989). The dialogue happened between Headmaster, Mr. Perry and Neil at the beginning of school. In the dialogue, a clear expression of disciplinary power is when Mr. Nolan states, "We expect great things from you this year," to Neil. This statement reflects the influence of authority and high expectations of a powerful figure in a school or educational environment. Such statements can place great pressure or expectation on a person to perform according to the expectations set by the authority figure. This is an example of disciplinary power where the expectations of a powerful figure are used to direct an individual's behavior to conform to a desired norm or standard. According to Michel Foucault, *Disciplinary power* is shaping behavior by harming the body's productive and reproductive capacities.

Datum : 2/Dead Poets Society/DIP/TA/00:07:57



Figure 4.1 : Mr. Perry meet Neil

Mr. Perry : Keep your seats fellows, keep your seats. Neil, I've just spoken to Mr. Nolan. I think that you're taking too many extra curricular activities this semester, and I've decided that you should drop the school annual.

Neil : But I'm the assistant editor this year.

Mr. Perry : Well I'm sorry Neil.

Neil : But Father, I can not. It wouldn't be fair.

This data number two is included in disciplinary power, it is from *Dead Poets Society (1989)*. In the dialogue, disciplinary power lies in the statement made by Mr. Perry when he tells Neil, "I've decided that you should drop the school annual." This statement reflects the use of power by an authority figure (in this case, Neil's father) to regulate or make decisions regarding Neil's activities at school. The decision made by Mr. Perry to regulate Neil's extracurricular activities illustrates disciplinary power because it shows the influence of authority that directs Neil's behavior according to the wishes or judgment of the person in power. In this case, the decision was made without allowing Neil to have any choice or opportunity to influence the decision, highlighting the disciplinary power held by the authority figure in the situation.

Datum : 3/Dead Poets Society/DIP/TA/00:08:29

Mr. Perry : After you've finished medical school and you're on your own, then you can do as you damn well please. But until then, you do as I tell you. Is that clear?

The next data from disciplinary power is from *Dead Poets Society* (1989). In the quote, the sentence that reflects the power of discipline is when Mr. Perry says, "But until then, you do as I tell you. Is that clear?" This statement asserts the authority and control that Mr. Perry has over Neil, showing that Neil is expected to follow the instructions given by his father. This sentence reflects the power of discipline as it emphasizes Neil's obligation to obey and follow the directions given by the authority figure (in this case, Mr. Perry) without giving Neil any room for negotiation or choice. This shows the use of power by people with authority to regulate or limit the behavior of other individuals in accordance with the wishes or decisions of the authority figure.

Datum : 4/Dead Poets Society/DIP/L/00:09:34

Meeks : Well, uh, Latin, eight o' clock in my room?
Neil : Yes.

In this data, the dialogue between Neil and his friends reflects the influence of disciplinary power, as theorized by Michel Foucault. Disciplinary power operates through the regulation and control of individuals' bodies based on institutional knowledge. In this context, Neil's interaction with his friends exemplifies how disciplinary power manifests in his attempt to conform to his father's wishes. Neil, acknowledging the expectations imposed by his father, suggests a study session in Latin at eight o'clock in his room. This moment illustrates the internalization of authority and knowledge, where Neil, aware of his father's desires, aligns his actions with the established norms. According to Foucault, disciplinary power functions not only through explicit rules but also through individuals internalizing and regulating their behavior based on institutional expectations.

Datum : 5/Dead Poets Society/DIP/P/00:17:47

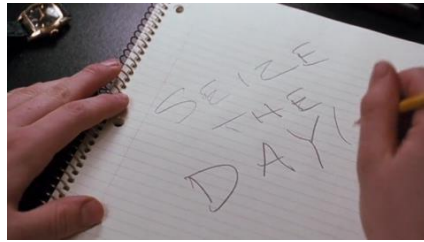


Figure 4.2 : Todd motivated by John Keating

In the context of disciplinary power, as analyzed through Michel Foucault's framework, the scene from *Dead Poets Society* (1989) featuring Todd working on homework under the influence of John Keating's teachings serves as a pertinent example. Disciplinary power, according to Foucault, operates through the regulation and control of individuals based on the knowledge they possess. Todd's engagement with his homework can be interpreted as a manifestation of disciplinary power, as he is inspired by the profound words of John Keating—specifically, the mantra "Carpe diem" or "Seize the day." The power dynamic here lies in the knowledge imparted by Keating, which motivates Todd to take action and seize opportunities. Foucault's concept suggests that disciplinary power is not solely about external control but also involves individuals internalizing and acting upon knowledge. In this data, John Keating's guidance provides the intellectual framework that empowers Todd to motivate himself.

Datum : 6/Dead Poets Society/DIP/A/00:20:09

Knox : I can not make it guys. I have to have dinner at the Danburry's house.

In the depicted scene from *Dead Poets Society* (1989), Knox Overstreet's decision to decline his friends' invitation to study, citing a dinner engagement at the Danburry's house, can be analyzed through the lens of Michel Foucault's disciplinary power.

Foucault's framework suggests that disciplinary power operates by shaping individuals to conform to societal norms and expectations. Knox's choice to prioritize a family dinner aligns with the idea of disciplinary power guiding individuals toward a perceived 'normality' in life. In this data, the norm is established through familial and social connections, as Knox explains that the Danburry family is related to his father. By participating in this family dinner, Knox is conforming to a social expectation that places importance on familial relationships and obligations. Foucault argues that disciplinary power operates through the normalization of behaviors and choices within a given societal framework. Knox, by choosing to have dinner with his father's friend's family, is conforming to this norm and reinforcing the power dynamics that dictate what is considered acceptable in his social context. This exemplifies how disciplinary power influences individuals to internalize and act according to established norms, contributing to the maintenance of societal order.

Datum : 7/Dead Poets Society/DIP/A/00:23:24

The students look at Keating as if he has just gone mad.

Keating : Go on, rip out the entire page. You heard me, rip it out. Rip it out!

In this data, a pivotal scene unfolds when John Keating instructs his students to tear out a page from their poetry textbook authored by Dr. J. Evans Pritchard, Ph.D., entitled 'Understanding Poetry.' This moment serves as a manifestation of Michel Foucault's concept of disciplinary power, wherein power dynamics are shaped by the knowledge possessed by individuals. Keating's demand for the students to rip out the page stems from a clash of perspectives on understanding poetry. According to Foucault, disciplinary power operates through the dissemination and control of knowledge.

In this data, Keating, drawing on his extensive knowledge and alternative approach to appreciating poetry, challenges the established academic viewpoint represented by Dr. J. Evans Pritchard. By instructing the students to physically reject the prescribed understanding of poetry, Keating disrupts the normalized discourse and exercises disciplinary power in redirecting their perspectives. This act of defiance against the conventional wisdom embodied in the textbook exemplifies how disciplinary power can be wielded by those with alternative knowledge and perspectives.

Datum : 8/Dead Poets Society/DIP/P/00:26:02

John Keating : We do not read and write poetry because it's cute. We read and write poetry because we are members of the human race. And the human race is filled with passion. Medicine, law, business, engineering, these are all noble pursuits, and necessary to sustain life. But poetry, beauty, romance, love, these are what we stay alive for. To quote from Whitman: "O me, o life of the questions of these recurring, of the endless trains of the faithless, of cities filled with the foolish. What good amid these, o me, o life? Answer: that you are here. That life exists, and identity. That the powerful play goes on, and you may contribute a verse. That the powerful play goes on and you may contribute a verse.

In this data, a pivotal moment in the discourse on disciplinary power is encapsulated in a passionate speech delivered by John Keating, a literature teacher portrayed by Robin Williams. Keating, an alumnus of the school who returned as an instructor, imparts his knowledge to students, challenging the conventional norms upheld by the institution. According to Michel Foucault, disciplinary power operates by controlling bodies through knowledge, and this scene illustrates the productive nature of such power in shaping individuals. In his address, Keating emphasizes the intrinsic value of poetry and the arts, contrasting them with more utilitarian professions like medicine, law, business, and engineering.

Keating's passionate defense of the arts reflects his challenge to the established norms and the institutional emphasis on practical disciplines. Foucault's concept of disciplinary power, often manifested in schools, is evident as Keating encourages his students to embrace a broader perspective on life. By challenging the prevailing norms and advocating for the significance of individual expression, Keating exercises disciplinary power through the dissemination of alternative knowledge.

Datum : 9/Dead Poets Society/DIP/P/00:30:34



Figure 4.3 : Neil invites his friends to rebuild the Dead Poets Society

In this data, the demonstration of disciplinary power is evident as John Keating, portrayed by Robin Williams, imparts a transformative lesson to his students. Michel Foucault's theory on disciplinary power suggests that it operates through the dissemination of knowledge, fostering the generation of new ideas. This scene illustrates how Keating's knowledge serves as a catalyst for the creation of novel perspectives. In this data, Keating guides his students to perceive the world from a different point of view, challenging the established norms of the educational institution. According to Foucault, disciplinary power is productive in that it influences individuals to produce new ideas and alternative ways of thinking. Keating, drawing on his own knowledge and experiences, encourages his students to break free from the traditional constraints of conformity and explore their unique perspectives. The transformative nature of Keating's teaching underscores the potential of disciplinary power to inspire intellectual and creative growth.

Datum : 10/Dead Poets Society/DIP/L/00:43:45



Figure 4.4 : John Keating teach in an unconventional way

In the context of the film *Dead Poets Society* (1989), the demonstration of disciplinary power is evident as John Keating, portrayed by Robin Williams, imparts a transformative lesson to his students. Michel Foucault's theory on disciplinary power suggests that it operates through the dissemination of knowledge, fostering the generation of new ideas. This scene illustrates how Keating's knowledge serves as a catalyst for the creation of novel perspectives. In this data, Keating guides his students to perceive the world from a different point of view, challenging the established norms of the educational institution. According to Foucault, disciplinary power is productive in that it influences individuals to produce new ideas and alternative ways of thinking. The transformative nature of Keating's teaching underscores the potential of disciplinary power to inspire intellectual and creative growth.

Datum : 11/Dead Poets Society/DIP/TA/00:49:43

Keating : Mr. Anderson? Do not think that I do not know that this assignment scares the hell out of you, you mole.

The eleventh data of Disciplinary power is from *Dead Poets Society* (1989). The statement "Do not think that I do not know that this assignment scares the hell out of you, you mole" from Keating shows a rather complex element of disciplinary power. There is the knowledge expressed by Keating about the fear or anxiety that Mr. Anderson has towards the assignment. This could be considered a teacher's understanding of a student's emotional state.

However, the phrase "you mole" may sound more offensive and could be seen as the use of power in a rather harsh or unsupportive manner. The use of words that may be demeaning or derogatory could be seen as an insensitive or emotionally unsupportive application of power.

Datum : 12/Dead Poets Society/DIP/P/00:45:44

Neil : I found it.

Todd : You found what?

Neil : What I wanna do right now. What's really, really inside me.

In this data, the manifestation of disciplinary power is evident as Neil discovers a newfound passion for drama. According to Michel Foucault, the exploration and discovery of something new can be considered an outcome of disciplinary power. In this data, Neil's revelation of his interest in acting is presented as a consequence of the influence of disciplinary power. Disciplinary power, as conceptualized by Foucault, operates through the dissemination of knowledge and the shaping of individuals within societal structures. Neil's journey of self-discovery aligns with this concept, as he finds something he had been searching for—his love for drama and acting. The exposure to alternative perspectives and ideas, facilitated by his encounters with Mr. Keating and the Dead Poets Society, serves as a catalyst for Neil's personal transformation. The discovery of a new passion, in this case, drama, is indicative of the productive nature of disciplinary power.

Neil's experience exemplifies how exposure to different forms of knowledge and alternative ways of thinking, fostered within the framework of disciplinary power, can lead individuals to uncover latent interests and dimensions of themselves. In this way, disciplinary power becomes a force that not only regulates behavior but also opens avenues for personal growth and self-discovery.

Datum : 13/Dead Poets Society/DIP/TA/00:46:58

Todd : Neil, Neil, hold on a minute. How are you gonna be in a play if your father won't let you?

The thirteenth data of Disciplinary Power is from *Dead Poets Society* (1989). Todd's "How are you gonna be in a play if your father won't let you?" statement highlights the potential influence or control of parents (in this case, Neil's father) over Neil's decision to participate in a theater performance. It illustrates parental influence over the choices Neil can make in terms of extracurricular activities such as participating in a performance. It shows how parental decisions can be a factor that limits or influences a child's ability to do certain activities, highlighting the disciplinary power of parents in their children's lives.

Datum : 14/Dead Poets Society/DIP/TA/00:47:53

Todd : Well, listen, Neil. I-I appreciate this concern, but I-I'm not like you. All right? You, you, you say thing and people listen. I'm, I'm not like that.

Neil : Do not you think you could be?

Todd : No! I--I, I do not know, but that's not the point. The, the, the point is that there's nothing you can do about it, so you can just butt out. I can take care of myself just fine. All right?

There is an element of self-defense and asserting autonomy present in Todd's speech when he says that he can take good care of himself and does not need Neil's interference. This reflects Todd's desire to maintain his autonomy and personal decisions, showing that he does not want others - in this case, Neil - to interfere in his personal decisions or affairs. So, while there is a sentiment about Todd's lack of confidence in his affect, there is also a strong desire to maintain personal autonomy and individual decisions, which is sometimes also an aspect of disciplinary power in the context of personhood and autonomy.

Datum : 15/Dead Poets Society/DIP/A/00:50:08



Figure 4.5 : Knox tries to meet the women he likes

The fifteenth data of disciplinary power in *Dead Poets Society* (1989), the operation of power is apparent as Knox, driven by the knowledge within his mind, is compelled to act. According to Michel Foucault, disciplinary power functions in alignment with the knowledge possessed by individuals. In this data, Knox's actions are influenced by the information he holds about a woman, which, in turn, motivates him to seek her out. Disciplinary power, as per Foucault's framework, operates through the regulation and control of individuals based on the knowledge they possess. Knox's knowledge about the woman serves as a form of power that directs his actions, illustrating how information within the mind can be a driving force in shaping behavior. In this context, disciplinary power is not solely about external regulation but extends to the internalization of knowledge, influencing personal choices and actions. Knox's pursuit of the woman reflects the impact of disciplinary power, where the possession of certain knowledge becomes a force that guides and molds individual behavior in the pursuit of desires or objectives.

Datum : 16/Dead Poets Society/DIP/A/00:52:09

Neil is racing down the hallway, all excited.

Neil : Charlie, I got the part! I'm gonna play Puck! I'm gonna play Puck!

In the sixteenth data of disciplinary power in *Dead Poets Society* (1989), the influence of knowledge on individual agency is evident as Neil excitedly shares his achievement with Charlie. Neil's exhilaration stems from successfully securing the role of Puck in a play, a culmination of his passion and understanding of drama. This event is a continuation of a prior occurrence where Neil discovered and embraced his love for acting. According to Michel Foucault, disciplinary power operates through the control and regulation of individuals based on their knowledge. In this case, Neil's knowledge and passion for drama become a driving force that shapes his actions and, ultimately, results in him obtaining the desired role. The continuity from Neil's initial discovery of his interest in drama to securing the part of Puck highlights the productive nature of disciplinary power. Foucault's framework suggests that individuals, guided by their internalized knowledge and desires, can navigate societal structures to achieve their goals. In Neil's case, his understanding of drama becomes a form of power that allows him to actively participate in and contribute to the theatrical production.

Datum : 17/Dead Poets Society/DIP/TA/00:55:16

Keating : Mr. Anderson, I see you sitting there in agony. Come on, Todd, step up. Let's put you out of your misery.

In this quote, there is an element of disciplinary power from a teacher, Keating, over his student, Mr. Anderson (Todd). Keating invites Todd to rise up or participate in a situation that seems to make Todd feel uncomfortable or miserable.

Although the words "Let's put you out of your misery" may not sound serious or even humorous in the context of the dialogue, it still shows Keating's disciplinary power as a teacher to encourage or direct his student's participation even if the student seems reluctant or uncomfortable. This reflects a teacher's use of power or authority to influence student participation or action in a classroom situation, although it is not generally seen as a coercive or dominating action.

Datum : 18/Dead Poets Society/DIP/A/00:57:58



Figure 4.6 : John Keating success on teaching Todd

In this data, the dynamics of influence and encouragement are evident as John Keating endeavors to empower Anderson to step forward, resulting in Anderson's newfound happiness. This episode highlights the transformative potential of disciplinary power, as articulated by Michel Foucault. Foucault's framework suggests that disciplinary power operates through the control and regulation of individuals based on knowledge. In this context, John Keating's knowledge and understanding of the students enable him to encourage Anderson to overcome his reservations and take a bold step forward. By doing so, Keating exemplifies the productive aspect of disciplinary power, wherein the dissemination of knowledge can lead to the creation of new ideas or actions. Encouraging Anderson to come forward becomes a tangible manifestation of the transformative influence of disciplinary power. Keating's knowledge serves as a catalyst, instilling confidence in Anderson and ultimately contributing to his happiness.

Datum : 19/Dead Poets Society/DIP/TA/01:01:14

Knox : I can not take it anymore. If I do not have Chris, I'm gonna kill myself.

Charlie : Knoxious, you've gotta calm down.

Knox : No, Charlie. That's just my problem. I've been calm all my life. I'll dosomething about that.

Neil : Where are you going?

Charlie : What are you gonna do?

Knox : I'm gonna call her.

In this data, the intricate dynamics of power are observable as Knox, influenced by his knowledge and emotions, becomes both an outcome and a medium of power. Michel Foucault's framework suggests that disciplinary power operates through the regulation and control of individuals, and in this data, Knox is shaped by his knowledge about the woman he likes, Chris, and transforms this knowledge into a source of personal empowerment. Knox's actions, as he continues to seek ways to get closer to Chris, exemplify how disciplinary power can make the subject both an outcome and a medium of power. His knowledge about Chris becomes a driving force, guiding his behavior and decisions. In this context, disciplinary power is not solely a force that acts upon individuals but also a force that individuals internalize and utilize to shape their own trajectories. Foucault's idea that power is productive is evident as Knox, informed by his feelings for Chris, actively engages in strategies to connect with her. In this way, the knowledge he possesses transforms into a form of personal power that directs his actions.

Datum : 20/Dead Poets Society/DIP/A/01:02:41

Knox is making a call from the payphone.

Chris (O.S.) : Hello?

Knox immediately hangs up and looks at the other boys who are all gathered around him.

Knox : She is gonna hate me. The Danburrys will hate me. My parents will kill me. All right, goddamn it. You're right. "Carpe diem." Even if it kills me.

In this specific data from *Dead Poets Society* (1989), the consequences of Knox's emotional turmoil in his pursuit of Chris underscore the intricacies of disciplinary power, as illuminated by Michel Foucault. The scene portrays Knox grappling with anxiety over calling Chris, acknowledging potential negative outcomes with statements like "She is gonna hate me. The Danburrys will hate me. My parents will kill me." Foucault posits that disciplinary power operates in a way that makes the subject both an outcome and a medium of power. In this data, Knox's intense desire to establish a connection with Chris serves as the subject, and his internal emotional state becomes both the outcome and the medium of power. His emotions shape his actions and decisions, becoming a driving force that influences his behavior.

Datum : 21/Dead Poets Society/DIP/A/01:08:46

Charlie : Guys, I have an announcement to make. In keeping with the spirit of passionate experimentation of the Dead Poets, I'm giving up the name Charlie Dalton. From now on, call me Nuwanda.

This data is from *Dead Poets Society* (1989), Dalton's decision to change his nickname to Nuwanda reflects an act of self-disciplinary power. This instance showcases how an individual exercises autonomy and self-regulation in molding their identity. By voluntarily altering his name, Dalton asserts his agency and control over his self-expression within the confines of the school environment. This action aligns with the notion of disciplinary power by Foucault, emphasizing how individuals internalize and comply with societal norms or codes of conduct, even in acts as personal as choosing one's name. Dalton's voluntary alteration demonstrates his engagement with disciplinary practices, wherein he exercises self-discipline and conformity to established norms within the context of the Dead Poets Society and the school's culture.

Datum : 22/Dead Poets Society/DIP/TA/01:14:40



Figure 4.7 : Charlie make a plan

Charlie : (whispering to Meeks) So we can all stop beating off.

Neil : How did you do that?

Charlie : I'm one of the proofers. I slipped the article in.

Meeks : Look, uh, it's, it's over now.

Charlie : Why? Nobody knows who we are.

Cameron : Well, don't you think they're gonna figure out who wrote it?

They're gonna come to you and ask to know what the Dead Poets Society is. Charlie, you had no right to do something like that.

The next data is from the film *Dead Poets Society* (1989), Charlie engages in an act that challenges disciplinary norms by slipping a controversial article into the school publication. This action illustrates how individuals may bend or breach established rules to express themselves or voice their opinions. The insertion of the article reflects the conflict between adherence to school rules and the drive to freely express thoughts or ideas. In the context of disciplinary power, Charlie's action signifies resistance to authority or the power structures that govern behavior within the school environment. It also highlights how students, like Charlie, experiment with their creativity but also face the impact or pressure from the power governing behavior and norms within the school environment.

Datum : 26/Dead Poets Society/DIP/TA/01:22:25



Figure 4.8 : Neil shocked that his father is in his room

In this data, the focus is on Neil's reaction upon learning the reason for his father's arrival, providing insight into the internal workings of disciplinary power, as elucidated by Michel Foucault. According to Foucault, disciplinary power is not merely external control but also a force that operates from within the individual. Neil's experience exemplifies this concept, as the power dynamics unfold within himself when he becomes aware of his father's presence in his room. The revelation of Neil's father's visit triggers a form of disciplinary power within Neil, prompting a heightened awareness and anticipation of the impending conversation. Neil, realizing that there is a matter his father wishes to discuss, becomes an agent of this internalized power. His consciousness of the situation demonstrates how disciplinary power can manifest as an internal force, shaping thoughts, emotions, and reactions based on the knowledge of impending expectations. Foucault's notion of disciplinary power from within is further exemplified when Neil's father extends his visit to the school to meet him. The anticipation and awareness Neil experiences highlight how individuals, through internalized norms and expectations, actively participate in the regulation of their own behavior within the established societal framework.

Datum : 28/Dead Poets Society/DIP/TD/01:23:28

Mr. Perry : Did you think I wasn't going to find out? "Oh, my niece is in a play with your son," says Mrs. Marks. "No, no, no," I say, "you must be mistaken. My son's not in a play." You made me a liar of me, Neil!

Now, tomorrow you go to them and you tell them that you're quitting.

Neil : No, I can not. I have the main part. The performance is tomorrow night.

Mr. Perry : I do not care if the world comes to an end tomorrow night. You are through with that play. Is that clear? Is that clear?

The next data of Disciplinary power is from *Dead Poets Society* (1989). In the dialogue, there is a clear element of disciplinary power related to Mr. Perry's control and decisions towards Neil. Mr. Perry asserts his parental authority by ordering Neil to quit his role in the show. He demonstrates parental power in making decisions that affect Neil's life and activities. His statement, "You are through with that play. Is that clear?" emphasizes his decision and control over Neil's decision. This reflects the disciplinary power of a parent who controls their child's decisions and actions, even if it limits or changes the child's desired plans and activities.

Datum : 29/Dead Poets Society/DIP/TD/01:26:45

Neil : I just talked to my father. He is making me quit the play at Henley Hall. Acting's everything to me. I-- But he doesn't know. He-- I can see his point. We're not a rich family like Charlie's, and we-- But he is planning the rest of my life for me, and I-- H-He is never asked me what I want.

Keating : Have you ever told your father what you just told me? About your passion for acting. You ever show him that?

Neil : I can not.

This data of disciplinary power is found in *Dead Poets Society* (1989). There is an element of disciplinary power associated with Neil's inability to express his desires to his father. Neil revealed that his father had made decisions for him without ever really asking what Neil wanted. This reflects the strong control or influence of parents in determining the direction or plan of their child's life, without giving space for the child to express their own desires or wishes. Keating suggests to Neil to express his desires to his father, but Neil states that he cannot do so. This shows how parental control or influence can be a factor that limits a child's ability to express themselves or influence the direction of their life, which is an aspect of disciplinary power in the parent-child relationship.

Datum : 30/Dead Poets Society/DIP/A/01:33:13

Chris walks away from him and then turns to face him.

Chris : You are so infuriating.

Chris gestures for Knox to follow her. Chris does a little twirl as he joins her and puts his arm around her. They walk away.

This data is from *Dead Poets Society* (1989), Chris exhibits contrasting emotions toward Knox. Initially, he appears frustrated or annoyed by Knox's behavior, which might be seen as irritating or disruptive. However, Chris shifts his mood by gesturing for Knox to follow and then warmly intertwining with him, indicating a sense of closeness between them. The disciplinary power in this data is the interaction might reflect power dynamics among the characters. Chris's initial frustration could portray a sense of control or firmness in dealing with behavior deemed disruptive or rule-breaking. The subsequent shift to warmth might highlight a flexible use of power or the ability to adapt to changing circumstances. It could also indicate how the interaction between these characters is influenced by power dynamics that shape their relationship.

Datum : 34/Dead Poets Society/DIP/TD/01:47:57

Charlie : Todd? Todd.

Todd, still half asleep, tries to shrug him off.

Todd : Oh, Charlie.

Todd opens his eyes and sees Charlie's face Todd : What is it?

Todd looks over to see Pitts, Meeks, and Knox by the door.

Charlie : Neil's dead.

In this poignant scene from *Dead Poets Society* (1989), the devastating impact of societal expectations on individual lives is evident. Todd, Charlie, Pitts, Meeks, and Knox gather as Charlie delivers the heartbreaking news to Todd – 'Neil's dead.' The film portrays the tragic consequence of Neil's internal struggles, driven by the oppressive expectations imposed by his father rather than explicit school regulations.

Michel Foucault's theory on disciplinary power, which operates through institutions like schools, prisons, and factories, can be seen in the way societal norms shape and regulate individual behavior. However, in Neil's case, the film emphasizes the more personal and familial aspects of disciplinary power. Neil's decision to take his own life stems from the intense pressure exerted by his father, reflecting the emotional toll of familial expectations.

Datum : 36/Dead Poets Society/DIP/TD/02:04:30



Figure 4.9 : The member of Dead poets society's farewell to Keating

In this final data of disciplinary power from *Dead Poets Society* (1989), the members of the Dead Poets Society bid farewell to John Keating. What distinguishes this farewell as an expression of disciplinary power is the manner in which they say their goodbyes, following the teachings of John Keating. Keating had encouraged them to view the world from different perspectives, and the students embody this ethos in their farewell. Michel Foucault posits that disciplinary power is rooted in knowledge, enabling individuals to think critically and act based on the information they acquire. In this case, the students are influenced by the knowledge imparted by John Keating, and their farewell becomes a manifestation of the power of alternative perspectives. The act of bidding farewell in the way they were taught reflects the internalization of Keating's teachings and the transformative impact of disciplinary power.

Datum : 37/The Pursuit of Happyness/DIP/TA/00:06:15



Figure 4.10 : Chris talks to Linda about Chris Jr.

Linda : So I gotta get Christopher home, feed him, bath him...get him in bed and back here by 7?

In this particular data from *The Pursuit of Happyness* (2006), the concept of disciplinary power, as defined by Michel Foucault, is evident in the self-regulation exhibited by the characters. Disciplinary power involves individuals organizing themselves based on the knowledge they possess. In this data, an argument arises between the characters regarding who will pick up Christopher from school. The essence of disciplinary power is illustrated as both Linda and Chris recognize their individual constraints. Linda cannot pick up Christopher due to her work commitments, and Chris is similarly restricted because of his professional obligations to meet with clients. Their decision-making process is rooted in the knowledge each possesses about their respective schedules and responsibilities. Foucault's concept of disciplinary power operates within individuals, influencing their actions and decisions based on the information they possess. In this case, the characters are self-regulating, organizing their responsibilities and actions in accordance with their individual knowledge and circumstances.

Datum : 40/The Pursuit of Happyness/DIP/P/00:10:15

Chris on backsound : I still remember that moment. They all looked so damn happy to me. Why couldn't I look like that? I'm gonna try to get home by 6. I'm gonna stop by a brokerage firm after work.

In this particular data from *The Pursuit of Happyness* (2006), the manifestation of disciplinary power is evident as Chris Gardner recognizes his own capabilities and the equal opportunities available to him, aligning with Foucault's perspective that disciplinary power is intricately linked to self-knowledge. Chris, in this data, demonstrates an awareness of his own potential, illustrating the presence of disciplinary power within himself. Foucault argues that disciplinary power operates through the self-regulation of individuals based on the knowledge they possess about themselves. In the context of this data, Chris's acknowledgment of his capabilities and opportunities reflects the internalization of knowledge, wherein he assesses his own potential and places himself within the framework of available opportunities.

Datum : 42/The Pursuit of Happyness/DIP/TA/00:14:35



Figure 4.11 : Chris run into the thiefe

In this data from *The Pursuit of Happyness* (2006), the dynamics of disciplinary power come to the forefront as Chris Gardner experiences concern over the loss of the machine he is tasked to sell. According to Michel Foucault, disciplinary power is intricately linked to hierarchical observation and constant surveillance, which can extend beyond external authorities to include the internalized norms and expectations within individuals themselves. In the context of this data, Chris's worry about the irresponsibility leading to the loss of the machine reflects the impact of disciplinary power.

The external loss of the machine represents a tangible consequence, potentially involving external authorities or societal norms that govern responsibilities. Simultaneously, Chris's internal concern also demonstrates the internalization of disciplinary power. He, as an individual within society, is attuned to the expectations and norms related to his role and responsibilities.

Datum : 46/The Pursuit of Happyness/DIP/A/00:55:08



Figure 4.12 : Chris give a message to Chris Jr,

In this data from *The Pursuit of Happyness* (2006), the theme of disciplinary power is evident as Chris Gardner imparts a message to his son, Chris Jr., during a basketball game. Michel Foucault posits that disciplinary power is rooted in the knowledge possessed by individuals, and in this case, Chris Gardner imparts his own insights to guide his son's understanding of pursuing dreams. Chris Gardner unexpectedly delivers a message urging his son to protect and pursue his dreams. Foucault's concept of disciplinary power comes into play as Chris, drawing from his own experiences and knowledge, seeks to influence and shape his son's aspirations. The knowledge that Chris imparts serves as a form of disciplinary power, as he attempts to guide his son toward a future different from his own. The idea of protecting one's dream and actively pursuing it is a manifestation of the productive nature of disciplinary power, where knowledge becomes a force that shapes behavior and decisions. Chris Gardner's intention is to instill in his son the importance of pursuing aspirations and avoiding the challenges he himself has faced.

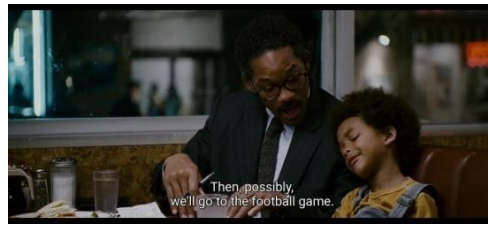


Figure 4.13 : Chris invited Chris Jr. To watch American Football

In this data from *The Pursuit of Happyness* (2006), the presence of disciplinary power is discernible as Chris Gardner navigates the dynamics of family life. Michel Foucault contends that disciplinary power extends through various institutions, including family, to regulate and control individuals' behavior. In this data, Chris engages in regulated behavior by inviting his son, Chris Jr., to watch American football as a means of pleasing him. Foucault's theory posits that disciplinary power operates through the internalization of societal norms, even within family structures. In this case, Chris Gardner's invitation to watch American football with his son reflects a form of regulated behavior within the familial context. The act of offering a shared experience aligns with societal expectations of familial bonding and nurturing relationships. The invitation to watch American football becomes a manifestation of how disciplinary power influences behavior within the family unit. By engaging in activities deemed socially acceptable and pleasing to his child, Chris Gardner participates in the regulation and control of behavior that Foucault attributes to disciplinary power.

Datum : 53/The Pursuit of Happyness/DIP/TD/01:27:32



Figure 4.14 : Chris take care of chris jr on the toilet

In this data scene from *The Pursuit of Happyness* (2006), the impact of disciplinary power is palpable as Chris Gardner grapples with financial challenges. Michel Foucault's theory posits that disciplinary power operates through hierarchical observation and constant surveillance, both externally by authorities and internally as individuals internalize societal norms. In this data, the manifestation of disciplinary power is evident as Chris faces homelessness due to his inability to pay rent. The external aspect of disciplinary power is represented by the watchful eye of authorities, leading to Chris being evicted from his apartment. Simultaneously, the internalized norms and expectations of society contribute to Chris's predicament. His struggle to find shelter, culminating in spending the night in a public toilet, reflects the internalization of societal norms regarding financial stability and housing. Foucault's concept emphasizes that disciplinary power operates within individuals themselves, shaping their behavior based on internalized societal expectations. Chris's experience underscores the profound influence of both external surveillance and internalized norms in governing individual actions and decisions within the societal framework.

Datum : 54/The Pursuit of Happyness/DIP/TA/01:29:33

Chris : We need some place to stay.

Women : Okay, and I would love to help you, but we do not take men here. It's only women and children. He can stay here, but you have to find someplace elseto go.

In this data scene from *The Pursuit of Happyness* (2006), the pervasive influence of disciplinary power is evident as Chris Gardner struggles to secure temporary shelter. Michel Foucault's theory emphasizes that disciplinary power operates through hierarchical observation, involving both external surveillance by authorities and internalized societal norms within individuals. In this data, the manifestation of disciplinary power is clear as Chris attempts to find a place to stay but encounters restrictions that limit access to shelters solely for children and women. Chris's realization that the situation is challenging prompts him to do everything within his means to secure a place to live. The existence of rules or decrees restricting the presence of men in certain shelters highlights the external aspect of disciplinary power, where authorities establish norms that govern access to resources.

Datum : 55/The Pursuit of Happyness/DIP/A/01:31:47

Chris : I was here first. They told me that we had to be on time. I got here on time. I was in line. I came from work, I got my son. I was here on time.

In this particular scene from *The Pursuit of Happyness* (2006), the concept of disciplinary power, as outlined by Michel Foucault, becomes evident as Chris Gardner navigates the challenges of securing free accommodation. Foucault posits that disciplinary power extends through various societal institutions, influencing and regulating individual behavior. In this data, the manifestation of disciplinary power is observed within the broader context of society. As Chris waits in a long queue to obtain free accommodation, the societal structure becomes the arena where disciplinary power operates.

The organized queuing system itself can be viewed as a form of external regulation and control, reflecting the influence of societal norms. Chris encounters a brief problem during the wait, underscoring how disciplinary power can manifest through the implementation and adherence to social rules even in seemingly mundane activities.

Datum : 56/The Pursuit of Happyness/DIP/TA/01:36:05

Chris : Hold that bus! Hold the bus!

Chris Jr : My captain america! Dad! Dad! Dad!

Chris : Stop it! Shut up! Shut up!

In this particular scene from *The Pursuit of Happyness* (2006), the influence of disciplinary power is evident as Chris Gardner strategically endeavors to arrive on time for the free accommodation. Michel Foucault's theory suggests that disciplinary power operates through the knowledge possessed by individuals, and in this case, Chris's awareness of the consequences of arriving late demonstrates the application of disciplinary power. Foucault posits that disciplinary power is driven by human knowledge, and Chris's understanding that tardiness could result in a longer queue, possibly leading to the unavailability of a free room, reflects this concept. The discipline imposed in this situation is not explicitly enforced by external authorities, but rather internalized by individuals who adapt their behavior based on the knowledge of the potential outcomes.

Datum : 57/The Pursuit of Happyness/DIP/TA/01:40:58



Figure 4.15 : Chris not getting a free room

The data of disciplinary power is from *The Pursuit of Happyness* (2006). In this data, Chris failed to get a free room because he arrived late at the location. When he arrived, the queue was already long and was about to disperse. He did not know where to go because that was the only free room he knew. According to Michel Foucault, Disciplinary power relies on hierarchical observation and the constant surveillance of individuals. This can involve the watchful eye of authorities, but it also operates within individuals themselves as they internalize the norms and expectations of society. In this data, disciplinary power is applied to the scene where Chris did not get a room because he was late to queue.

Datum : 58/The Pursuit of Happyness/DIP/A/01:41:36



Figure 4.16 : Chris Jr. Smiles looking at happy family

In this data, Michel Foucault's concept of disciplinary power, which operates through various institutions to control and regulate behavior, is exemplified in nuanced moments. In this data, we observe Chris Jr.'s reaction as he smiles while witnessing the happiness of other families in a restaurant. Foucault's theory extends beyond the traditional institutions like prisons and schools to encompass societal norms and behaviors. In this scene, Chris Jr.'s response reflects the subtle ways disciplinary power operates within individuals.

The norms and expectations of society, including the concept of familial happiness, contribute to shaping individual reactions. The seemingly innocuous act of smiling in response to others' happiness can be seen as an internalization of societal norms. Disciplinary power, as Foucault describes it, is not always overt or institutionalized; it can operate subtly through the internalization of societal expectations.

Datum : 60/The Pursuit of Happiness/DIP/TA/01:43:30

Chris : Did Mom leave because of me?

Chris : What?

Chris jr : Did Mom leave because of me?

In this data, Chris Jr. grapples with the complexities of his family situation, wondering if his mother left because of him. This data reflects a glimpse into the workings of disciplinary power, as Michel Foucault asserts that it is driven by human knowledge. In this data, Chris Jr.'s awareness and understanding of the family dynamics showcase the internalization of knowledge. Foucault's concept emphasizes that disciplinary power operates through the knowledge possessed by individuals. Chris Jr.'s realization of the family situation prompts him to seek clarification from his father, Chris Gardner, demonstrating how internalized knowledge shapes perceptions and prompts inquiries. The scene highlights the nuanced ways in which disciplinary power influences individuals, not only through external institutions but also through the internalization of familial and societal norms.

Datum : 61/The Pursuit of Happiness/DIP/A/01:47:02

Chris on backsound : The next day, after work.... we just went to the beach. Far away from anything. Everything. Just Christopher and me.

In this data, the nuanced influence of disciplinary power is demonstrated as Chris Gardner, having successfully navigated through challenging times, decides to temporarily withdraw from the pursuit of his goals. According to Michel Foucault, disciplinary power operates through various mechanisms, including the regulation and control of individuals' behavior. In this data, Chris takes a deliberate step to calm his mind by inviting Chris Jr. to the beach. This can be seen as a form of self-regulation, where an individual, aware of the need for mental reprieve, actively seeks an environment of tranquility. Foucault's concept of disciplinary power, often associated with external institutions, can also be internalized by individuals in the form of self-discipline. Chris's decision to momentarily step away from the pursuit of his goals to enjoy the tranquility of the beach represents a self-imposed discipline—a form of internalized disciplinary power.

Datum : 62/The Pursuit of Happyness/DIP/A/01:49:55

Martin : Because tomorrow's going to be your first day...If you'd like to work here as a broker. Would you like that, Chris?

Chris : Yes, sir.

The last data of Disciplinary power is from *The Pursuit of Happyness* (2006). In the dialog, there is a potential element of disciplinary power, especially in the context of employer-subordinate relationships in the workplace. Martin's statement asking if Chris wants to work as a broker demonstrates Martin's power or authority as a boss offering Chris a position. There is a disciplinary power in which a superior offers a job position to a subordinate. Chris's "Yes, sir" response indicates obedience or acceptance of the offer, which also reflects a hierarchical or power relationship in the workplace.

b. Sovereign Power

Sovereign power according to Foucault is a key component of his broader analysis of power and its manifestations in society. As Foucault explained that sovereign power is part of his broader inquiry into the changing nature of power and governance in modernity. Power operates not only through explicit acts of coercion but also through the regulation of social norms, knowledge and institutions (Foucault, 1978). Foucault discusses how sovereignty is transformed and reconfigured in contemporary politics.

Foucault, then explores the relationship between state power, economy and the management of populations (Foucault, 1978). In Sovereign power, society must obey the regulations made by the government.

Example :

Datum : 23/Dead Poets Society/SOP/TA/01:17:24



Figure 4.17 : Charlie got punished by Mr. Nolan

In this data, the manifestation of sovereign power, as elucidated by Michel Foucault, becomes evident. Sovereign power, characterized by complete control and often implemented through legislation, prohibition, and censorship, relies heavily on the enforcement of laws. In this data, the application of sovereign power is discernible as a consequence of Dalton's actions, which contravene established school regulations. Dalton's transgression involves advocating for the inclusion of female students in the school, a violation that prompts disciplinary measures in accordance with school rules.

Foucault's characterization of sovereign power aligns with the punitive actions taken against Dalton, reflecting the authoritative control exercised by the institution. The sequence of events underscores the role of sovereign power in maintaining order within the institution. Dalton's attempt to challenge the status quo is met with the enforcement of established laws and regulations, showcasing the authority's ability to exercise control and limit individual actions. This scene exemplifies how sovereign power operates through institutional regulations to uphold a particular order and suppress deviations from established norms, as articulated by Michel Foucault.

Datum : 24/Dead Poets Society/SOP/TA/01:20:02

Mr. Nolan : Well, John, the curriculum here is set. It's proven it works. If you question, what's to prevent them from doing the same?

Keating : I always thought the idea of educating was to learn to think for yourself.

Mr. Nolan : At these boys' ages? Not on your life! Tradition, John.

Discipline. Prepare them for college, and the rest will take care of itself.

In the dialogue, Mr. Nolan's statements, specifically "Tradition, Discipline. Prepare them for college, and the rest will take care of itself," reflects elements of sovereign power. This statement highlights the importance of tradition and discipline as part of an institutionalized education, with the aim of preparing students for college. It reflects the view that sovereign power, in the context of education, comes from the authority or institution that sets the structure, curriculum and rules for students to follow. Mr. Nolan's statement on the importance of tradition, discipline, and preparation for college shows how sovereign power is exercised in an educational context, where a particular institution or authority determines the educational views and goals that students must follow.

Datum : 25/Dead Poets Society/SOP/TA/01:20:27

Charlie : But I thought you'd like that.

Keating : No. You being expelled from school is not daring to me. It's stupid, 'cause you'll miss some golden opportunities.

Charlie : Yeah. Like what?

Keating : Like, if nothing else, the opportunity to attend my classes. Got it, Ace?

Charlie : Aye, aye, Captain.

Keating : Keep your head about you. That goes for the lot of you.

In this data, the presence of sovereign power continues to unfold. The initial data, where Dalton is punished for his actions by playing with Mr. Nolan, serves as a trigger for the exertion of sovereign power. Mr. Nolan, in response to the incident, calls upon John Keating to instill more discipline and adhere to the established curriculum. This directive from Mr. Nolan leads to the third data point, where John Keating, acting under the influence of sovereign power, issues a warning to his students to exercise caution in their actions. Michel Foucault's understanding of sovereign power encompasses the imposition of legal and punitive laws to regulate and control individuals. In this data, the laws of the school serve as the governing force, shaping the behavior of both teachers and students. The warning issued by John Keating is a manifestation of sovereign power's influence on individual conduct within the institutional framework. The school's laws, acting as a form of sovereign power, demand obedience and compliance, as seen in both the punitive measures taken against Dalton and the subsequent cautionary message from John Keating. This interconnected series of events highlights how sovereign power, through institutional regulations, shapes the behavior of those within its sphere of influence.

Datum : 27/Dead Poets Society/SOP/TA/01:22:30

Mr. Perry : Do not you dare talk back to me! It's bad enough that you've wasted your time with this, this absurd acting business. But you deliberately deceived me! How, how, how did you expect to get away with this? Answer me. Who put you up to it? Was it this new man? This, uh, Mr. Keating?

Neil : No. Nobody—I thought I'd surprise you. I've gotten all A's in every class.

Mr. Perry : Did you think I wasn't going to find out? "Oh, my niece is in a play with your son," says Mrs. Marks. "No, no, no," I say, "you must be mistaken. My son's not in a play." You made me a liar of me, Neil! Now, tomorrow you go to them and you tell them that you're quitting.



Figure 4.18 : Mr. Perry wants Neil to quit playing

The fourth data included in Sovereign power is in the film *Dead Poets Society* (1989). The dialogue started by Mr. Perry when he finally found out that Neil, his son, was following the play. Neil is a high school student who attends an elite school. Mr. Perry's expectation to Neil is very high. He wanted his son to become a doctor and complied with his wishes. From that expectation he created the rules that so that Neil remained on the right path, not deviating. When the rules he has made are violated by Neil, he will visit Neil at his dorm to scold him and remind him to stay on the right path, to obey his parents' wishes. According to Michel Foucault, Sovereign Power is seen in the presence of laws that can regulate society. The idea of sovereign power not only applied in the governments. Besides, sovereign power can also in other context beyond government such as; personal context, in this case family, individual, corporate context, region context.

In this following data, sovereign power is applied in personal context where Mr. Perry made the regulations to regulate his son. The impact of the regulations that Mr. What Perry made is that Neil became worried about the things he is going to do. Neil's space to seek his desires is very limited because of this rule.

Datum : 31/Dead Poets Society/SOP/TA/01:39:00

Keating : Neil. Neil. You have the gift. What a performance You left even me speechless. You have to stay with-
Mr. Perry returns from his car and shoves Neil aside.
Mr. Perry : Get in the car. Keating, you stay away from my son.

In this data the dynamics of sovereign power are evident in Mr. Perry's actions and authoritative orders. Mr. Perry's firm command for his son, Neil, to enter the car and his directive to John Keating to stay away from Neil exemplify elements of sovereign power. In this data, Mr. Perry, as a parental figure, wields his authority to regulate Neil's actions and establish boundaries in his relationships. The actions and orders issued by Mr. Perry reflect the operation of sovereign power within the parent-child relationship. Michel Foucault describes sovereign power as the imposition of authority through legal and regulatory mechanisms, and in this context, parental authority serves as a form of sovereign power. Mr. Perry's exercise of authority is a means to control and shape Neil's behavior, emphasizing the hierarchical power dynamics within the family unit. By asserting his power as a parent, Mr. Perry enforces norms, expectations, and boundaries in Neil's life. This portrayal aligns with Foucault's understanding of sovereign power, where individuals in authoritative positions utilize their influence to regulate and control the actions of those under their authority, exemplified in this case through the parent-child relationship.

Datum : 32/Dead Poets Society/SOP/TD/01:40:44

Mr. Perry : We're trying very hard to understand why it is that you insist on defying us. Whatever the reason, we're not gonna let you ruin your life. Tomorrow I'm withdrawing you from Welton and enrolling you in Braden Military School. You're going to Harvard and you're gonna be a doctor.

Neil : But that's ten more years. Father, that's a lifetime!

Mr. Perry : Oh, stop it. Do not be so dramatic. You make it sound like a prison term. You do not understand, Neil. You have opportunities that I never even dreamt of and I am not going to let you waste them.

This data of sovereign power is from *Dead Poets Society* (1989). In the dialogue, Mr. Perry's statements and actions show elements of sovereign power in the context of the parent-child relationship. Mr. Perry's actions to withdraw Neil from Welton and enroll him in Braden Military School, as well as his decision to determine Neil's future (directing him to enter Harvard and become a doctor) show how sovereign power is exercised by parents in determining the direction and future of their child. Mr. Perry's statement that Neil has more opportunities than he does and his decision to ensure Neil does not waste those opportunities shows how parental authority and power is exercised in determining the direction of their child's life and education. This reflects how sovereign power is exercised in the parent-child relationship.

Datum : 33/Dead Poets Society/SOP/TD/01:45:44



Figure 4.19 : Neil tried to kill himself

In this data, Neil's tragic decision to end his own life is driven by a sense of constraint imposed by the rules set by his father, illustrating a form of sovereign power within the familial dynamic. Neil's father, embodying a position of authority within the family, exerts a form of sovereign power by imposing rules and expectations on his son. The weight of these familial regulations becomes so burdensome for Neil that he perceives no alternative but to make an extraordinary decision regarding his own life. Neil's tragic choice reflects the profound impact that sovereign power within the family unit can have on an individual's autonomy and well-being.

Datum : 35/Dead Poets Society/SOP/TA/01:53:47

Charlie : That's it, guys. We're all fried.

Pitts : How do you mean?

Charlie : Cameron's a fink. He is in Nolan's office right now, finking.

Pitts : About what?

Charlie : The club, Pittsie. Think about it. The board of directors, the trustees and Mr. Nolan. Do you think for one moment they're gonna let this thing just blow over? Schools go down because of things like this. They need a scapegoat.

In the dialog, there is Charlie's expression of concern over the repercussions of Cameron's actions reporting their secret club to Nolan's Office. There are elements that reflect the sovereign power held by the highest authorities in the school, such as Nolan and the school board of trustees. Charlie is worried that the act of reporting the secret club to authorities such as Nolan and the school board of trustees will cause the school to take drastic action. He believes that the school authorities will look for a "scapegoat" to take responsibility for the club. This shows how sovereign power or the power of authority is exercised by the school authorities to control the situation and respond to offenses or activities deemed inappropriate by students.

Datum : 38/The Pursuit of Happiness/SOP/TA/00:06:49

Chris on backsound :

I needed to sell at least two scanners a month for rent and daycare. I'd have to sell one more... to pay off all of those tickets under my windshield wiper. The problem is... I haven't sold any for a while.

In this data from *The Pursuit of Happiness (2006)* showcases how life demands, often shaped by legal and economic structures, influence individual behavior. In this data, Chris Gardner is compelled to sell his machine to sustain his family's living expenses. The imperative to work hard and make sacrifices, as evident in Chris's decision to sell the machine, reflects the influence of sovereign power in the form of societal and economic norms. The legal and systemic structures governing livelihoods create demands that individuals like Chris must navigate to meet the basic needs of their families.

Datum : 39/The Pursuit of Happiness/SOP/TA/00:07:44

Linda : Did you pay the taxes?

Chris : No, i'm gonna have to file an extension

Linda : You already filed an extension

Chris : Yeah, well, i gotta file another

one.Linda : That's—It's \$650.

In this data, a glimpse of sovereign power is observed in the argument between Chris and Linda regarding late tax payments. Chris, facing financial constraints, requests another extension for tax payments due to a lack of funds. This scenario is illustrative of the regulations established by the government concerning tax payments, falling within the realm of sovereign power. As elucidated by Michel Foucault, sovereign power operates through legal laws and regulations. In this context, the government's tax regulations represent a form of sovereign power that imposes obligations on individuals like Chris.

The inability to meet these financial obligations not only leads to interpersonal conflicts, as seen in the argument between Chris and Linda, but also highlights how sovereign power, embedded in legal and economic structures, influences the everyday lives of individuals. The data underscores the impact of legal regulations on individual circumstances, revealing how sovereign power extends into economic aspects of life and shapes the dynamics within relationships.

Datum : 41/The Pursuit of Happiness/SOP/TA/00:12:00

Linda : You should probably do your sales calls.

Chris : I do not need you to tell me about my sales calls, Linda. I got three of them before the damn office is even open.

Linda : Do you remember that rent is due next week? Probably not. We're already two months behind. Next week we'll owe three months. I've been pulling double shifts for four months now, Chris.

The data included in *Sovereign Power* is in the film *The Pursuit of Happiness* (2006). The dialogue was delivered by Chris and Linda who are arguing about sales calls. The root of the argument between Chris and Linda is the apartment payment which will be due next week. At that time, Chris did not have a permanent job, he used most of his savings to buy medical equipment which he thought was visionary and would sell well on the market. Whereas Linda works full time as a nurse, Linda also often takes other shifts to earn extra money for living expenses.

Michel Foucault explained that *Sovereign Power* regulates based on legal law. In this data, the applicable sovereign power is corporate sovereignty, which is related to the economy. In this case, Chris and Linda inevitably have to comply with existing laws, where Chris and Linda have to find money to pay the apartment rent. If they do not pay the apartment rent, Chris and Linda must be evicted because that is the applicable law.

Datum : 43/The Pursuit of Happiness/SOP/TA/00:24:00

Chris : You should've seen me out there today. Somebody stole a scanner.
I had to run the old girl down-

Linda : Whatever.

Chris : What?

Linda : Whatever, Chris

Chris : What the hell you got attitude about?

In this data from *The Pursuit of Happiness* (2006), the impact of sovereign power becomes evident as Chris and his wife engage in a discussion about their family's economic struggles. The central focus of their conversation is the earnest hope for an improvement in the economy. Within the context of Michel Foucault's understanding, sovereign power regulates societal rules and norms based on legal laws. The economic challenges faced by Chris and his family exemplify the influence of sovereign power on individual lives. Economic policies, shaped by legal laws and regulations, impact the livelihoods of individuals and families, as illustrated in this data. The uncertainty and difficulties stemming from economic hardships underscore how sovereign power, operating through legal frameworks, can significantly shape the day-to-day experiences of individuals. Chris and his wife's concerns about the economic climate highlight the broader influence of sovereign power on societal structures.

Datum : 44/The Pursuit of Happiness/SOP/TA/00:37:26

Landlord : Hey, listen. I need the rent. I can not wait anymore.

Chris : Yeah, I'm good for that, Charlie. I'm gonna get it

Landlord : Why do not you go two blocks over at the mission inn motel?
It's half what you pay here. Listen Chris, i need you out of here in the morning.

In the dialog, there is an indication of the landlord's power or authority in making decisions regarding the rental of the property. The landlord emphasized his need for the delayed rent payment and advised Chris to find an alternative place to stay with a cheaper rent at the Mission Inn Motel.

This shows how authority or sovereign power in terms of property is handed over to the landlord who has control over the rent, pricing, and the decision to ask the tenant to move out. This is not about sovereign power in the broad sense of government or sovereign power, but rather the power that property owners have in terms of management and decisions related to their properties.

Datum : 45/The Pursuit of Happiness/SOP/A/00:45:55

Jay : Hey, now you can call me Jay. We'll talk to you soon

Chris : Allright, so i'll let you know, Jay

Jay : "You'll let me know, Jay?" what do you mean?

Chris : Yeah, i'll give you a call tomorrow sometime—

Jay : What are you talking? You hounded me for this

Chris : Listen, there's no salary.

Jay : No.

Chris : I was not aware of that. My circumstances have changed some

In this data, the influence of sovereign power is evident as Chris contemplates his internship opportunity. Despite securing the internship, Chris faces the dilemma of not receiving a salary during this period, prompting him to reconsider. According to Michel Foucault, sovereign power operates by subduing behavior through obedience to existing laws. The absence of a salary during the internship reflects the economic conditions and regulations that individuals must navigate. In this case, the legal and economic structures governing labor contribute to Chris's decision-making process. The imperative to consider living costs alongside the absence of financial compensation underscores how sovereign power, operating through legal and economic frameworks, shapes individual choices. Foucault's understanding of sovereign power emphasizes its role in regulating behavior through adherence to established laws. Chris's contemplation of the internship illustrates the impact of legal regulations on professional opportunities, highlighting how individuals, in their pursuit of livelihood, must navigate the constraints imposed by sovereign power.

Datum : 47/The Pursuit of Happyness/SOP/P/00:57:45



Figure 4.20 : Chris with his internship rival

In this data, the influence of sovereign power is perceptible, reflecting a characteristic of traditional power that prevailed in pre-modern societies, notably during the feudal era and early modern times. As per Michel Foucault's elucidation, Sovereign Power is often linked to a singular authoritative figure, such as a monarch or sovereign ruler, exercising absolute authority without the intricate bureaucratic structures seen in modern governance. The focal point of this data is Chris's participation in a job competition, where only one person among many contenders will secure the position. The competitive nature of the job market mirrors aspects of sovereign power, where decisions are often singular and uncompromising. The process lacks elaborate bureaucratic mechanisms, emphasizing the direct and decisive nature of the selection. Drawing on Foucault's insights, the competitive job scenario embodies characteristics of traditional sovereign power, wherein the selection of a single individual for a position mirrors the unilateral decision-making associated with pre-modern authoritative figures.

Datum : 48/The Pursuit of Happyness/SOP/TA/01:03:25



Figure 4.21 : The hotel keeper asked for payment

In this data from *The Pursuit of Happyness* (2006), the influence of sovereign power becomes apparent as Chris grapples with the inability to pay for a motel room, leading to a confrontation with the motel owner over outstanding bills. According to Michel Foucault, Sovereign Power involves individuals complying with existing regulations, or facing consequences such as the inability to secure basic necessities. The demand for compliance with regulations, as reflected in the motel owner billing Chris, underscores the pervasive impact of sovereign power on individual lives. In this scenario, the motel owner, as a representative of societal norms and economic regulations, exercises authority over Chris based on established rules. Foucault's concept of sovereign power highlights the necessity for individuals to adhere to existing regulations to maintain ownership and access to essential resources. Chris's struggle to pay for the motel room exemplifies how non-compliance with these regulations can result in tangible consequences, emphasizing the role of sovereign power in shaping the lived experiences of individuals within societal structures.

Datum : 49/The Pursuit of Happyness/SOP/D/01:03:53

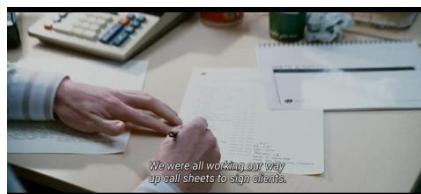


Figure 4.22 : Chris trying to get client

In this data from *The Pursuit of Happyness* (2006), the manifestation of sovereign power is evident as Chris endeavors to gather as many client signatures as possible to secure a job. The office's rule, dictating that the person with the highest number of client signatures will be accepted for employment, mirrors characteristics of sovereign power, as elucidated by Michel Foucault.

Sovereign power operates by subduing individuals based on existing regulations. The competitive nature of acquiring client signatures underscores how adherence to established rules becomes pivotal in shaping Chris's professional prospects. In line with Foucault's explanation, sovereign power influences individual behavior through the imposition of regulations and criteria. In this scenario, the pursuit of client signatures represents a direct response to the established norms within the office environment.

Datum : 51/The Pursuit of Happyness/SOP/TA/01:16:06

Chris on backsound : This part of my life is called "Paying Taxes." If you did not pay them, the government could stick their hands into your bank account and take your money.

In this quote, there is a depiction of the sovereign power that the government or state has in relation to the obligation to pay taxes. Chris explains that part of his life is paying taxes, and he emphasizes that if one does not pay them, the government has the power to forcibly withdraw funds from one's bank account as a penalty for late or non-compliance. This reflects the authority of the government in enforcing tax obligations and the power it has to take collection action if there is non-compliance.

Datum : 52/The Pursuit of Happyness/SOP/TA/01:21:39



Figure 4.23 : Chris kicked out from the motel

In this data, the impact of sovereign power is detectable as Chris faces eviction from the motel due to an inability to pay. The inevitability of Chris having to comply with the consequences of eviction aligns with Michel Foucault's understanding of Sovereign Power. Sovereign power imposes consequences on individuals who do not adhere to established regulations. The act of being expelled from the motel serves as a tangible illustration of the consequences of non-compliance with societal norms and regulations, reflective of sovereign power. Chris, in this circumstance, is compelled to accept the repercussions of his financial struggles, underscoring how sovereign power operates through the enforcement of rules that dictate access to essential resources. Foucault's concept of sovereign power emphasizes the authority of established regulations in shaping individual experiences. The data highlights how Chris, as an individual subject to societal structures, must navigate and succumb to the consequences dictated by sovereign power when faced with challenges such as financial constraints.

Datum : 59/The Pursuit of Happiness/SOP/TA/01:42:11



Figure 4.24 : Chris donate his blood to get extra cash

In this final data from *The Pursuit of Happiness* (2006), the Sovereign Power is stark as Chris resorts to exchanging his blood for monetary compensation. The necessity of such drastic measures is driven by the relentless demands of life that Chris must confront. The presence of laws that regulate society, as elucidated by Foucault in his concept of Sovereign Power, becomes evident in this data.

The act of exchanging blood for money underscores how individuals, like Chris, are compelled to navigate extreme circumstances dictated by societal structures. The imperative to exchange a vital bodily resource for financial gain highlights the influence of sovereign power, where adherence to societal norms becomes integral to survival. Foucault's understanding of sovereign power, embedded in the regulatory frameworks governing society, is reflected in Chris's desperate actions. The data serves as a poignant illustration of how individuals, in the face of life's challenges, may find themselves subject to the constraints imposed by the laws and regulations that characterize sovereign power.

2. The Impacts of Power Relation to the Characters in *Dead Poets Society* (1989) and *The Pursuit of Happyness* (2006)

According to Hyun & Ku (2020), Power revolves around the notion that power is intrinsically linked to the degree of dependence in a given relationship. They argue that the degree of power in that dynamic is proportional to the degree of dependence on a particular entity or factor. In addition, Hyun & Ku also identifies two basic sources and manifestations of power: position power and personal power. Positional power is characterized by power or influence that stems from an individual. Personal power, on the other hand, focuses on an individual's ability to influence the behavior of others, which often stems from their personal qualities, skills, or charisma. Essentially, the concept of personal power refers to the ability to shape the actions and decisions of others in a relationship. Hyun & Ku, then identifies the impacts as follows; Dispositional power, Proactive coping, Life satisfaction, Affective well-being, Trait Anxiety and Trait depression.

The data of this research consists of 1 data of Dispositional Sense of Power, 7 data of Proactive Coping, 2 data of Life Satisfaction, 15 data of Affective Well-being, 7 data of Trait Depression, and 30 data of Trait Anxiety. The list of the impacts of power relation in *Dead Poets Society (1989)* and *The Pursuit of Happyness (2006)* are provided below.

The Impact of Power Relation found from each films are summarized in the table below:

Table 4.2: *research finding on the impact of power relation*

The Impact of Power Relation	Films	
	<i>Dead Poets Society (1989)</i>	<i>The Pursuit of Happyness (2006)</i>
Dispositional Sense of Power	-	1
Proactive Coping	6	2
Life Satisfaction	2	-
Affective Well-being	7	7
Trait Depression	6	1
Trait Anxiety	15	15
Σ	36	26

a. Dispositional Sense of Power

Dispositional Sense of Power according to Hyun & Ku (2020), refers to an individual's inherent or enduring belief in their capacity to influence and control events, situations, and the behavior of others. Dispositional Sense of Power is personal trait and can vary among individuals. It is a psychological concept that relates to an individual's perception of their own power and agency in various aspects of life. In Dispositional Sense of Power, some person feeling confident in their ability to affect outcomes and make things happen, while some people feel more passive or helpless in the face of challenges.

Datum : 49/The Pursuit of Happiness/SOP/D/01:03:53



Figure 4.22 : Chris trying to get client

The data is in the film *The Pursuit of Happiness* (2006). The cut scene occurs when Chris Gardner trying to get as many client signatures as possible so he can qualify for the job as according to the office rules, whoever gets the most client signatures is the one who will be accepted for work. Sovereign power is exist in this data as sovereign power according to Michel Foucault is to subdue someone based on existing regulation. Dispositional sense of power is rooted in social psychology and personality psychology and can have various implications for an individual's behavior. It can coexist with other personality traits and beliefs, and it may vary in different situations or life stages (Hyun & Ku, 2020). In this case, affiliation is also included in the dispositional sense of power because it influences individual psychology. Chris in this data is affiliated to be competent with his competitors to get the job he wants as he worked hard to get an internship.

b. Proactive Coping

According to Hyun & Ku (2020), Proactive coping is a psychological concept related to an individual's ability to anticipate potential stressors, challenges, or adverse events and take active steps to prepare, prevent or minimize the negative effects of these coping factors. This involves a forward-thinking and adaptive approach to managing stress and adversity.

Proactive coping is considered a positive and adaptive way to manage stress and life's challenges because it emphasizes prevention and preparation. It is particularly relevant in areas such as stress management, psychology and personal development, where it is recognized as a valuable approach to building resilience and maintaining wellbeing.

Datum : 1/Dead Poets Society/DIP/P/00:05:04

Mr. Perry approaches with his son Neil. He shakes Mr. Nolan's hand.

Mr. Perry : Gale

Mr. Nolan : Tom

Mr. Perry : Good to see you again.

Neil : Hello Mr. Nolan.

Mr. Nolan : Neil. We expect great things from you this year.

Neil : Thank you, sir.

Mr. Perry : Well he won't disappoint us. Right Neil?

Neil : I'll do my best sir.

EXT SCHOOL GROUNDS – DAY

The first data of proactive coping is from *Dead Poets Society* (1989). Proactive coping in this data refers to Neil's reaction which tries to be opportunistic even though he feels quite a lot of pressure coming from his father. His father expected him not to disappoint. Not only from his father, Mr. Nolan as the principal also hopes for the best from Neil, from the disciplinary power created by his father and Mr. This Nolan has an impact on Neil's proactive coping. As Hyun & Ku explained, individuals who employ proactive coping actively seek to identify and address potential issues before they escalate.

Datum : 5/Dead Poets Society/DIP/P/00:17:47

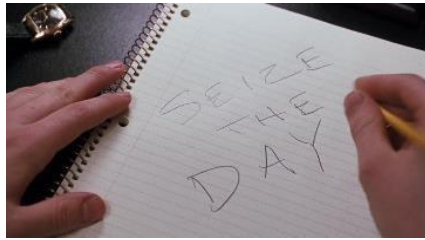


Figure 4.2 : Todd motivated by John Keating

The second data highlighting proactive coping is evident in *Dead Poets Society* (1989). Here, Todd displays a sense of seizing opportunities subsequent to John Keating's teachings. The depth of experience and pedagogical expertise possessed by John Keating significantly influences his students, notably Todd. Todd's response is notable; he even inscribes a phrase mirrored from John Keating. This underscores the potent impact of Keating's disciplinary power as an educator. As Hyun & Ku suggest, proactive coping proves particularly adept at alleviating the adverse effects stemming from stressors, a testament to the influence of mentorship and guidance within a disciplinary framework.

Datum : 8/Dead Poets Society/DIP/P/00:26:02

John Keating : We do not read and write poetry because it's cute. We read and write poetry because we are members of the human race. And the human race is filled with passion. Medicine, law, business, engineering, these are all noble pursuits, and necessary to sustain life. But poetry, beauty, romance, love, these are what we stay alive for. To quote from Whitman: "O me, o life of the questions of these recurring, of the endless trains of the faithless, of cities filled with the foolish. What good amid these, o me, o life? Answer: that you are here. That life exists, and identity. That the powerful play goes on, and you may contribute a verse. That the powerful play goes on and you may contribute a verse."

The third data, proactive coping emerges from *Dead Poets Society* (1989). Here, John Keating emphasizes the profound significance of poetry in life through his teaching approach. His method leaves a lasting impact on his students, notably when he encourages them to gather around and immerse themselves in the lesson.

The opportunity for growth and self-discovery is palpable on the faces of his students as they engage with Keating's teachings. This underscores the influential disciplinary power wielded by Keating as an educator. As highlighted by Hyun & Ku, proactive coping often aligns with goal-oriented behavior, involving the establishment of clear objectives and purposeful actions to achieve them, while also considering and addressing potential obstacles along the way.

Datum : 9/Dead Poets Society/DIP/P/00:30:34



Figure 4.3 : Neil invites his friends to rebuild the Dead Poets Society

This data of proactive coping is in the *Dead Poets Society (1989)* film.

This scene occurs when Neil and his friends find the annual book which contains John Keating in it. Neil and his friends try to find out and meet John Keating on the field. It was later revealed that John Keating was a former student at the school and he joined a community called Dead Poets Society which made his students wonder.

Proactive coping is grounded in the idea of identifying and anticipating future stressors, obstacles or difficulties. Instead of waiting for a problem to become overwhelming, individuals who employ proactive coping actively seek to identify and address potential issues before they escalate (Hyun & Ku, 2020). In this data, Neil found that there are opportunities in the Dead Poets Society, so he asks his friends to regenerate the Dead Poets Society.

Datum : 40/The Pursuit of Happyness/DIP/P/00:10:15

Chris on backsound : I still remember that moment. They all looked so damn happy to me. Why could not i lokk like that? I'm gonna tryto get home by 6. I'm gonna stop by a brokerage firm after work.

This data of proactive coping is in *The Pursuit of Happyness (2006)* film.

This scene is occurs when Chris This scene appears when Chris passes the stock broker's office and finds how happy the faces of the workers there are. At that time, he asked why he could not be like that. Then he tries hard to get what he wants. Chris found an opportunity within himself that can make him succesful. According to Hyun & Ku, Proactive coping is often goal-oriented. It involves setting clear objectives and taking deliberate actions to achieve those objectives while considering potential obstacles and challenges along the way. As in this data, Chris saw the potential in himself and trying to pursue it as hard as he can.

Datum : 47/The Pursuit of Happyness/SOP/P/00:57:45



Figure 4.20 : Chris with his internship rival

This last data of proactive coping is observed in *The Pursuit of Happyness (2006)*. Here, Chris exemplifies proactive coping as he navigates the office environment, articulating his plans for the internship. Within this competitive setting, where only one participant will secure a job, Chris's proactive approach reflects a goal-oriented mindset. This aligns with Hyun & Ku's definition of proactive coping, emphasizing the establishment of clear objectives and strategic actions taken to achieve these goals. Chris's proactive efforts showcase his navigation of the sovereign power dynamics present within the competitive internship environment.

c. Life Satisfaction

Hyun & Ku (2020) explained that Life satisfaction refers to how satisfied and happy a person is with their entire life. Life satisfaction is a complex and highly individual concept, and it is a valuable indicator of an individual's level of happiness and overall quality of life. It is a personal assessment of peace and happiness. This feeling is influenced by many different factors such as relationships, health, work and personal goals. It's a combination of how you view your life and how well it matches your expectations.

Example :

Datum : 4/Dead Poets Society/DIP/L/00:09:34

Meeks : Well, uh, Latin, eight o' clock in my room?

Neil : Yes.

The first data of life satisfaction emerges from *Dead Poets Society (1989)*. Here, life satisfaction manifests when Neil is informed by Mr. Perry that all extracurricular activities are to be halted, emphasizing the dominance of his father's authority. Initially resistant, Neil eventually acquiesces and complies with his father's wishes, subsequently redirecting his focus to academic pursuits alongside his peers. This data reflects the impact of disciplinary power wielded by Mr. Perry, influencing Neil's choices and actions. As elucidated by Hyun & Ku, life satisfaction is a deeply personal and subjective concept, molded by an individual's values, aspirations, and experiences. What brings contentment to one person's life may vastly differ from another's perspective.

Datum : 10/Dead Poets Society/DIP/L/00:43:45



Figure 4.4 : John Keating teach in an unconventional way

The data of life satisfaction is in the *Dead Poets Society* (1989) film. As in this data is John Keating asked his students to try to see things from a different point of view. In this data, John Keating's way of teaching his students is quite different. This is what makes his students interested in studying with him.

As according to Hyun & Ku, Life satisfaction is a highly subjective and personal concept. It is based on an individual's unique values, goals and experiences. What makes one person feel satisfied with life may differ from what another person considers satisfying. As from the data, can be seen that John Keating has a unique values from the way he teach his student.

d. Affective Well-Being

To understand Affective Well-Being, Hyun & Ku (2020) explained that Affective Well-Being refers to the emotional or emotional aspect of an individual's overall health and mental health. It includes experiencing and managing one's emotions, moods, and emotions, which can play an important role in determining one's overall life satisfaction and quality. A person with high affective well-being generally experiences more pleasant feelings than unpleasant feelings (Tov, 2018).

Example :

Datum : 6/Dead Poets Society/DIP/A/00:20:09

Knox : I can not make it guys. I have to have dinner at the Danburry's house.

The data of affective well-being surfaces in *Dead Poets Society* (1989). Here, Knox adheres to his parents' directive of attending a meal at his father's friend's house, influenced by the authority imposed by his parents. This act of compliance under disciplinary power subsequently impacts Knox's affective well-being. During this gathering, Knox encounters a woman who becomes a significant romantic interest. The disciplinary influence exerted by parental expectations shapes Knox's actions, leading to an encounter that positively impacts his affective well-being. As described by Hyun & Ku, affective well-being encompasses the experience of positive emotions such as happiness, joy, and love, which manifest in various life circumstances.

Datum : 7/Dead Poets Society/DIP/A/00:23:24

The students look at Keating as if he has just gone mad.
Keating : Go on, rip out the entire page. You heard me, rip it out. Rip it out!

The data of affection well-being on this scene is from *Dead Poets Society* (1989), an impactful moment affecting students' emotional experiences occurs when John Keating instructs them to tear out pages from a book. This unconventional teaching method fosters a sense of liberation and elicits positive emotions in some students, symbolizing breaking free from conventional norms. However, it also leads to confusion and mixed emotions among others who question the rationale behind this action. This incident highlights diverse emotional responses within the class, showcasing the varying perspectives and reactions to Keating's unorthodox approach. As explained by Hyun & Ku, affective well-being involves experiencing positive emotions like happiness, joy, and love, which can differ based on individual perceptions and reactions to specific situations.

Datum : 15/Dead Poets Society/DIP/A/00:50:08



Figure 4.5 : Knox tries to meet the women he likes

In this data from *Dead Poets Society* (1989), Knox takes the initiative to pursue a woman he's interested in after initially meeting her at a dinner gathering with his father's friend's family. From the disciplinary power in this data, Knox's proactive approach reflects his personal autonomy and emotional inclinations. His endeavor to establish a connection with the woman likely contributes positively to Knox's emotional well-being, evoking feelings of interest, attraction, or anticipation. As per Hyun & Ku's perspective, affective well-being encompasses the experience of positive emotions such as happiness, joy, and love, often arising from personal pursuits and relationships, independent of disciplinary influences.

Datum : 16/Dead Poets Society/DIP/A/00:52:09



Figure 4.25 : Neil's happy expression when he gets the part

Neil : Charlie, i got the part! I'm gonna play Puck! I'm gonna play Puck!

The data of affective well-being in *Dead Poets Society* (1989) is when Neil excitedly shares the news of landing a role in a drama, fulfilling his long-cherished dream. His elation and happiness upon securing this role vividly exemplify a state of affective well-being.

Neil's overwhelming joy and enthusiasm following this achievement reflect a deeply positive emotional response linked to his personal fulfillment. From the disciplinary power in this moment, Neil's emotional reaction underscores the significant impact of personal success on one's emotional state. It highlights how achieving personal dreams and goals can evoke strong positive emotions, fostering a sense of happiness and fulfillment.

Datum : 18/Dead Poets Society/DIP/A/00:57:58



Figure 4.26 : John teach Todd how to be brave

The data of affective well-being in Dead Poets Society (1989) surfaces when Todd's emotional state appears positively affected after John Keating encourages him to speak up in front of his classmates. This change in Todd's affective well-being is noticeable through the expression on his face, suggesting a shift towards a more positive emotional state, possibly reflecting feelings of accomplishment or newfound confidence. As per Hyun & Ku's explanation, affective well-being encompasses the experience of positive emotions such as happiness, joy, and love. While this data might not directly link to disciplinary power, Todd's improved emotional state after being encouraged by Keating highlights the impact of mentorship and support on one's emotional well-being.

Datum : 20/Dead Poets Society/DIP/A/01:02:41

Knox : Yawp! Can you believe it? She was gonna call me. She invited me to a party with her.

The data of affective well-being is from *Dead Poets Society* (1989). In this data, Knox feels so happy after he calls Chris and Chris invited him to come to the party. In the quote, Knox's reaction shows an indication of affective well-being. He looks very happy and surprised to hear that someone he likes would call him and even invite him to a party. Her enthusiastic response shows emotional excitement and joy, which is often part of affective well-being that involves positive feelings such as joy, happiness, and enthusiasm for a pleasant experience or expected social interaction. This data is clearly valid for affective well being as according to Hyun & Ku, Affective well-being is characterized by experiencing positive emotions like happiness, joy, love, etc.

Datum : 21/Dead Poets Society/DIP/A/01:08:46

Charlie : Guys, I have an announcement to make. In keeping with the spirit of passionate experimentation of the Dead Poets, I'm giving up the name Charlie Dalton. From now on, call me Nuwanda.

The data of Affective well-being is from *Dead Poets Society* (1989). In this data, affective well-being comes out when Charlie announces that he is changing his name to Nuwanda. In this quote, Charlie's decision to change his name to Nuwanda is indicative of affective well-being. Although it may seem a strange decision to others, it may bring Charlie emotional joy or satisfaction. The name change may be an expression of the individual's freedom to express himself and show aspects of creativity and experimentation in his personality. This may give rise to feelings of joy, satisfaction or enthusiasm for the new identity he has chosen, which is part of affective well-being involving positive feelings towards self-expression and an individual's freedom to define their own identity.

Datum : 30/Dead Poets Society/DIP/A/01:33:13

Chris walks away from him and then turns to face him.

Chris : You are so infuriating.

Chris gestures for Knox to follow her. Charlie does a little twirl as he joins her and puts his arm around her.

They walk away.

The data of Affective Well-being is still from *Dead Poets Society (1989)*.

In this data, Affective well-being is comes out from both Knox and Chris at that time, Chris was initially annoyed with Knox because he was always acting recklessly to meet him, but Knox, with his words, succeeded in subverting Chris's heart until Chris finally wanted to go out with Knox. According to Hyun & Ku, Affective well-being is characterized by experiencing positive emotions like happiness, joy, love, etc.

Datum : 45/The Pursuit of Happiness/SOP/A/00:45:55

Jay : Hey, now you can call me Jay. We'll talk to you soon

Chris : Allright, so i'll let you know, Jay

Jay : "You'll let me know, Jay?" what do you mean?

Chris : Yeah, i'll give you a call tomorrow sometime—

Jay : What are you talking? You hounded me for this

Chris : Listen, there's no salary.

Jay : No.

Chris : I was not aware of that. My circumstances have changed some

In this data from *The Pursuit of Happiness (2006)*, a depiction of affective well-being emerges when Chris contemplates upon securing an internship at a company. Initially, he assumes the internship is paid, only to realize later that it is unpaid. This realization prompts Chris to weigh the offer, considering his challenging financial situation at the time. As per Hyun & Ku, affective well-being encompasses the capacity to effectively manage and navigate negative emotions. From the sovereign power in data, Chris's contemplation and emotional evaluation of the internship offer highlight his adaptive emotional resilience in coping with challenging circumstances.

Datum : 46/The Pursuit of Happyness/DIP/A/00:55:08



Figure 4.12 : Chris give a message to Chris Jr,

The data of Affective well-being is from *The Pursuit of Happyness* (2006). In this data, Chris gave a message to Chris Jr. After he scolded her for something. In this data, Chris tries to control his emotions in a good way. This data is included in Affective well-being as explained by Hyun & Ku explained Affective well-being also involves the ability to effectively manage and cope wit negative emotions. It doesn't mean the absence of negative emotions but rather the ability to deal with them in a healthy way.

Datum : 50/The Pursuit of Happyness/DIP/A/01:09:04



Figure 4.13 : Chris invited Chris Jr. To watch American Football

The data of Affective Well-being is from *The Pursuit of Happyness* (2006) film. This data is focuses on Chris jr. who was happy because he would be invited to watch a football match after Chris succeeded in selling his machine. At that time, Chris and Chris Jr. Was at a restaurant while Chris studying for the finaltest of internship and Chris Jr. Was eating. According to Hyun & Ku (2020), Affective Well-being plays crucial rolein an individual's day-to-day experiences and contributes to their overall quality of life. It is intertwined with other dimensions of well-being such as life satisfaction and psychological well-being.

Besides, Affective Well-being plays vital role in shaping their life experiences. In this data, can be seen that Only through positive words can make someone happy. It can be seen that when Chris just invited Chris Jr. To watch Football but it can bring happiness to Chris Jr. Even though that does not necessarily happen.

Datum : 55/The Pursuit of Happiness/DIP/A/01:31:47

Chris : I was here first. They told me that we had to be on time. I got here ontime. I was in line. I came from work, I got my son. I was here on time.

The data of affective well-being is from *The Pursuit of Happiness (2006)*.

In this data, Chris had queued for hours to get a free room. Chris was happy because he finally had a place to stay for the night. According to Hyun & Ku, Affective well-being is characterized by experiencing positive emotions like happiness, joy, love, etc.

Datum : 58/The Pursuit of Happiness/DIP/A/01:41:36



Figure 4.16 : Chris Jr. Smiles looking at happy family

In this data from *The Pursuit of Happiness (2006)*, Chris and his son, Chris Jr., are dining at a restaurant where Chris Jr. observes a happy family enjoying their meal. This observation triggers a visibly happy expression on Chris Jr.'s face. As per Hyun & Ku, affective well-being involves experiencing positive emotions such as happiness, joy, and love. from the disciplinary power in data, Chris Jr.'s joyful reaction highlights the impact of positive social interactions and observation of happiness in others on an individual's emotional state, illustrating the connection between external stimuli and one's emotional well-being.

Datum : 61/The Pursuit of Happiness/DIP/A/01:47:02

Chris on backsound : The next day, after work.... we just went to the beach. Far away from anything. Everything. Just Christopher and me.

In the data from the movie *The Pursuit of Happiness (2006)*, Chris and Chris Jr. spend a day at the beach, taking a break from the hustle and bustle of the city and enjoying time together. This day is significant as it marks the end of Chris' internship and the start of his full-time job. In accordance with Hyun & Ku, affective well-being involves the experience of positive emotions such as happiness, joy and love, from the disciplinary power between Chris to Chris jr, the celebration at the beach signifies a positive milestone in Chris' life and highlights the importance of precious moments.

Datum : 62/The Pursuit of Happiness/DIP/A/01:49:55

Martin : Because tomorrow's going to be your first day... If you'd like to work here as a broker. Would you like that, Chris?

Chris : Yes, sir.

In this data from *The Pursuit of Happiness (2006)*, Chris secures a job as a stockbroker after enduring a challenging period during his internship. This achievement signifies a turning point for Chris, marking his transition from difficult times to a more stable and fulfilling phase of life, alongside his son, Chris Jr. As per Hyun & Ku, affective well-being involves experiencing positive emotions like happiness, joy, and love. From the disciplinary power in Chris, Chris's success in obtaining the job signifies a positive milestone in his life.

e. Trait Depression

According to Hyun & Ku (2020), Trait depression, is a psychological concept that describes a stable and enduring tendency in an individual to experience depressive symptoms or exhibit mood swings a more pessimistic, negative and emotionally depressed over a long period of time.

Unlike depression, which is a temporary, situational experience, idiosyncratic depression exhibits a consistent pattern of depressive characteristics or tendencies. Trait depression can impact an individual's overall well-being and resilience, making it important to address and manage, but it does not necessarily require the same level of clinical intervention as major depressive disorder.

Example :

Datum : 28/Dead Poets Society/DIP/TD/01:23:28

Mr. Perry : Did you think I wasn't going to find out? "Oh, my niece is in a play with your son," says Mrs. Marks. "No, no, no," I say, "you must be mistaken. My son's not in a play." You made me a liar of me, Neil! Now, tomorrow you go to them and you tell them that you're quitting.

Neil : No, I can not. I have the main part. The performance is tomorrow night.

Mr. Perry : I do not care if the world comes to an end tomorrow night. You are through with that play. Is that clear? Is that clear?

The first data is from *Dead Poets Society (1989)*, the onset of Neil's trait depression is evident. When Mr. Perry forbids Neil from participating in the upcoming drama performance despite its imminent occurrence, Neil finds himself helpless and resorts to crying over his father's stringent actions. Neil's persistent response of experiencing sadness, even in the absence of a clinical diagnosis of depression, reflects a relatively stable pattern of trait depression as outlined by Hyun & Ku. This underscores the impact of strong disciplinary power on Neil's emotional state.

Datum : 29/Dead Poets Society/DIP/TD/01:26:45

Neil : I just talked to my father. He is making me quit the play at Henley Hall. Acting's everything to me. I-- But he doesn't know. He-- I can see his point. We're not a rich family like Charlie's, and we-- But he is planning the rest of my life for me, and I-- H-He is never asked me what I want.

Keating : Have you ever told your father what you just told me? About your passion for acting. You ever show him that?

Neil : I can not

The second data is from *Dead Poets Society* (1989), Neil attempts to narrate the actions of his father to John Keating while in tears. John Keating, his teacher, listens attentively and offers small pieces of advice to Neil. According to Hyun & Ku, individuals with trait depression might encounter difficulties in regulating their emotions and could be more prone to experiencing emotional fluctuations. This situation indicates Neil's emotional struggle and vulnerability, influenced by the disciplinary power exerted by his father, leading to emotional instability and challenges in managing his feelings.

Datum : 32/Dead Poets Society/SOP/TD/01:40:44

Mr. Perry : We're trying very hard to understand why it is that you insist on defying us. Whatever the reason, we're not gonna let you ruin your life. Tomorrow I'm withdrawing you from Welton and enrolling you in Braden Military School. You're going to Harvard and you're gonna be a doctor.

Neil : But that's ten more years. Father, that's a lifetime!

Mr. Perry : Oh, stop it. Do not be so dramatic. You make it sound like a prison term. You do not understand, Neil. You have opportunities that I never even dreamt of and I am not going to let you waste them.

The third data of trait depression is from *Dead Poets Society* (1989). In this data, Mr. Perry brought Neil home after Neil was determined to continue performing his drama. As a result of this, Mr. Perry decides to move Neil's school to a military school. This is where Neil feels depressed because his parents do not understand Neil's wishes as a child. According to Hyun & Ku, Trait depression reflects a relatively stable pattern of experiencing and responding to negative emotions even in the absence of a clinical diagnosis of depression.

Datum : 33/Dead Poets Society/SOP/TD/01:45:44



Figure 4.19 : Neil tried to kill himself

The fourth data of Trait depression is from the *Dead Poets Society* (1989) film. In this data, because he felt constrained by the laws made by his father, Neil decided to end his own life because he felt burdened by his father's wishes. Neil is not strong enough to follow the rules made by his father to please his parents. The rule in this data is the rule between Father and his son. Trait depression occurs on a continuum, with some people having mild to moderate levels of the trait and others having more severe and persistent depressive tendencies (Hyun & Ku, 2020).

In this data, Trait depression is shown in this scene. This is the culmination of the depression trait that Neil experiences throughout the film, where he finally decides to end his life because he no longer could live the life he has. The rules created by his father made him like this.

Datum : 34/Dead Poets Society/DIP/TD/01:47:57

Charlie : Todd? Todd.

Todd, still half asleep, tries to shrug him off.

Todd : Oh, Charlie.

Todd opens his eyes and sees Charlie's face

Todd : What is it?

Todd looks over to see Pitts, Meeks, and Knox by the door.

Charlie : Neil's dead.

The fifth data of trait depression is from *Dead Poets Society* (1989). In this data, Neil's friends received news that Neil had died by suicide. From here, they were all sad and disappointed because Neil left them all as a result of his father's actions. The dialogue shows a visceral reaction to the tragic situation of Neil's death. Although there are no direct statements indicating trait depression, the reactions and atmosphere of the situation show that the characters involved are dealing with a very heavy and shocking situation. According to Hyun & Ku, trait depression can influence a person's interaction with others.

Datum : 36/Dead Poets Society/DIP/TD/02:04:30



Figure 4.9 : The member of Dead poets society's farewell to Keating

The sixth data is from *Dead Poets Society* (1989), the point regarding trait depression occurs when the Dead Poets Society club members say goodbye to John Keating. John Keating's expulsion occurs as a result of the impact of Neil's death. Neil's teachers and parents assume that Neil's death was the result of John Keating's actions. This situation shows how abuse of power and misunderstanding can lead to negative perceptions of others, worsen the mental and emotional state of the club members, and add to the burden of trait depression in their lives.

Datum : 53/The Pursuit of Happyness/DIP/TD/01:27:32



Figure 4.14 : Chris take care of chris jr on the toilet

The last data of trait depression is from *The Pursuit of Happyness* (2006) film. In this data, Chris and Chris Jr. are forced to sleep in public toilets at train stations because they do not know where to go or what to do. In this data, trait depression is shown from the expressions and back sound in the film. According to Hyun & Ku (2020), Trait depression is a complex personality trait that can affect how people experience and respond to life's challenges and emotions. Understanding and dealing with this trait can be an important part of self-awareness and well-being for those with it.

In this data, Chris and Chris Jr. Going through a lot of trouble in their life. First, their family was evicted from the apartment because they could not pay the rent on time. Later, Linda left Chris and Chris Jr. Because Linda could not stand Chris who could not do anything. Then, Chris's car was also confiscated because he was late paying taxes. Chris and Chris Jr. Did not get a free room because of the long queue. This series of events caused Chris to experience depression until he finally decided to sleep in the station toilet because he did not know where to go.

f. Trait Anxiety

Hyun & Ku (2020) explained that trait anxiety, is a personality trait characterized by a stable and persistent tendency to experience high levels of worry and nervousness in many situations and over time. Unlike state anxiety, which is a temporary situational response to specific stressors, an anxiety disorder represents a persistent tendency toward thoughts, feelings, and behaviors. High trait anxiety may make people more prone to experience state anxiety in different contexts and increase the risk of developing clinical anxiety disorders.

Datum : 2/Dead Poets Society/DIP/TA/00:07:57



Figure 4.1 : Mr. Perry meet Neil

The first data of trait anxiety is from *Dead Poets Society (1989)*, trait anxiety appear when Neil's father visits his room. During this visit, his father informs Neil that all activities outside of studying have been halted by him to ensure Neil's focus on academics. Neil becomes anxious due to Mr. Perry's actions.

According to Hyun & Ku, trait anxiety represents a consistent and relatively stable characteristic that tends to remain constant throughout an individual's life. This situation highlights the impact of disciplinary power wielded by Neil's father, resulting in Neil's persistent worry and tension, establishing a relatively constant trait in his life.

Datum : 3/Dead Poets Society/DIP/TA/00:08:29

Mr. Perry : After you've finished medical school and you're on your own, then you can do as you damn well please. But until then, you do as I tell you. Is that clear?

This data is from *Dead Poets Society (1989)*, the second data of trait anxiety arises as a continuation of Neil's dismissal from activities outside of academics. Neil's refusal to accept this decision leads to feelings of anxiety. According to Hyun & Ku, trait anxiety is a persistent and relatively stable characteristic that remains consistent throughout an individual's life. This situation underscores how the exercise of disciplinary power from Mr. Perry over Neil's activities contributes to his ongoing anxiety, shaping a consistent trait within his character.

Datum : 11/Dead Poets Society/DIP/TA/00:49:43

Keating : Mr. Anderson? Do not think that I do not know that this assignmentscares the hell out of you, you mole

The third data of trait anxiety is from *Dead Poets Society (1989)*. In the quote, there are indications related to trait anxiety that may be seen in the interaction between the character making the comment, and the character being targeted. The statement "Do not think that I do not know that this assignment scares the hell out of you" indicates that the character speaking has an understanding that the assignment or the demands placed upon it can cause anxiety in the other character, Mr. Anderson.

The mention of "scares the hell out of you" indicates an understanding of the level of anxiety that Mr. Anderson may feel regarding the assignment. This shows an observation or awareness of trait anxiety in Mr. Anderson's character. According to Hyun & Ku (2020), Trait anxiety is considered a stable and persistent personality trait. Individuals with high anxiety constantly experience anxious thoughts, feelings, and behaviors regardless of external circumstances.

Datum : 13/Dead Poets Society/DIP/TA/00:46:58

Todd : Neil, Neil, hold on a minute. How are you gonna be in a play if your father won't let you?

This data is depicted in *Dead Poets Society (1989)*, the fourth data of trait anxiety manifests as Todd worries about Neil. Todd's concern arises from his anticipation that Neil, despite Todd's knowledge of his father's prohibitions, would still participate in the drama. This anticipation induces worry in Todd. As per Hyun & Ku (2020), trait anxiety is regarded as a stable and enduring personality trait. Individuals experiencing high levels of anxiety tend to undergo persistent anxious thoughts, feelings, and behaviors, regardless of external circumstances. This situation highlights how the looming influence of Neil's father's disciplinary power contributes to Todd's ongoing anxiety, representing a consistent trait within his character.

Datum : 14/Dead Poets Society/DIP/TA/00:47:53

Todd : Well, listen, Neil. I-I appreciate this concern, but I-I'm not like you. All right? You, you, you say thing and people listen. I'm, I'm not like that.

Neil : Do not you think you could be?

Todd : No! I--I, I do not know, but that's not the point. The, the, the point is that there's nothing you can do about it, so you can just butt out. I can take care of myself just fine. All right?

The fifth data is from *Dead Poets Society* (1989), the data of trait anxiety emerges as Neil becomes worried about Todd's difficulties. Neil perceives that Todd needs to resolve these issues, particularly Todd's struggle with public speaking. According to Hyun & Ku, trait anxiety represents a consistent and enduring characteristic that remains relatively constant across an individual's life. Although the situation might not directly relate to disciplinary power, Neil's persistent worry about Todd's challenges indicates a recurring trait of anxiety within Neil's character.

Datum : 17/Dead Poets Society/DIP/TA/00:55:16

John Keating : Mr. Anderson, I see you sitting there in agony. Come on, Todd, step up. Let's put you out of your misery.

Todd Anderson : I, I did not do it. I did not write a poem.

The data of Trait anxiety is from the *Dead Poets Society* (1989) film. In this data, Todd Anderson refused to come forward to read the poetry he wrote as an assignment given by John Keating. Todd Anderson is a quiet and shy child, so he does not have a courage to come forward. Todd Anderson does not have good self-confidence, as well as his friends.

According to Hyun & Ku (2020), Trait anxiety is considered a stable and persistent personality trait. Individuals with high anxiety constantly experience anxious thoughts, feelings, and behaviors regardless of external circumstances. People with high trait anxiety may also experience chronic worry, fear, nervousness, and fear. In this data, as a result of Todd's disciplinary power, he becomes anxious and panicked, as if everything in his knowledge is true. In his knowledge, Todd believes that he cannot speak in front of a crowd unlike his other friends. That's where the anxiety emerged so that he experienced trait anxiety.

Datum : 19/Dead Poets Society/DIP/TA/01:01:14

Knox : I can not take it anymore. If I do not have Chris, I'm gonna kill myself.

Charlie : Knoxious, you've gotta calm down.

Knox : No, Charlie. That's just my problem. I've been calm all my life. I'll dosomething about that.

Neil : Where are you going?

Charlie : What are you gonna do?

Knox : I'm gonna call her.

This data of trait anxiety is from *Dead Poets Society (1989)*. In the dialog, Knox made a very serious and extreme statement about not being able to survive without Chris. The statement reflects a critical condition and feelings of hopelessness. Although not directly mentioned, Knox's statements about ending her life without Chris are very serious and may indicate very serious mental health issues. According to Hyun & Ku, Trait anxiety reflects a more general tendency to feel anxious or stressed. Trait anxiety is not prone to repeated or sudden changes. It can continue in different life situations and circumstances.

Datum : 22/Dead Poets Society/DIP/TA/01:14:40

Cameron : Well, do not you think they're gonna figure out who wrote it? They're gonna come to you and ask to know what the Dead Poets Society is Charlie, you had no right to do something like that.

This data is from *Dead Poets Society (1989)*, Cameron experiences anxiety concerning Charlie's plan to play a prank on Mr. Nolan by making a prank call with the aim of advocating for the inclusion of female students in the school. From disciplinary power between Charlie and Cameron, trait anxiety, as per Hyun & Ku, refers to a consistent and relatively stable characteristic in an individual's life. Cameron's anxiety in this scenario may reflect his concern about the potential consequences of Charlie's actions, showcasing a recurring trait of anxiety within Cameron's character.

Datum : 24/Dead Poets Society/SOP/TA/01:20:02



Figure 4.27 : John Keating's anxiety expression

This data is from *Dead Poets Society* (1989), the portrayal of trait anxiety in John Keating arises when he becomes concerned after being reprimanded by Mr. Nolan for his unconventional teaching methods that deviate from the prescribed curriculum. This data may not directly link to sovereign power. However, trait anxiety, as defined by Hyun & Ku, denotes a consistent and relatively stable characteristic in an individual's life. John Keating's anxiety in this situation likely stems from the fear of repercussions or conflicts arising due to his teaching approach, showcasing a recurring trait of anxiety within his character.

Datum : 25/Dead Poets Society/SOP/TA/01:20:27



Figure 4.28 : Charlie's anxiety expression

This data is from *Dead Poets Society* (1989), trait anxiety is illustrated in Charlie's response to being corrected by John Keating for his previous actions. Charlie had hoped for approval but received admonishment instead, leading to feelings of anxiety. From sovereign power between school regulation and Charlie, trait anxiety, as per Hyun & Ku, refers to a consistent and relatively stable characteristic in an individual's life. Charlie's anxiety in this context showcases his unease following the disapproval of his actions, indicating a recurring trait of anxiety within his character.

Datum : 26/Dead Poets Society/DIP/TA/01:22:25

Neil opens the door to his room and sees his father sitting at his desk.

Neil : Father.

Mr. Perry : Neil

This data is from *Dead Poets Society (1989)*, the portrayal of trait anxiety in Neil surfaces when he's taken aback to find his father secretly in his room. Neil senses that something involving him is about to happen when his father appears unexpectedly. While this situation might not directly tie to disciplinary power, trait anxiety, as outlined by Hyun & Ku, reflects a general inclination to feel anxious or stressed. Trait anxiety remains relatively stable, not prone to sudden or repeated changes, persisting across various life situations. This depiction highlights Neil's uncertainty, depicting a constant sense of anxiety within his character, likely influenced by the unexpected presence of his father. Though not explicitly linked to disciplinary authority, his father's sudden appearance might have triggered Neil's sense of uncertainty and worry about potential consequences.

Datum : 27/Dead Poets Society/SOP/TA/01:22:30

Mr. Perry : Did you think I wasn't going to find out? "Oh, my niece is in a play with your son," says Mrs. Marks. "No, no, no," I say, "you must be mistaken. My son's not in a play." You made me a liar of me, Neil! Now, tomorrow you go to them and you tell them that you're quitting.

Neil : No, I can not. I have the main part. The performance is tomorrow night.

The data of trait anxiety is from *Dead Poets Society (1989)*. In this data, Neil was worried because his father asked him to stop doing the drama, his father really did not like that, even though tomorrow was the day of the performance and Neil could not just cancel it. According to Hyun & Ku, Trait anxiety is a consistent and relatively stable characteristic that remains relatively constant throughout an individual's life.

Datum : 31/Dead Poets Society/SOP/TA/01:39:00

Keating : Neil. Neil. You have the gift. What a performance You left even mespeechless. You have to stay with-

Mr. Perry returns from his car and shoves Neil aside.

Mr. Perry : Get in the car. Keating, you stay away from my son.

Charlie : Neil! Neil! Mr. Perry, come on.

Keating : Do not make it any worse than it is.

In this data from *Dead Poets Society (1989)*, trait anxiety is depicted in John Keating and his students following Neil's drama performance. When Mr. Perry abruptly rushes to take Neil home, both John Keating and his students become anxious about Neil's situation and Mr. Perry's sudden intervention. From the sovereign power between Mr. Perry personal regulation and Neil, trait anxiety, as explained by Hyun & Ku, signifies a general tendency to feel anxious or stressed, persisting across different life situations and circumstances. The concern displayed by John Keating and his students highlights their unease and worry about Neil's sudden departure, indicating a persistent trait of anxiety within their characters.

Datum : 35/Dead Poets Society/SOP/TA/01:53:47

Charlie : That's it, guys. We're all fried.

Pitts : How do you mean?

Charlie : Cameron's a fink. He is in Nolan's office right now, finking.

Pitts : About what?

Charlie : The club, Pittsie. Think about it. The board of directors, the trustees and Mr. Nolan. Do you think for one moment they're gonna let this thing just blow over? Schools go down because of things like this. They need a scapegoat.

This data is the last trait anxiety data from *Dead Poets Society (1989)*. In the dialog, Charlie's character expresses worry and anxiety about the consequences of Cameron's actions in informing the school about the club they founded. Although not directly mentioned, Charlie's concern about the consequences of Cameron's betrayal of the club and school shows elements of trait anxiety.

He feels worried that this situation will not end well and might cause serious consequences for the club and school. Worrying about what will happen in the future and feeling distressed over the possible bad consequences that may arise are traits of trait anxiety. According to Hyun & Ku, Trait anxiety reflects a more general tendency to feel anxious or stressed. Trait anxiety is not prone to repeated or sudden changes. It can continue in different life situations and circumstances.

Datum : 37/The Pursuit of Happiness/DIP/TA/00:06:15



Figure 4.10 : Chris talks to Linda about Chris Jr.

This data is from *The Pursuit of Happiness* (2006), trait anxiety is portrayed in Chris as he faces challenges in picking up his son, Chris Jr., due to work commitments. Despite seeking help from Linda, who is also unable to assist due to work engagements, Chris experiences anxiety about arranging childcare. From the disciplinary power in Chris, trait anxiety, as explained by Hyun & Ku, represents a general tendency to feel anxious or stressed, persisting across various situations. Chris's anxiety reflects a consistent trait within his character, showcasing his worries about managing responsibilities amid unforeseen obstacles.

Datum : 38/The Pursuit of Happiness/SOP/TA/00:06:49

Chris on backsound :

I needed to sell at least two scanners a month for rent and daycare. I'd have to sell one more... to pay off all of those tickets under my windshield wiper. The problem is... I haven't sold any for a while.

This data is from *The Pursuit of Happyness* (2006), this data seems tied to disciplinary power in Chris. Chris's anxiety surfaces when he faces the necessity of selling his scanning machine for immediate living expenses. This situation emphasizes the emotional burden an individual undergoes while navigating financial difficulties, highlighting the persistent strain of trait anxiety across various life circumstances. While disciplinary power isn't explicitly evident in this scenario, Chris's emotional distress reveals the toll of financial pressure on his psychological well-being.

Datum : 39/*The Pursuit of Happyness*/SOP/TA/00:07:44



Figure 4.29 : Charlie and Linda talking about taxes payment

This data is from *The Pursuit of Happyness* (2006), its connection to sovereign power or government regulations might be more apparent. The situation where Chris and Linda experience anxiety due to the inability to pay taxes and apartment rent underscores the economic strain they endure. This anxiety highlights the emotional burden individuals face in coping with challenging financial responsibilities, which, in turn, can generate persistent feelings of tension and stress across various life situations. While influenced by government regulations regarding taxes and apartment rules—a part of sovereign power—that impact their financial situation.

Datum : 41/*The Pursuit of Happyness*/SOP/TA/00:12:00

Linda : Do you remember that rent is due next week? Probably not. We're already two months behind. Next week we'll owe three months. I've been pulling double shifts for four months now, Chris.

This data is from *The Pursuit of Happiness (2006)*, its correlation with sovereign power or the dynamics between the landlord and Chris's family might be perceptible. The situation where Linda reminds Chris about their two-month overdue apartment rent, soon to be three months, triggers trait anxiety in this scenario. This data showcases the pressure exerted by the landlord due to the late payments, leading to the anxiety experienced by Chris and his family. While not explicitly identified as sovereign power, the influence of the landlord, a representative of housing regulations and control, shapes their financial circumstances, contributing to their anxiety. This situation emphasizes the persistent and distressing nature of trait anxiety, particularly in contexts where financial obligations are influenced by external forces like housing regulations.

Datum : 42/The Pursuit of Happiness/DIP/TA/00:14:35



Figure 4.11 : Chris run into the thief

This data is from *The Pursuit of Happiness (2006)*, The emergence of trait anxiety from Chris after the theft of his machine. From the disciplinary power in Chris, the theft directly affects Chris's financial stability, leading to the anxiety and stress he experiences. This situation underscores how external events, such as the loss of a vital financial asset, can significantly impact an individual's overall well-being, even if it's not directly attributed to disciplinary power. Trait anxiety, in this context, manifests due to the stress of a critical financial setback rather than a direct exercise of disciplinary control.

Datum : 43/The Pursuit of Happiness/SOP/TA/00:24:00

Chris : You should've seen me out there today. Somebody stole a scanner. I had to run the old girl down-

Linda : Whatever.

Chris : What?

Linda : Whatever, Chris

Chris : What the hell you got attitude about?

This data is from *The Pursuit of Happiness (2006)*. Chris's anxiety stemming from Linda's behavior, related to their financial struggles due to his inability to secure a permanent job. The situation emphasizes the stress and anxiety individuals face when navigating uncertain financial circumstances, which might indirectly relate to broader societal structures or economic pressures influenced by sovereign power. From the sovereign power between the government regulation and Chris family's economy, trait anxiety represents the general stress and worry individuals experience due to ongoing financial challenges.

Datum : 44/The Pursuit of Happiness/SOP/TA/00:37:26

Landlord: Hey, listen. I need the rent. I can not wait anymore.

Chris : Yeah, I'm good for that, Charlie. I'm gonna get it

Landlord: Why do not you go two blocks over at the mission inn motel?

It's half what you pay here. Listen Chris, I need you out of here in the morning.

The next data is from *The Pursuit of Happiness (2006)*, Chris's anxiety stems from his inability to fulfill the financial commitment of paying the apartment rent, while the landlord experiences concern due to non-payment. This situation reflecting a sovereign power inherent in the landlord's regulations. The landlord's authority to collect rent is established through a contractual agreement. Trait anxiety arises from the stress induced by the financial inability to meet obligations, indirectly influenced by economic pressures and the power dynamics embedded in the contractual relationship between Chris and the landlord.

Datum : 48/The Pursuit of Happyness/SOP/TA/01:03:25



Figure 4.21 : The hotel keeper asked for payment

This data is from *The Pursuit of Happyness (2006)*, Chris experiences trait anxiety when returning from his internship. As he attempts to enter his room, the hotel guard demands payment for the room fee. Due to financial constraints, Chris finds himself unable to pay, prompting him to rush into the room. This situation underscores the sovereign power related to financial obligations between the hotel and Chris. Trait anxiety, as outlined by Hyun & Ku, refers to a stable characteristic marked by consistent feelings of stress or anxiety throughout an individual's life. Chris's anxiety in this data is directly linked to his inability to fulfill immediate financial demands imposed by the hotel, reflecting the impact of the hotel's regulations on his circumstances.

Datum : 51/The Pursuit of Happyness/SOP/TA/01:16:06

Chris on backsound : This part of my life is called "Paying Taxes." If you did not pay them, the government could stick their hands into your bank account and take your money.

This data is from *The Pursuit of Happyness (2006)*, Chris experiences trait anxiety when discovering his bank account has been depleted due to the government deducting the funds to cover tax payments. This situation reveals the impact of governmental authority, which holds sovereign power over taxation and financial regulations. Trait anxiety, as described by Hyun & Ku, pertains to a consistent tendency to perceive and react to events with heightened anxiety. Chris's anxiety stems from the perceived loss of financial control caused by the government's exercise of its regulatory power over taxation.

Datum : 52/The Pursuit of Happyness/SOP/TA/01:21:39



Figure 4.23 : Chris kicked out from the motel

The next data from *The Pursuit of Happyness* (2006), Chris experiences trait anxiety when facing eviction from the motel due to delayed payment of the room rent. This situation highlights the influence of the motel's management exercising sovereign power over the tenancy agreement and financial regulations. Trait anxiety, as explained by Hyun & Ku, refers to a consistent tendency to experience anxiety and stress, irrespective of external circumstances. Chris's anxiety arises from the threat of losing shelter, showcasing the impact of the motel's authority to enforce rental payment policies which is sovereign power from the motel regulations and the resultant stress caused by potential homelessness.

Datum : 54/The Pursuit of Happyness/DIP/TA/01:29:33

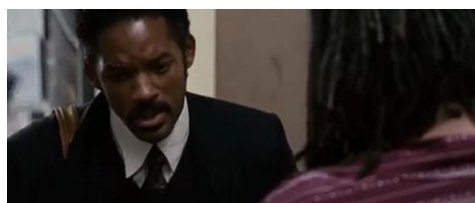


Figure 4.30 : Chris trying to find a free room

This data is from *The Pursuit of Happyness* (2006), Chris encounters trait anxiety when seeking temporary accommodation after being evicted from the motel. Chris's rejection from the shelter, which exclusively admits women and children, highlights the impact of disciplinary power exercised by the shelter's admission policies.

Trait anxiety, as described by Hyun & Ku, refers to a persistent and stable tendency to experience anxiety. Chris's distress emerges from the realization that existing regulations and admission criteria restrict his access to immediate shelter, contributing to heightened anxiety due to the lack of available options for temporary housing.

Datum : 56/The Pursuit of Happyness/DIP/TA/01:36:05

Chris : Hold that bus! Hold that bus!

Chris jr : My captain america! Dad! Dad! Dad!

Chris : Stop it! Shut up! Shut up!

This data is from *The Pursuit of Happyness (2006)*, Chris experiences trait anxiety as he rushes back to the shelter, fearing that arriving late might result in losing the chance to secure another free room. This situation illustrates the impact of disciplinary power on the character. Trait anxiety, as outlined by Hyun & Ku, represents a general inclination towards feeling anxious or stressed. Chris's worry about meeting the shelter's time constraints highlights the influence of institutional regulations and disciplinary measures, which amplify his anxiety regarding the availability of temporary accommodation.

Datum : 57/The Pursuit of Happyness/DIP/TA/01:40:58



Figure 4.15 : Chris not getting a free room

This data is from *The Pursuit of Happyness (2006)*, Chris encounters trait anxiety when he is unable to secure a free room at the shelter. His distressed expression signifies the anxiety of not having a place to spend the night as he lacks alternative accommodation.

Trait anxiety, as described by Hyun & Ku, encompasses a general inclination towards feeling anxious or stressed, often persistent across various life situations. In this context, the impact of institutional regulations or shelter policies on Chris's accommodation availability contributes to the exacerbation of his anxiety regarding housing stability and immediate lodging options.

Datum : 59/*The Pursuit of Happiness*/SOP/TA/01:42:11



Figure 4.24 : Chris donate his blood to get extra cash

This data is from *The Pursuit of Happiness* (2006), Chris experiences trait anxiety while in a situation where he's compelled to exchange his blood for money due to financial desperation. His worry stems from being completely devoid of funds, pushing him to resort to blood donation for additional income. This portrayal aligns with Hyun & Ku's definition of trait anxiety as a stable and enduring characteristic, persisting consistently throughout an individual's life. In this context, the impact of financial constraints, reflecting broader economic and social pressures, influences Chris's decision-making and heightens his anxiety regarding his financial stability.

Datum : 60/*The Pursuit of Happiness*/DIP/TA/01:43:30



Figure 4.31 : Chris Jr. Wonder if his mom leave because of him
Chris jr : Did Mom leave because of me?

Chris : What?

Chris jr : Did Mom leave because of me?

Chris : Do not-- Do not even think something like that.Mom left because of Mom. And you did not have anything to do with that, okay?

Chris jr : Okay. You're a good papa.

This data of Trait Anxiety is from *The Pursuit of Happiness* (2006) film. In this data, Chris Jr. Who was just a child, wonder if his mom leaving because of him. He seemed to worry about it, because his mom did not tell anything to him before she leave. Chris Jr. Thought, his mother abandoned them because of his existence.

Trait anxiety reflects a more general tendency to feel anxious or stressed. Trait anxiety is not prone to repeated or sudden changes. It can continue in different life situations and circumstances (Hyun & Ku, 2020). In this data, Chris Jr. Realize the situation they are currently experiencing. He understood his father's situation, so he obeyed what his father ordered. However, one thing that was on his mind and made him worried was the reason for his mother's departure.

B. Discussion

This section is focusing on discussion about the dominant finding from two problem statements. The first problem discusses form of Power relation as found in *Dead Poets Society* (1989) and *The Pursuit of Happiness* (2006). The second problem discussed the impacts of Power relation to the characters in *Dead Poets Society* (1989) and *The Pursuit of Happiness* (2006). These problem are analyzed by the researcher according to form of Power Relation by Michel Foucault and the impact of power relation by Hyun & Ku.

This research investigates *Dead Poets Society* (1989) and *The Pursuit of Happiness* (2006) films as the object of the research. These are the finding of the research.

Componential Table

Table 4.3: *Componential Table*

	SOP						DIP						BIP					
	D	P	L	A	T D	TA	D	P	L	A	T D	TA	D	P	L	A	T D	TA
<i>Dead Poets Society</i>					2	6		6	2	7	4	9						
<i>The Pursuit of Happiness</i>	1	1		1		9		1		6	1	6						
Σ	1	1		1	2	15		7	2	13	5	15						

This table contains the data from two problem statements. The researcher reveal a total of 62 data of form of power relation as depicted in *Dead Poets Society (1989)* and *The Pursuit of Happiness (2006)*. There are 20 data of Sovereign Power, and 42 data of Disciplinary Power. Moreover, the researcher found out the impact of power relation as depicted in *Dead Poets Society (1989)* and *The Pursuit of Happiness (2006)*. There are 1 data of Dispositional Sense of Power, 8 data of Proactive Coping, 2 data of Life Satisfaction, 14 data of Affective Well-Being, 7 data of Trait Depression, and 30 data of Trait Anxiety. From the finding data, there are dominant data for each problem statement in this research. There are 42 data of Disciplinary Power, and 30 data of Trait Anxiety in each Sovereign Power and Disciplinary Power.

The researcher found 2 form of power relation in this study, Sovereign Power and Disciplinary Power. Sovereign Power is tied to existing rules, not only in the government. Sovereign Power can be found from the smallest social scale like family, school, until government. Every individual, like it or not, will and must comply with existing regulations. As there are regulations, there must be consequences for violators. If any individual violates the existing rules, there will be consequences behind it. While Disciplinary Power is based on the knowledge possessed by each individual. Disciplinary Power is closely intertwined with knowledge. Each individual has their own experience. From this experience, knowledge will emerge that each individual will gain. This knowledge is what will be controlled by each individual thereby creating disciplinary power. Disciplinary Power is the most common form of Power relation found in *Dead Poets Society (1989)* and *The Pursuit of Happynes (2006)*. According to Michel Foucault (1977), Disciplinary power refers to a form of power that operates within institutions and societal structures, particularly in contexts such as prisons, schools, hospitals, and other disciplinary institutions. The presence of sovereign power starts from the existence of regulations, not only in government but also in the smallest society like family.

Michel Foucault explained in his book *Dicsipline and Punish: The Birth of the Prison (1975)*, society must obey the regulations made by the government. So that the regulations that are made can no longer be avoided. If someone does not comply with these regulations, there will be consequences. In *Dead Poets Society (1989)* film, this was proven by Mr. Perry, as the head of the family, creates rules that must be obeyed by his family members, including Neil.

Neil as his son is required to obey his wishes, where Mr. Perry wants Neil to become a doctor. So Neil must obey the rules that are made. If Neil did not obey the rules his father made, his father would definitely visit him at school and scold him. Then in *The Pursuit of Happiness (2006)* film, this was proven by Chris that he has to pay the apartment rent, this is a rule that has become the basis for the world. If Chris does not pay, then Chris will be kicked out. Or as proven by Chris who was late paying taxes. Paying taxes is a state regulation, payments cannot be late. When Chris was late in paying his taxes, the government immediately withdrew the money in Chris's account.

In the second problem statement, the researcher found 6 types of the impact of power relation, there are Dispositional sense of power, proactive coping, life satisfaction, Affective well-being, trait depression, and trait anxiety. Dispositional Sense of power is a psychological concept that relates to a personal power. This means that an individual may control their behavior, well-being, and decision making (Hyun & Ku, 2020). In *The Pursuit of Happiness (2006)* this was proven by Chris who is able to control his emotions and desires. He tries hard to get what he wants.

Proactive coping is grounded in the idea of identifying and anticipation future stressors, obstacles or difficulties. Instead of waiting for problems to become overwhelming, proactive coping actively seek to identify and address potential issues before they escalate (Hyun & Ku, 2020). In *Dead Poets Society (1989)* this was proven by Neil found that there are opportunity in dead poets society, so he ask his friends to regenerate dead poets society.

Life satisfaction is a multidimensional concept that refers to an individual overall evaluation and perception of their life as a whole. Life satisfaction is not solely about economic or material possessions, it includes various dimensions such as relationships, health, work, personal development, and community involvement (Hyun & Ku, 2020). In *Dead Poets Society* (1989) film, this was proven by John Keating's way of teaching his students is quite different. This is what makes his students interested in studying with him. Affective Well-being pertains to the emotional states and feelings that individuals experience on a daily basis. This includes both positive and negative emotions, such as happiness, joy, love, anger, sadness, and stress. In *The Pursuit of Happyness* (2006) film, this was proven by Chris Jr. who was happy because he would be invited to watch a football match after Chris succeeded in selling his machine.

Trait Depression is a personality trait that reflects a tendency toward negative affect and a gloomy outlook on life (Hyun & Ku, 2020). In *Dead Poets Society* (1989) this was proven by Neil that decided to end his own life because he felt burdened by his father's wishes. The last one is Trait Anxiety.

Trait Anxiety is a personality trait that refers to an individual's relatively stable and enduring tendency to experience anxiety or worry across various situations and over time. In *The Pursuit of Happyness* (2006), this was proven by Chris Jr. Who was just a child, wonder if his mom leaving because of him. The researcher's finding from this study is that the dominant data from two problem statements are mean to each other. Where every time there is a power relationship as explained by Michel Foucault, there is always an impact on the perpetrator and victim.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTIONS

There are three sections in this chapter. There are conclusions, implications and suggestions. The first section is the conclusion, which includes the answer to the two problem statements from the previous chapter; What are the forms of power relation depicted in the *DeadPoets Society* (1989) and *The Pursuit of Happyness* (2006) films and How the power relations bring impact to the characters in *Dead Poets Society* (1989) and *The Pursuit of Happyness*(2006) films. The second part is implication that includes the theoretical impact of this research upon the topic power relation and the impact of power relation. The third part is suggestion, which contains some suggestions for the english students and the other researcher who studied the related topic.

A. Conclusion

The researcher revealed 2 form of power relation in *Dead Poets Society* (1989) and *The Pursuit of Happyness* (2006) in total 62 data. There are Sovereign Power (20 data) and Disciplinary Power (42 data). The researcher found both Sovereign Power and Disciplinary Power in *Dead Poets Society* (1989) and also in *The Pursuit of Happyness* (2006). From the display of the amount of data, it can be concluded that the dominant form of power relation in *Dead Poets Society* (1989) and *The Pursuit of Happyness* (2006) is a form of power relation of Disciplinary Power. Then the researcher also found that there are 6 form of impat of Power relation in *Dead Poets Society* (1989) and *The Pursuit of Happyness* (2006). There are Dispositional Sense of Power (1 data), Proactive Coping (8 data), Life Satisfaction (2 data), Affective Well-being (14 data), Trait Depression

(7 data) and Trait Anxiety (30 data). Trait Anxiety is the dominant impact of power relation in *Dead Poets Society (1989)* and *The Pursuit of Happiness (2006)*.

From that data and analysis, researcher found that dominant data from the two problem statements are mean to each other. The researcher's finding from this study is that the dominant data from two problem statements are mean to each other. Where every time there is a power relationship as explained by Michel Foucault, there is always an impact on the perpetrator and victim. The result of the analysis and discussion show that Power relation and the impact of power relation are mean to each other, as stated by Michel Foucault (1977) that power relation can have profound and far reaching impacts on individuals and society. They shape social norms, institutions, identities, and the distribution of resources. Power relations can lead to inequalities, exclusion, and the marginalization of certain groups.

B. Implication

The study produced knowledge regarding power relation and the impact of power relation that exists in society. Theoretically, this study will assist the reader learn more of about literary works in power relation and the impact of power relations. As the result, the goal of this study is to give the reader insight and understanding into form of power relation and the impact of power relation. Additionally, These exploration of power relation in *Dead Poets Society (1989)* and *The Pursuit of Happiness (2006)* underscores the complex and often transformative impact of power on individuals and society as a whole. It challenges the researcher to critically examine the power relation and the impact

of power relation in *Dead Poets Society (1989)* and *The pursuit of Happyness (2006)* in an ever-evolving world.

C. Suggestion

There are some suggestion from this research:

1. For students who major in English Literature:

The researcher suggests that more English Literature students make more research on power relations, especially by using film or novel objects in their research. Seeing, power relations are quite crucial to study and make research so that the public have a better understanding of what power relations are.

2. For the other researcher:

In order to provide more validated knowledge, the researcher hopes that other researcher will be more aware of power relations and conduct research on power relations.

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APPENDICES

Appendix 1: Validator Sheet

VALIDATOR SHEET

The thesis data titled **“THE IMPACTS OF POWER RELATION AS DEPICTED
IN DEAD POETS SOCIETY AND THE PURSUIT OF HAPPYNESS FILMS”**

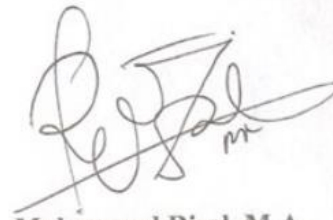
had been checked and validated by Muhammad Rizal, M.A. In:

Day : Thursday

Date : October 26 2023

Surakarta, October 26 2023

Validator



A handwritten signature in black ink, appearing to read 'Muhammad Rizal' with a small 'M.A.' below it.

Muhammad Rizal, M.A.


1. *Dead Poets Society* (1989)



Example Power Relation Datum : 1/Dead Poets Society/DIP/00:05:04


Example Impact of Power Relation Datum : 1/Dead Poets Society/DIP/P/00:05:04

No	Coding	Data	Form of Power Relation	The Impact to the Character	Explanation	V/I
1.	1/Dead Poets Society/DIP/P/P/00:05:04	 <p>MR. PERRY approaches with his son Neil. He shakes Mr. Nolan's hand. MR NOLAN : Tom MR. PERRY : Good to see you again. NEIL: Hello Mr. Nolan. MR NOLAN : Neil. We expect great things from you this year. NEIL : Thank you, sir. MR. PERRY : Well he won't disappoint us. Right Neil? NEIL : I'll do my best sir. EXT SCHOOL GROUNDS - DAY</p>	Disciplinary Power	Proactive Coping	From the data below, it can be seen that Mr. Perry, as Neil's parent, hopes that Neil will not disappoint. From his father's attitude, Neil tried to convince them by saying "I'll do my best" which Neil tried to be opportunistic. According to Foucault, Disciplinary power is shaping behavior by harming the body's productive and reproductive capacities.	Valid
2.	2/Dead Poets Society/DIP/P/TA/00:07:57	 <p>The door opens and Mr. Perry walks into the room. Neil quickly rises from</p>	Disciplinary Power	Trait Anxiety	According to Foucault, Disciplinary Power is exercised in ways that are often	Valid


		<p>the window.</p> <p>NEIL : Father, I thought you'd gone. The other boys stand up when he enters. BOYS : Mr. Perry. MR. PERRY : Keep your seats fellows, keep your seats. Neil, I've just spoken to Mr. Nolan. I think that you're taking too many extra curricular activities this semester, and I've decided that you should drop the school annual. NEIL : But I'm the assistant editor this year. MR. PERRY : Well I'm sorryNeil. NEIL : But Father, I can not. It wouldn't be fair.</p>			<p>unknown to the subject. From the data, it was found that Mr. Perry stopped the activities that Neil was taking part in unilaterally so that Neil could focus on his studies. This causes Neil to worry about his own happiness.</p>	
3.	<p>3/Dead Poets Society/DI P/TA/00:0 8:29</p>	<p>MR. PERRY : Fellas, would you excuse us for a moment?</p> <p>Mr. Perry walks towards the door and Neil hesitantly follows. Mr. Perry pauses by the door and smiles to the other boys.</p> <p>INT. HALLWAY - DAY</p> <p>The smile has gone from Mr. Perry's face. He grabs a hold of Neil's arm.</p> <p>MR. PERRY : Do not you everdispute me in public. Do you understand?</p> <p>NEIL : Father, I wasn't disputing-</p> <p>MR. PERRY : After you've finished medical school and</p>	Disciplinary Power	Trait Anxiety	<p>As explained from the previous data, disciplinary power is exercised in ways that are often unknown to the subject. Based on this data, because previously Neil's activities were dismissed unilaterally, Neil was disobedient and Mr. Perry also asked Neil to obey his parents' wishes.</p>	Valid


		<p>you're on your own, then you can do as you damn well please. But until then, you do as I tell you. Is that clear?</p> <p>NEIL : Yes sir. I'm sorry.</p> <p>MR. PERRY : You know how much this means to your mother, do not you?</p> <p>NEIL : Yes sir. You know me, always taking on too much.</p> <p>MR. PERRY : Well, that's my boy. Now listen, you need anything, you let us know, huh?</p> <p>NEIL : Yes sir.</p> <p>Mr. Perry slaps his son on the shoulder and leaves. Neil leans his head back against the wall as the other boys emerge from the room.</p>				
4.	4/Dead Poets Society/DI P/L/00:09:34	 <p>CHARLIE : Okay, so I do not like it any more than you do.</p> <p>NEIL : Well just do not tell me how to talk to my father. Youguys are the same way.</p> <p>KNOX : All right, all right, Jesus. So what are you going to do?</p> <p>NEIL : What I have to do. Drop the annual.</p> <p>CHARLIE : Well I wouldn't lose much sleep over it. It's just a bunch of jerks trying to impress Nolan.</p>	Disciplinary Power	Life Satisfaction	Connected with previous data, where Mr. Perry asked Neil to obey his parents' wishes, Neil also tried to follow Mr. Perry's wishes. Neil invited his friends to study together. According to Foucault, Disciplinary Power controls their bodies based on knowledge.	Valid

		<p>NEIL : I do not care. I do not give a damn about any of it.</p> <p>MEEKS : Well, uh, Latin, eight o' clock in my room?</p> <p>NEIL : Yes.</p>				
5.	5/Dead Poets Society/DI P/P/00:17:47		Disciplinary Power	Proactive Coping	According to Foucault, Disciplinary Power exists based on the knowledge possessed by individuals. From the data below, it can be seen that the knowledge possessed by John Keating helps his students to motivate themselves.	Valid
6.	6/Dead Poets Society/DI P/A/00:20:09	 <p>CHARLIE : (still annoyed by what the coach said) What?</p> <p>KNOX : I can not make it guys. I have to have dinner at the Danburry's house.</p> <p>PITTS : The Danburry's? Who are the Danburry's?</p> <p>CAMERON : Big alumns. How'd you swing that?</p> <p>KNOX : Friends of my Dad's. They're probably in</p>	Disciplinary Power	Affective Well Being	According to Foucault, Disciplinary Power brings a person to the normality that exists in life. This can be seen from the data below, where Knox was asked by his father to come to dinner with his father's friend's	Valid


		<p>their nineties or something.</p> <p>CHARLIE : Ooh!</p> <p>NEIL : Anything's better than Hell-ton hash.</p> <p>CHARLIE : I'll second that.</p> <p>KNOX : Yeah we'll see.</p>			<p>family. Knox normalized this and wanted to come to the dinner.</p>	
7.	<p>7/Dead Poets Society/DI P/A/00:23:24</p>	 <p>INT.KEATING'S CLASSROOM - DAY</p> <p>Keating sits at his desk at the front of the classroom and opens up one of his books.</p> <p>KEATING : Gentlemen, open your text to page twenty-one of the introduction. Mr. Perry, will you read the opening paragraph of the preface, entitled "Understanding Poetry" ?</p> <p>NEIL : Understanding Poetry, by Dr. J. Evans Pritchard, Ph.D. To fully understand poetry, we must first be fluent with its meter, rhyme, and figures of speech. Then ask two questions: One, how artfully has the objective of the poem been rendered, and two, how important is that objective. Question one rates the poem's perfection, question two rates its importance. And once these questions have been answered, determining a poem's greatest becomes a relatively simple matter.</p> <p>Keating gets up from his</p>	<p>Disciplinary Power</p>	<p>Affective Well Being</p>	<p>From the data, John Keating asked his students to tear down a page in a book because according to him, the contents of the page did not make sense. This happened because of John Keating's extensive knowledge. According to Foucault, Disciplinary Power exists based on the knowledge possessed by each individual.</p>	<p>Valid</p>



		<p>desk and prepares to draw on the chalk board.</p> <p>NEIL : If the poem's score for perfection is plotted along the horizontal of a graph, and its importance is plotted on the vertical, then calculating the total area of the poem yields the measure of its greatness.</p> <p>Keating draws a corresponding graph on the board and the student dutifully copy it down.</p> <p>NEIL : A sonnet by Byron may score high on the vertical, but only average on the horizontal. A Shakespearean sonnet, on the other hand, would score high both horizontally and vertically, yielding a massive total area, thereby revealing the poem to be truly great. As you proceed through the poetry in this book, practice this rating method. As your ability to evaluate poems in this matter grows, so will - so will your enjoyment and understanding of poetry.</p> <p>Neil sets the book down and takes off his glasses. The student sitting across from him is discretely trying to eat. Keating turns away from the chalkboard with a smile.</p> <p>KEATING : Excrement. That's what I think of Mr. J. Evans Pritchard. We're not laying pipe, we're talking about poetry.</p> <p>Cameron looks down at the graph he copied into his notes and quickly scribbles it out.</p>				
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		<p>KEATING : I mean, how can you describe poetry like American Bandstand? I like Byron, I give him a 42, but I can not dance to it.</p> <p>Charlie suddenly appear to become interested in the class.</p> <p>KEATING : Now I want you to rip out that page.</p> <p>The students look at Keating as if he has just gone mad.</p> <p>KEATING : Go on, rip out the entire page. You heard me, rip it out. Rip it out!</p> <p>Charlie looks around at the others. He then looks down at his own notes, which consists of drawing breasts.</p> <p>KEATING : Go on, rip it out.</p> <p>Charlie rips the page out and holds it up.</p> <p>KEATING : Thank you Mr. Dalton. Gentlemen, tell you what, do not just tear out that page, tear out the entire introduction. I want it gone, history. Leave nothing of it. Rip it out. Rip! Begone J. Evans Pritchard, Ph.D. Rip, shred, tear. Rip it out. I want to hear nothing but ripping of Mr. Pritchard.</p>				
8.	8/Dead Poets Society/DI P/P/00:26:02	 <p>The boys get up from their seats and gather around Keating in the center of the class.</p> <p>KEATING : We do not read</p>	Disciplinary Power	Proactive Coping	In the data, it can be seen that John Keating explains and conveys information that John Keating has knowledge of. From the	Valid


		<p>and write poetry because it's cute. We read and write poetry because we are members of the human race. And the human race is filled with passion. Medicine, law, business, engineering, these are all noble pursuits, and necessary to sustain life. But poetry, beauty, romance, love, these are what we stay alive for. To quote from Whitman: "O me, o life of the questions of these recurring, of the endless trains of the faithless, of cities filled with the foolish. What good amid these, o me, o life? Answer: that you are here. That life exists, and identity. That the powerful play goes on, and you may contribute a verse. That the powerful play goes on and you may contribute a verse.</p> <p>Keating looks up at Todd.</p> <p>Keating : What will your verse be?</p>			<p>information provided by John Keating, the opportunistic faces displayed by his students were visible. According to Foucault's theory about disciplinary power, disciplinary power is productive by controlling their bodies based on knowledge.</p>	
9.	<p>9/Dead Poets Society/DI P/P/00:30:34</p>	 <p>Keating hands the annual back and walks away, whistling once again. Neil remains crouched.</p> <p>NEIL : Dead Poets Society.</p> <p>CAMERON : What?</p> <p>The school bells begin ringing and everyone heads back towards the school. Neil stands up.</p> <p>NEIL : I say we go tonight.</p>	<p>Disciplinary Power</p>	<p>Proactive Coping</p>	<p>According to Foucault, Disciplinary power is not known as violence but rather by producing something productive such as building ideas and making things happen. As can be seen from the data below, after the</p>	<p>Valid</p>



		<p>CHARLIE : Tonight?</p> <p>CAMERON : Wait a minute.</p> <p>PITTS : Where's this cave he is talking about?</p> <p>NEIL : It's beyond the stream. I know where it is.</p> <p>PITTS : That's miles.</p> <p>CAMERON : Sounds boring to me.</p> <p>CHARLIE : Do not go.</p> <p>CAMERON : You know how many de-merits we're talking Dalton</p> <p>CHARLIE : So do not come, please.</p> <p>CAMERON : Look, all I'm saying is that we have to be careful, we can not get caught.</p> <p>CHARLIE : No shit, Sherlock.</p> <p>HAGER : (yelling) You boys there, hurry up.</p> <p>Neil turns around and faces the other boys.</p> <p>NEIL : All right, who's in?</p> <p>CAMERON : Come on Neil, Hager's right-</p> <p>NEIL : Forget Hager, no. Who's in?</p> <p>CHARLIE : I'm in.</p> <p>HAGER (O.S.) : I'm warning you, move.</p> <p>CAMERON : Me too.</p>			<p>students found out about the Dead Poets Society, a club founded by John Keating, they tried to rebuild the club after it died due to John Keating's graduation.</p>	
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<p>10.</p>	<p>10/Dead Poets Society/DI P/L/00:43: 45</p>	 <p>INT. KEATING'S CLASSROOM - DAY</p> <p>The students are all back in their normal seats and Keating leaps up onto his desk.</p> <p>KEATING : Why do I stand up here? Anybody?</p> <p>CHARLIE : To feel taller.</p> <p>KEATING : No! Keating rings the bell on his desk with his foot</p> <p>KEATING : Thank you for playing, Mr. Dalton. I stand upon my desk to remind yourself that we must constantly look at things in a different way.</p> <p>Keating glances around the classroom from atop the desk.</p> <p>KEATING : You see, the world looks very different from up here. You do not believe me? Come see for yourself. Come on. Come on!</p> <p>Charlie and Neil quickly rise from their seats to go to the front of the classroom. The rest of the class follows them. While Keating continues speaking, Neil and Charlie join him on the desk and then Keating jumps down.</p>	<p>Disciplinary Power</p>	<p>Life Satisfaction</p>	<p>From the data below, John Keating asked his students to try to see things from a different point of view. As explained by Foucault, Disciplinary Power works according to the knowledge a person has and will produce new ideas.</p>	<p>Valid</p>
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11.	11/Dead Poets Society/DI P/TA/00:4 9:43	 <p>Keating steps out into the hall before quickly peeking back in once again. Todd is the last one to stand on the desk and is about to jump off.</p> <p>KEATING : Mr. Anderson? Do not think that I do not know that this assignment scares the hell out of you, you mole.</p> <p>Keating flicks the light off, leaving Todd to jump down in the darkness as the students laugh.</p>	Disciplinary Power	Trait Anxiety	John Keating is an experienced and knowledgeable teacher, so he knows the characteristics of his students. Like the data below, John Keating knew that Anderson was afraid to stand up in front of the class. Like Foucault's theory about Disciplinary Power, Disciplinary power works based on a person's knowledge.	Valid
12.	12/Dead Poets Society/DI P/P/00:45: 44	 <p>INT. TODD'S ROOM - DAY</p> <p>Todd is on his bed trying to write a poem. The door opens and Todd turns his writing pad over. Neil enters the room laughing. He crouches down next to Todd's bed and plunks a sheet of paper in Todd's lap.</p>	Disciplinary Power	Proactive Coping	According to Foucault, discovering something new is the result of Disciplinary Power. From the data, it can be seen that Neil found something new that he liked.	Valid

		<p>NEIL : I found it.</p> <p>TODD : You found what?</p> <p>NEIL : What I wanna do right now. What's really, really inside me.</p> <p>TODD : "A Midsummer Night's Dream"?</p> <p>NEIL : This is it.</p> <p>TODD : What is this?</p> <p>NEIL : It's a play, dummy.</p> <p>TODD : I know that. I-- Wh-Wh-What does it have to do with you?</p> <p>NEIL : Right. They're putting it on at Henley Hall. Open tryouts. Open tryouts!</p> <p>TODD : Yes, so?</p> <p>Neil pounds on the bed and then pulls a blanket off his bed, wearing it like a cloak.</p> <p>NEIL : So, I'm gonna act. Yes, yes! I'm gonna be an actor! Ever since I can remember, I've wanted to try this. I even tried to go to summer stock auditions last year, but, of course, my father wouldn't let me. For the first time in my whole life I know what I wanna do.</p>			<p>In this data, Neil become opportunistic (Proactive coping) because he got what he want.</p>	
13.	<p>13/Dead Poets Society/DI P/TA/00:4 6:58</p>	<p>TODD : Neil, Neil, hold on a minute. How are you gonna be in a play if your father won't let you?</p>	<p>Disciplinary Power</p>	<p>Trait Anxiety</p>	<p>Because of the knowledge Anderson had about Mr. Perry, according to Foucault, disciplinary</p>	<p>Valid</p>


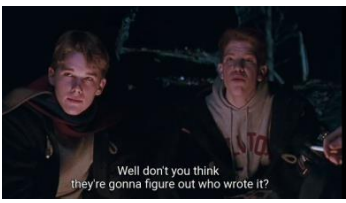
		<p>NEIL : First I gotta get the part, then I can worry about that.</p> <p>TODD : Yeah, but won't he kill you if he finds out you went to an audition and did not even tell him?</p> <p>NEIL : No, no, no, no. As far as I'm concerned, he won't have to know about any of this.</p> <p>TODD : Well, that's impossible.</p> <p>NEIL : Bullshit! Nothing's impossible.</p>			<p>power works based on individual knowledge, Anderson is worried that something will happen to Neil if he takes that role.</p>	
14.	<p>14/Dead Poets Society/DI P/TA/00:4 7:53</p>	 <p>TODD : Well, listen, Neil. I-I appreciate this concern, but I-I'm not like you. All right? You, you, you say thing and people listen. I'm, I'm not like that.</p> <p>NEIL : Do not you think you could be?</p> <p>TODD : No! I--I, I do not know, but that's not the point. The, the, the point is that there's nothing you can do about it, so you can just butt out. I can take care of myself just fine. All right?</p> <p>NEIL : No.</p> <p>TODD : What do you mean, "no"?</p> <p>A smile comes to Neil's face.</p>	<p>Disciplinary Power</p>	<p>Trait Anxiety</p>	<p>According to Foucault, Disciplinary Power comes from knowledge where this knowledge can give the power to think and act on the knowledge that one obtains. From the data it can be seen, Anderson understands himself so he thinks that he cannot move forward in front of the class.</p>	<p>Valid</p>


15.	15/Dead Poets Society/DI P/A/00:50: 08		Disciplinary Power	Affective Well Being	From the data below, it can be seen that Knox tries to meet the woman he likes based on his own will. As stated by Foucault, Disciplinary Power operates at the behest of a brain that has knowledge.	Valid
16.	16/Dead Poets Society/DI P/A/00:52: 09	 <p>INT. DORM HALLWAY - DAY</p> <p>Neil is racing down the hallway, all excited.</p> <p>NEIL : Charlie, I got the part! I'm gonna play Puck! I'm gonna play Puck!</p> <p>He pounds on Charlie's door.</p> <p>MEEKS : What did he say?</p> <p>PITTS : Puck?</p> <p>NEIL : That's the main part.</p> <p>KNOX : Great, Neil.</p> <p>NEIL : Charlie, I got it!</p> <p>CHARLIE : Congratulations. Good for you, Neil. Good for you.</p>	Disciplinary Power	Affective Well Being	From the data below, it can be seen that Neil looks happy because he got the role he wanted. According to Tov, Affective Well-being reflects basic experiences of events that occur in someone's life.	Valid


17.	17/Dead Poets Society/DI P/TA/00:5 5:16	 <p>Keating approaches Todd's desk.</p> <p>KEATING : Mr. Anderson, I see you sitting there in agony. Come on, Todd, step up. Let's put you out of your misery.</p> <p>TODD : I, I did not do it. I did not write a poem.</p> <p>KEATING : Mr. Anderson thinks that everything inside of him is worthless and embarrassing. Isn't that right, Todd? Isn't that your worst fear? Well, I think you're wrong. I think you have something inside of you that is worth a great deal.</p>	Disciplinary Power	Trait Anxiety	This data focuses on the pressure put on Anderson by John Keating's duties, which causes Anderson anxiety. Disciplinary Power comes from knowledge according to Foucault, where for Anderson knowledge, advancing is a scary thing.	Valid
18.	18/Dead Poets Society/DI P/A/00:57: 58	 <p>The students begin to laugh and Todd opens his eyes. Keating quickly gestures for him to close them again.</p> <p>KEATING : Forget them, forget them. Stay with the blanket. Tell me about that blanket.</p> <p>TODD : Y-Y-Y-You push it, stretch it, it'll never be enough. You kick at it, beat it, it'll never cover any of us. From the moment we enter crying to the moment we</p>	Disciplinary Power	Affective Well Being	In this data, John Keating tried to encourage Anderson to come forward and succeeded so that Anderson was happy. The knowledge possessed by John Keating succeeded in making Anderson brave. According to Foucault,	Valid

		<p>leave dying, it will just cover your face as you wail and cry and scream.</p> <p>Todd opens his eyes. The class is silent. Then they begin to clap and cheer.</p> <p>KEATING : (whispering to Todd) Do not you forget this.</p>			<p>Disciplinary Power can create a new thing or idea which is in accordance with the data.</p>	
19.	<p>19/Dead Poets Society/DI P/A/01:01:14</p>	 <p>KNOX : I can not take it anymore. If I do not have Chris, I'm gonna kill myself.</p> <p>CHARLIE : Knoxious, you've gotta calm down.</p> <p>KNOX : No, Charlie. That's just my problem. I've been calm all my life. I'll do something about that.</p> <p>NEIL : Where are you going?</p> <p>CHARLIE : What are you gonna do?</p> <p>KNOX : I'm gonna call her.</p> <p>Knox begins to chuckle as he leaves the cave. The others quickly grab their coats to follow him. Charlie goes back to playing noise on his saxophone again.</p>	<p>Disciplinary Power</p>	<p>Trait Anxiety</p>	<p>According to Foucault, Disciplinary power effectively makes the subject both an outcome and a medium power. Which is in accordance with the data besides that Knox is an outcome of his knowledge about the woman he likes and makes it a power for himself.</p>	<p>Valid</p>
20.	<p>20/Dead Poets Society/DI P/A/01:02:41</p>	 <p>Knox is making a call from the payphone.</p>	<p>Disciplinary Power</p>	<p>Affective Well Being</p>	<p>This data contains the consequences of Knox's anxiety thinking about Chris so that Knox tried to call</p>	<p>Valid</p>


	<p>CHRIS (O.S.) : Hello?</p> <p>Knox immediately hangs up and looks at the other boys who are all gathered around him.</p> <p>KNOX : She is gonna hate me. The Danburrys will hate me. My parents will kill me. All right, goddamn it. You're right. "Carpe diem." Even if it kills me.</p> <p>Knox puts in another coin and calls again.</p> <p>CHRIS (O.S.) : Hello?</p> <p>KNOX : Hello, Chris?</p> <p>CHRIS (O.S.) : Yes.</p> <p>KNOX : Hi. This is Knox Overstreet.</p> <p>CHRIS (O.S.) : Oh, yes. Knox. Glad you called.</p> <p>KNOX : She is glad I called.</p> <p>CHRIS (O.S.) : Listen, Chet's parents are going out of town this weekend, so he is having a party. Would you like to come?</p> <p>KNOX : Would I like to come to a party?</p> <p>CHARLIE : Yes. Say, yes.</p> <p>CHRIS (O.S.) : Friday? Um-</p> <p>KNOX : Well, sure.</p> <p>CHRIS (O.S.) : About seven?</p> <p>KNOX : Okay, great. I-I'll be there, Chris.</p> <p>CHRIS (O.S.) : Okay.</p>			<p>him. It is proven that as Foucault stated, Disciplinary power makes the subject both an outcome and a medium of power.</p>	
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		<p>KNOX : Friday night at the Danburrys'. O-Okay. Thank you.</p> <p>CHRIS (O.S.) : Okay. Bye. KNOX : Thank you. I'll see you. Bye.</p> <p>KNOX : Yawp! Can you believe it? She was gonna call me. She invited me to a party with her.</p>				
21.	21/Dead Poets Society/DI P/A/01:08:46	 <p>The boys move aside to let the girls in.</p> <p>BOYS : Sorry. Excuse-Excuse me.</p> <p>CHARLIE : Guys, I have an announcement to make. In keeping with the spirit of passionate experimentation of the Dead Poets, I'm giving up the name Charlie Dalton. From now on, call me Nuwanda.</p> <p>PITTS : (laughing) Nuwanda?</p> <p>NEIL : Nuwanda?</p> <p>Tina takes out a tube of red lipstick. Charlie takes it from her and puts red marks on each of his cheeks.</p>	Disciplinary Power	Affective Well Being	Based on this data, Dalton, of his own free will, decided to change his nickname to Nuwanda. This is included in Disciplinary Power where based on his knowledge and desire, he changes his name.	Valid
22.	22/Dead Poets Society/DI P/TA/01:14:40	 <p>CHARLIE : (whispering to Meeks) So we can all stop</p>	Disciplinary Power	Trait Anxiety	Disciplinary according to Michel Foucault relies on hierarchical observation and	Valid


		<p>beating off.</p> <p>NEIL : How did you do that? CHARLIE : I'm one of the proofers. I slipped the article in.</p> <p>MEEKS : Look, uh, it's, it's over now.</p> <p>CHARLIE : Why? Nobody knows who we are.</p> <p>CAMERON : Well, do not you think they're gonna figure out who wrote it? They're gonna come to you and ask to know what the Dead Poets Society is. Charlie, you had no right to do something like that.</p> <p>CHARLIE : It's Nuwanda, Cameron.</p> <p>GLORIA : That's right. It's Nuwanda.</p> <p>CHARLIE : Are we just playing around out here, or do we mean what we say? For all we do is come together and reach a bunch of poems to each other. What the hell are we doing?</p> <p>NEIL : All right, but you still shouldn't have done it, Charlie. This could mean trouble. You do not speak for the club.</p> <p>CHARLIE : Hey, would you not worry about your precious little neck? If they catch me, I'll tell them I made it up.</p>			<p>the constant surveillance of individuals. This can involve the watchful eye of authorities, but it also operates within individuals themselves as they internalize the norms and expectations of society. This data focuses on Dalton's plan to create an article containing a request to send girls to school against his wishes which is suit Michel Foucault's explanation about Disciplinary power.</p>	
23.	23/Dead Poets Society/S OP/TA/01		Sovereign Power	Trait Anxiety	According to Foucault, Sovereign Power is a type of power	Valid


	:17:24	<p>CHARLIE Welton Academy. Hello. Yes, he is. Just a moment. Charlie stands up, holding a phone and bell in his hands.</p> <p>CHARLIE Mr. Nolan, it's for you. It's God. He says we should have girls at Welton. Most of the students laugh while the boys from the cave all shake their heads in disbelief.</p> <p>INT. NOLAN'S OFFICE - DAY Charlie stands with his back to the door as Mr. Nolan shuts it. Mr. Nolan then walks around to face Charlie.</p> <p>MR. NOLAN Wipe that smirk off your face. If you think, Mr. Dalton, that you're the first to try to get thrown out of this school, think again. Others have had similar notions and have failed just as surely as you will fail. Assume the position. Charlie sighs and bends over, resting his hands on the desk. Mr. Nolan hefts a flat wooden paddle in his hands.</p> <p>MR. NOLAN Count aloud, Mr. Dalton. Mr. Nolan begins to strike Charlie with the paddle.</p>			<p>that seeks complete control. Foucault described sovereign power as involving legislation, prohibition and censorship relying on laws. From the data below, it can be seen that sovereign power in this scene applies. As a result of Dalton's actions, he was punished according to school regulations.</p>	
24.	24/Dead Poets Society/S OP/TA/01 :20:02		Sovereign Power	Trait Anxiety	This data focuses on the warning given by the principal to John Keating. This was	Valid


		<p>MR. NOLAN : Excuse me. May we have a word, Mr. Keating?</p> <p>KEATING : Certainly.</p> <p>Keating fixes his tie and follows Mr. Nolan into the classroom.</p> <p>MR. NOLAN : This was my first classroom, John. Did you know that? My first desk.</p> <p>KEATING : Did not know you taught, Mr. Nolan.</p> <p>MR. NOLAN : English. Oh, long before your time. It was hard giving it up, I can tell you.</p> <p>I'm hearing rumors, John, about some unorthodox teaching methods in your classroom. I'm not saying they've anything to do with the Dalton boy's outburst. But I do not think I have to warn you boys his age are very impressionable.</p> <p>KEATING : Well, your reprimand made quite an impression, I'm sure.</p> <p>MR. NOLAN : What was going on in the courtyard the other day?</p> <p>KEATING : Courtyard?</p> <p>MR. NOLAN : Yeah. Boys marching, clapping in unison.</p>			<p>a result of John Keating's way of teaching which was considered strange and different, therefore John Keating received a reprimand. This is related to Sovereign Power which according to Foucault is to subdue behavior through obedience to existing laws.</p>	
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		<p>KEATING : Oh, that. That was an exercise to prove a point. Dangers of conformity.</p> <p>MR. NOLAN : Well, John, the curriculum here is set. It's proven it works. If you question, what's to prevent them from doing the same?</p> <p>KEATING : I always thought the idea of educating was to learn to think for yourself.</p> <p>MR. NOLAN : At these boys' ages? Not on your life! Tradition, John. Discipline. Prepare them for college, and the rest will take care of itself.</p>				
25.	25/Dead Poets Society/S OP/TA/01 :20:27	 <p>The door opens and Keating walks in. Many of the boys get up from their seats.</p> <p>KEATING : It's all right, gentlemen.</p> <p>CHARLIE : Mr. Keating.</p> <p>KEATING : Mr. Dalton. That was a pretty lame stunt you pulled today.</p> <p>CHARLIE : You're siding with Mr. Nolan? What about Carpe diem and sucking all the marrow out of life and all that?</p>	Sovereign Power	Trait Anxiety	According to Foucault, Sovereign Power also subjects obedience to legal and punitive laws to controlling others. This can be seen in the data below, where John Keating warned Dalton to be more careful in his actions.	Valid


		<p>KEATING: Sucking the marrow out of life doesn't mean choking on the bone. Sure there's a time for daring and there's a time for caution, and a wise man understands which is called for.</p> <p>CHARLIE : But I thought you'd like that.</p> <p>KEATING : No. You being expelled from school is not daring to me. It's stupid, 'cause you'll miss some golden opportunities.</p> <p>CHARLIE : Yeah. Like what?</p> <p>KEATING : Like, if nothing else, the opportunity to attend my classes. Got it, Ace?</p> <p>CHARLIE : Aye, aye, Captain.</p> <p>KEATING : Keep your head about you. That goes for the lot of you.</p> <p>BOYS : Yes, Captain.</p> <p>KEATING : Phone call from God. If it had been collect, it wouldn't been daring.</p> <p>Keating leaves and the boys gather around Charlie once again.</p>				
26.	26/Dead Poets Society/DI P/TA/01:2 2:25	 <p>Neil opens the door to his room and sees his father sitting at his desk.</p>	Disciplinary Power	Trait Anxiety	The data also focuses on Neil's reaction to knowing the reason for his father's arrival. As Foucault explains	Valid


		<p>NEIL : Father.</p> <p>MR. PERRY : Neil.</p>			<p>that Disciplinary Power comes from within the person himself, this happens to Neil in this data.</p>	
27.	<p>27/Dead Poets Society/S OP/TA/01 :22:30</p>	 <p>NEIL : Wait a minute. Before you say anything, please let me ex- Mr. Perry rises from the desk.</p> <p>MR. PERRY : Do not you dare talk back to me! It's bad enough that you've wasted your time with this, this absurd acting business. But you deliberately deceived me! How, how, how did you expect to get away with this? Answer me. Who put you up to it? Was it this new man? This, uh, Mr. Keating?</p> <p>NEIL : No. Nobody-- I thought I'd surprise you. I've gotten all A's in every class.</p> <p>MR. PERRY : Did you think I wasn't going to find out? "Oh, my niece is in a play with your son," says Mrs. Marks. "No, no, no," I say, "you must be mistaken. My son's not in a play." You made me a liar of me, Neil! Now, tomorrow you go to them and you tell them that you're quitting.</p> <p>NEIL : No, I can not. I have the main part. The performance is tomorrow night.</p>	<p>Sovereign Power</p>	<p>Trait Anxiety</p>	<p>In this data, Mr. Perry finds out about Neil's actions in registering to play a role. Mr. Perry disagreed and asked him to stop and focus on school. According to Foucault, Sovereign Power is seen in the presence of laws that can regulate society. In this data, the applicable law is the law made by Mr. Perry is destined to manage his own children.</p>	<p>Valid</p>


		<p>MR. PERRY : I do not care if the world comes to an end tomorrow night. You are through with that play. Is that clear? Is that clear?</p> <p>NEIL : Yes, sir.</p> <p>Mr. Perry goes to leave and then turns around.</p> <p>MR. PERRY : I made a great many sacrifices to get you here, Neil, and you will not let me down.</p> <p>NEIL : No, sir.</p>				
28.	28/Dead Poets Society/DI P/TD/01:2 3:28	 <p>NEIL : Wait a minute. Before you say anything, please let me ex- Mr. Perry rises from the desk.</p> <p>MR. PERRY : Do not you dare talk back to me! It's bad enough that you've wasted your time with this, this absurd acting business. But you deliberately deceived me! How, how, how did you expect to get away with this? Answer me. Who put you up to it? Was it this new man? This, uh, Mr. Keating?</p> <p>NEIL : No. Nobody-- I thought I'd surprise you. I've gotten all A's in every class.</p> <p>MR. PERRY : Did you think I wasn't going to find out? "Oh, my niece is in a play with your son," says Mrs. Marks. "No, no, no," I say, "you must be</p>	Disciplinary Power	Trait Depression	Michel Foucault argues that disciplinary power operates through various institutions, such as prisons, schools, hospitals, and factories, to control and regulate individuals' behavior. This data focuses on the expressions made by Neil as a result of his father's words.	Valid

		<p>mistaken. My son's not in a play." You made me a liar of me, Neil! Now, tomorrow you go to them and you tell them that you're quitting.</p> <p>NEIL : No, I can not. I have the main part. The performance is tomorrow night.</p> <p>MR. PERRY : I do not care if the world comes to an end tomorrow night. You are through with that play. Is that clear? Is that clear?</p> <p>NEIL : Yes, sir.</p> <p>Mr. Perry goes to leave and then turns around.</p>				
29.	<p>29/Dead Poets Society/DI P/TD/01:2 6:45</p>	 <p>KEATING : What's up?</p> <p>NEIL : I just talked to my father. He is making me quit the play at Henley Hall. Acting's everything to me. I-- But he doesn't know. He-- I can see his point. We're not a rich family like Charlie's, and we-- But he is planning the rest of my life for me, and I-- H-He is never asked me what I want.</p> <p>KEATING : Have you ever told your father what you just told me? About your passion for acting. You ever show him that?</p> <p>NEIL : I can not.</p> <p>KEATING : Why not?</p> <p>NEIL : I can not talk to him this way.</p>	Disciplinary Power	Trait Depression	In this data, Neil feels trapped by the rules his father made. Neil did not know what to do so he dared to tell John Keating because he thought John Keating could solve the problem. As Foucault stated, Disciplinary Power comes from the knowledge that a person has.	Valid


		<p>KEATING : Then you're acting for him, too. You're playing the part of the dutiful son. I know this sounds impossible, but you have to talk to him. You have to show him who you are, what your heart is.</p> <p>NEIL : I know what he'll say. He'll tell me that acting's a whim, and I should forget it. That how they're counting on me. He'll just tell me to put it out of my mind, "for my own good."</p> <p>KEATING : You are not an indentured servant. If it's not a whim for you, you prove it to him by your conviction and your passion. You show him that And if he still doesn't believe you, well, by then you'll be out of school and you can do anything you want.</p> <p>A tear falls down Neil's cheek and he wipes it away.</p> <p>NEIL : No. What about the play? The show's tomorrow night.</p> <p>KEATING : Well, you have to talk to him before tomorrow night.</p> <p>NEIL : Isn't there an easier way?</p> <p>KEATING : No.</p> <p>NEIL : I'm trapped.</p> <p>KEATING : No, you're not.</p>				
30.	30/Dead Poets Society/DI P/A/01:33:13	 <p>KEATING : Will you be joining us, Mr. Overstreet? KNOX : Go ahead, Captain. I'll walk. CHRIS : Knox, Knox, it just so happens that I could care</p>	Disciplinary Power	Affective Well Being	This data focuses on Chris finally believing Knox for his efforts to approach her. Where Michel Foucault explained that	Valid

		<p>less about you? KNOX : Then you wouldn't be here warning me about Chet. CHRIS : I have to go. I'm gonna be late for the play. KNOX : Are you going with him? CHRIS : (laughs) Chet? To a play? Are you kidding? KNOX : Then come with me. CHRIS : Knox, you are so infuriating. KNOX : Come on, Chris. Just give me one chance. If you do not like me after tonight, I'll stay away forever. CHRIS : Uh-huh. KNOX : I promise. Dead Poets Honor. You come with me tonight. And then, if you do not want to see me again, I swear I'll bow out. CHRIS : You know what would happen if Chet found out? KNOX : He won't know anything. We'll sit in the back and sneak away as soon as it's over. CHRIS : And I suppose you would promise that this would be the end of it. KNOX : Dead Poets Honor. CHRIS : What is that? KNOX : My word. Chris walks away from him and then turns to face him. CHRIS : You are so infuriating. Chris gestures for Knox to follow her. Charlie does a little twirl as he joins her and puts his arm around her. They walk away.</p>			<p>disciplinary power relies on hierarchical observation and the constant surveillance of individuals. This can involve the watchful eye of authorities, but it also operates within individuals themselves as they internalize the norms and expectations of society. In this case, Knox internalizes the norms of society towards Chris.</p>	
31.	31/Dead Poets Society/S OP/TA/01		Sovereign Power	Trait Anxiety	According to Foucault, Sovereign Power is subject to	Valid



	:39:00	<p>Outside of the crowd, Keating manages to catch up to Neil. He takes hold of Neil's coat.</p> <p>KEATING : Neil. Neil. You have the gift. What a performance You left even me speechless. You have to stay with-</p> <p>Mr. Perry returns from his car and shoves Neil aside.</p> <p>MR. PERRY : Get in the car. Keating, you stay away from my son.</p> <p>CHARLIE : Neil! Neil! Mr. Perry, come on.</p> <p>KEATING : Do not make it any worse than it is.</p>			<p>obedience to law and punishment in controlling others. This can be seen in the data next to where Mr. Perry asked John Keating to stay away from his son and never control him. In this data, In this data, the applicable regulations are school regulations</p>	
32.	32/Dead Poets Society/S OP/TD/01 :40:44	 <p>MR. PERRY : We're trying very hard to understand why it is that you insist on defying us. Whatever the reason, we're not gonna let you ruin your life. Tomorrow I'm withdrawing you from Welton and enrolling you in Braden Military School. You're going to Harvard and you're gonna be a doctor.</p> <p>NEIL : But that's ten more years. Father, that's a lifetime!</p> <p>MR. PERRY : Oh, stop it. Do not be so dramatic. You make it sound like a prison term. You do not understand, Neil. You have opportunities that I never even dreamt of and I am not going to let you</p>	Sovereign Power	Trait Depression	<p>In connection with the previous data, as a result of Neil's behavior in continuing to play the role, Mr. Perry moved Neil from school so that Neil would remain obedient to his father's wishes and rules. As Foucault stated, this is included in Sovereign Power because it asks its children to obey the laws that are made. In this data,</p>	Valid


		waste them.			the one who got impact is Neil, because his father trying so hard to pursue him to become a doctor while Neil does not want to.	
33.	33/Dead Poets Society/S OP/TD/01 :45:44		Sovereign Power	Trait Depression	Michel Foucault explained that Sovereign power is marked by the ability to make exceptional decisions and judgments. The sovereign ruler has the authority to decide on matters of life and death, war and peace, and the distribution of justice. In this data, because he felt constrained by the laws made by his father, Neil decided to end his own life because he felt burdened by his father's wishes. The rule in this data is the rule between	Valid



					Father and his son.	
34.	34/Dead Poets Society/DI P/TD/01:4 7:57	 <p>CHARLIE : Todd? Todd.</p> <p>Todd, still half asleep, tries to shrug him off.</p> <p>TODD : Oh, Charlie.</p> <p>Todd opens his eyes and sees Charlie's face</p> <p>TODD : What is it?</p> <p>Todd looks over to see Pitts, Meeks, and Knox by the door.</p> <p>CHARLIE : Neil's dead.</p>	Disciplinary Power	Trait Depression	Michel Foucault argues that disciplinary power operates through various institutions, such as prisons, schools, hospitals, and factories, to control and regulate individuals' behavior. This data focuses on the reactions shown by Neil's friends as a result of Neil deciding to end his life. Because of the school regulation and Neil's father, Neil killed himself and making his friends also got the impact.	Valid
35.	35/Dead Poets Society/S OP/TA/01 :53:47	 <p>CHARLIE : That's it, guys.</p>	Sovereign Power	Trait Anxiety	Sovereign Power in this data can be seen in the reaction of the dead poets society which was	Valid



		<p>We're all fried.</p> <p>PITTS : How do you mean?</p> <p>CHARLIE : Cameron's a fink. He is in Nolan's office right now, finking.</p> <p>PITTS : About what?</p> <p>CHARLIE : The club, Pittsie. Think about it. The board of directors, the trustees and Mr. Nolan. Do you think for one moment they're gonna let this thing just blow over? Schools go down because of things like this. They need a scapegoat.</p>			<p>worried because one of its members complained to the school principal. They worry about the consequences that might happen afterwards. As explained by Foucault, Sovereign Power aims to regulate things based on existing laws. In this data, sovereign power is in the school rule.</p>	
36.	<p>36/Dead Poets Society/DI P/TD/02:04:30</p>		<p>Disciplinary Power</p>	<p>Trait Depression</p>	<p>This data focuses on the reactions shown by members of the Dead Poet's Society after John Keating said goodbye due to being fired as a teacher there.</p>	<p>Valid</p>


2. *The Pursuit of Happyness* (2006)



No	Coding	Data	Form of Power Relation	Impact of Power Relation	Explanation	V/I
37.	37/The Pursuit of Happyness/DIP/TA/00:06:15	 <p>LINDA : Hey. CHRIS : Hey, baby. LINDA : What happened? CHRIS : No, nothing. CHRIS : Look, I can not get Christopher today. LINDA : Oh, no, you do not, Chris. I'm back on at 7. CHRIS : I know. I have got to go to Oakland. LINDA : So I gotta get Christopher home, feed him, bathe him..... get him in bed, and be back here by 7?</p>	Disciplinary Power	Trait Anxiety	According to Foucault, Disciplinary Power regulates oneself based on the knowledge possessed by that self. In this data, we can see an argument between Chris and his wife arguing about who will pick up their child. See, both of them can not because of the demands of their respective jobs.	Valid
38.	38/The Pursuit of Happyness/SOP/TA/00:06:49	 <p>CHRIS ON BACKSOUND : I needed to sell at least two scanners a month for rent and daycare. I'd have to sell one more... ...to pay off all of those tickets under my windshield wiper.</p>	Sovereign Power	Trait Anxiety	This data focuses on Chris Gardner who had to sell his machine for living expenses. This is included in the demands of life which require Chris to work hard to pay for his family's life. As Foucault	Valid


		The problem is... ...I haven't sold any for a while.			explained, Sovereign Power regulates based on legal law.	
39.	39/The Pursuit of Happiness/SOP/TA/00:07:44	 <p>LINDA : Did you pay the taxes? CHRIS : No, I'm gonna have to file an extension. LINDA : You already filed an extension. CHRIS : Yeah, well, I gotta file another one. LINDA : That's-- It's \$650. CHRIS : I'll have it in the next month. LINDA : That means interest, right? And a penalty? CHRIS : Yeah, a little bit. Look, why do not you let me do this?All right, just relax. Okay? Come here. Calm down. LINDA : I have to go back to work.</p>	Sovereign Power	Trait Anxiety	This data focuses on the debate between Chris and his wife discussing paying taxes. Like the previous data, this data focuses on the demands of life that their families have to endure.	Valid



40.	40/The Pursuit of Happyness/DIP/P/00:10:15	 <p>CHRIS ON BACKGROUND: I still remember that moment. They all looked so damn happy to me. Why could not I look like that? I'm gonna try to get home by 6. I'm gonna stop by a brokerage firm after work.</p>	Disciplinary Power	Proactive Coping	In this data, Chris knows that there is an opportunity within himself that can make him successful. As Foucault explained, Disciplinary Power is related to the knowledge that humans have themselves.	Valid
41.	41/The Pursuit of Happyness/SOP/TA/00:12:00	 <p>CHRIS : Do not talk to me likethat, Linda. I'm gonna go down and see about this, and I'm gonna do it during the day. LINDA : You should probably do your sales calls. CHRIS : I do not need you to tell me about my sales calls, Linda. I got three of them before the damn office is even open. LINDA : Do you remember that rent is due next week? Probably not. We're already two months behind. Next</p>	Sovereign Power	Trait Anxiety	This data focuses on the debate between Chris and his wife discussing late apartment rental payments. This data focuses on the efforts of Chris and his wife who have to meet the needs of their family as explained by Foucault that Sovereign Power subordinates obedience to legal laws.	Valid

		<p>week we'll owe three months. I've been pulling double shifts for four months now, Chris.</p>				
42.	42/The Pursuit of Happyness/DIP/TA/00:14:35		Disciplinary Power	Trait Anxiety	<p>According to Michel Foucault, Disciplinary Power relies on hierarchical observation and the constant surveillance of individuals. This can involve the watchful eye of authorities, but it also operates within individuals themselves as they internalize the norms and expectations of society. This data focuses on Chris who is worried because the machine he has to sell has been taken away by an irresponsible person.</p>	Valid
43.	43/The		Sovereign Power	Trait Anxiety	Sovereign Power	Valid

	Pursuit of Happynes s/SOP/TA /00:24:00	CHRIS : You should've seen me out there today. Somebody stole a scanner. I had to run the old girl down— LINDA : Whatever. CHRIS: What? LINDA : Whatever, Chris. CHRIS : What the hell you got attitude about? LINDA : "Whatever" CHRIS : what? LINDA : Every day's got some damn story.			regulates rules based on legal laws. In this data, Chris and his wife are seen discussing their family's economic problems. They both hope that the economy can improve.	
44.	44/The Pursuit of Happynes s/SOP/TA /00:37:26	 LANDLORD : Hey, listen. I need the rent. I can not wait anymore. CHRIS : Yeah, I'm good for that, Charlie. I'm gonna get it. LANDLORD : Why do not you go two blocks over at the Mission Inn motel? It's half what you pay here. Listen, Chris. I need you out of here in the morning.	Sovereign Power	Trait Anxiety	The Sovereign Power contained in this data is Chris who has to pay the rent for the apartment because it has been charged by the landlord. Chris has to pay the rental fee, because according to Foucault, sovereign power is to subdue behavior through	Valid



		CHRIS : The hell am I supposed to be out of here tomorrow?			obedience to existing laws. If Chris doesn't pay the apartment rent, he will be evicted from there.	
45.	45/The Pursuit of Happyness/SOP/A/00:45:55	 <p>JAY : Hey, now you can call me Jay. We'll talk to you soon.</p> <p>CHRIS : All right, so I'll let you know, Jay.</p> <p>JAY : "You'll let me know, Jay"? What do you mean?</p> <p>CHRIS : Yeah, I'll give you a call tomorrow sometime--</p> <p>JAY : What are you talking--? You hounded me for this. You stood here—</p> <p>CHRIS : Listen, there's no salary.</p> <p>JAY : No.</p> <p>CHRIS : I was not aware of that. My circumstances have changed some..</p>	Sovereign Power	Affective Well Being	This data focuses on Chris who succeeded in getting an internship but had to rethink this. Because while he is interning there, he will not get a salary, even though Chris also has to think about his living costs.	Valid
46.	46/The Pursuit of Happyness		Disciplinary Power	Affective Well Being	In this data, Chris tells Chris Jr. to be whatever he	Valid


	<p>s/DIP/A/0 0:55:08</p>	<p>CHRIS : Do not ever let somebody tell you... you can not do something. Not even me. All right? CHRIS JR : All right. CHRIS : You got a dream... you gotta protect it. People can not do something themselves.. they wanna tell you you can not do it. If you want something, go get it. Period.</p>			<p>wants. Chris told this according to Chris' own knowledge which is included in Disciplinary Power. According to Foucault, disciplinary power exists based on the knowledge possessed by individuals.</p>	
<p>47.</p>	<p>47/The Pursuit of Happiness s/SOP/P/0 0:57:45</p>		<p>Sovereign Power</p>	<p>Proactive Coping</p>	<p>According to Michel Foucault, Sovereign Power is the traditional form of power that was characteristic of pre-modern societies, particularly during the feudal era and early modern times. It is often associated with the figure of the monarch or sovereign ruler who exercises absolute authority and makes decisions without</p>	<p>Valid</p>



					the need for elaborate bureaucratic structures or institutions. This data focuses on Chris' competition in getting a job. from many people, only 1 person will get a job.	
48.	48/The Pursuit of Happyness/SOP/TA/01:03:25		Sovereign Power	Trait Anxiety	This data focuses on Chris who has not been able to pay rent for a motel room. It appears that the motel owner is billing Chris. This is included in the demands of Sovereign power which requires Chris to comply with existing regulations or not be able to own anything.	Valid
49.	49/The Pursuit of Happyness/SOP/D/01:03:53		Sovereign Power	Dispositional Sense of Power	This data focuses on Chris who is trying to get as many client signatures as possible so he can	Valid


					<p>get a job because based on office rules, whoever gets the most client signatures is the one who will be accepted for work. It is the same as sovereign power which has been explained by Foucault, namely that sovereign power is to subdue someone based on existing regulations.</p>	
50.	50/The Pursuit of Happiness/DIP/A/0 1:09:04		Disciplinary Power	Affective Well Being	<p>According to Michel Foucault, Foucault argues that disciplinary power operates through various institutions, such as prisons, schools, hospitals, and factories, even family to control and regulate individuals' behavior. This data focuses on Chris jr. who was happy because he</p>	Valid


					would be invited to watch a football match after Chris succeeded in selling his machine.	
51.	51/The Pursuit of Happiness/SOP/TA /01:16:06	<p>CHRIS ON BACKSOUND : This part of my life is called "Paying Taxes. " If you did not pay them... the government could stick their hands into your bank account... and take your money.</p>	Sovereign Power	Trait Anxiety	Sovereign Power in this data occurs directly where the government takes Chris's money without his knowledge to cover Chris's unpaid taxes. According to Michel Foucault, Sovereign Power Sovereign power is marked by the ability to make exceptional decisions and judgments. The sovereign ruler has the authority to decide on matters of life and death, war and peace, and the distribution of justice.	Valid


52.	52/The Pursuit of Happiness/SOP/TA/01:21:39		Sovereign Power	Trait Anxiety	<p>This data focuses on Chris who was finally kicked out of the motel because he could not pay. In this data, Chris inevitably has to obey these consequences. This is included in the consequences of Sovereign Power that happened to Chris.</p>	Valid
53.	53/The Pursuit of Happiness/DIP/TD/01:27:32		Disciplinary Power	Trait Depression	<p>According to Michel Foucault, disciplinary power relies on hierarchical observation and the constant surveillance of individuals. This can involve the watchful eye of authorities, but it also operates within individuals themselves as they internalize the norms and expectations of society. This data</p>	Valid




					focuses on Chris and Chris Jr. who are forced to sleep in public toilets at train stations because they do not know where to go or what to do.	
54.	54/The Pursuit of Happiness/DIP/TA/01:29:33	 <p>CHRIS : We need a room. Just until I can fix this and sell it. There's just some glass work.</p> <p>WOMEN : Let me stop you right there. I wish I could help you--</p> <p>CHRIS : This is my son, Christopher. He is 5 years old.</p> <p>WOMEN : Hi, baby.</p> <p>CHRIS : We need some place to stay.</p> <p>WOMEN : Okay, and I would love to help you.. but we do not take men here. It's only women and children. He can stay here, but you have to find someplace else to go.</p>	Disciplinary Power	Trait Anxiety	In this data, Chris asks a woman for help to give him a guest room. But he failed because only women and children were allowed. According to Michel Foucault, Disciplinary Power relies on hierarchical observation and the constant surveillance of individuals. This can involve the watchful eye of authorities, but it also operates within individuals themselves as they internalize the norms and	Valid

					expectations of society.	
55.	55/The Pursuit of Happyness/DIP/A/01:31:47	 <p>CHRIS : I was here first. They told me that we had to be on time. I got here on time. I was in line. I came from work, I got my son. I was here on time.</p>	Disciplinary Power	Affective Well Being	Michel Foucault explained that Disciplinary power operates through various institutions, such as prisons, schools, hospitals, and factories, to control and regulate individuals' behavior. This data focuses on Chris who finally got a free accommodation after waiting in a long and long queue. Disciplinary power in this data is in society.	Valid
56.	56/The Pursuit of Happyness/DIP/TA/01:36:05	 <p>CHRIS : Hold that bus! Hold the bus!</p>	Disciplinary Power	Trait Anxiety	Chris tries to arrive on time at the accommodation because to get a free room, he has	Valid

		CHRIS JR : My Captain America! Dad! Dad! Dad! CHRIS : Stop it! Shut up! Shut up!			to queue. Based on Foucault's explanation, Disciplinary Power is driven by human knowledge as is the case with this data.	
57.	57/The Pursuit of Happyness/DIP/TA/01:40:58		Disciplinary Power	Trait Anxiety	According to Michel Foucault, Disciplinary power relies on hierarchical observation and the constant surveillance of individuals. This can involve the watchful eye of authorities, but it also operates within individuals themselves as they internalize the norms and expectations of society. This data focuses on Chris' reaction to not getting a free room.	Valid

58.	58/The Pursuit of Happiness/DIP/A/0 1:41:36		Disciplinary Power	Affective Well Being	<p>According to Michel Foucault, disciplinary power operates through various institutions, such as prisons, schools, hospitals, and factories, to control and regulate individuals' behavior. This data shows Chris Jr.'s reaction who smiled seeing the happiness of other families in the restaurant.</p>	Valid
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59.	59/The Pursuit of Happiness/SOP/TA /01:42:11		Sovereign Power	Trait Anxiety	Chris had to exchange his blood to get a little money. He was forced to do this because of the demands of life that he had to face. Sovereign Power is clearly visible in this data, as explained by Foucault that Sovereign power is seen in the presence of laws that regulate society.	Valid
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60.	60/The Pursuit of Happyness/DIP/TA/01:43:30	 <p>-What? -Did Mom leave because of me?</p> <p>CHRIS JR : Did Mom leave because of me?</p> <p>CHRIS : What?</p> <p>CHRIS JR : Did Mom leave because of me?</p> <p>CHRIS : Do not-- Do not even think something like that. Mom left because of Mom. And you did not have anything to do with that, okay?</p> <p>CHRIS JR : Okay. You're a good papa.</p>	Disciplinary Power	Trait Anxiety	This data focuses on Chris Jr. who was worried about his mother's condition. Chris Jr. thinks that his mother's departure was because of Chris Jr.'s presence.	Valid
61.	61/The Pursuit of Happyness/DIP/A/01:47:02	 <p>Just Christopher and me</p> <p>CHRIS ON BACKSOUND : The next day, after work... we just went to the beach. Far away from anything. Everything. Just Christopher and me</p>	Disciplinary Power	Affective Well Being	This data focuses on Chris and Chris Jr.'s reactions. which was shown after finally successfully getting through the difficult times that had to be faced.	Valid
62.	62/The Pursuit of Happyness/DIP/A/01:49:55	 <p>Because tomorrow's going to be my first day</p> <p>MARTIN : Because</p>	Disciplinary Power	Affective Well Being	From the data, we can see that Chris finally managed to get a job after trying hard to get	Valid

		<p>tomorrow's going to be your first day... if you'd like to work here as a broker. Would you like that, Chris?</p> <p>CHRIS : Yes, sir.</p> <p>MARTIN : Good. We could not be happier. So welcome. Was it as easy as it looked?</p> <p>CHRIS : No, sir. No, sir, it wasn't.</p> <p>MARTIN : Good luck, Chris.</p> <p>CHRIS : Thank you. Thank you.</p> <p>MARTIN : Oh, Chris. I almost forgot. Thank you.</p>			<p>it. A feeling of happiness flowed through Chris and showed on his face.</p>	
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