COMPETITION AND EQUALITY OF OPPORTUNITY REFLECTED IN CINDERELLA MAN FILM

A Thesis
Submitted to Letters and Humanities Faculty
in Partial to Fulfillment of the Requirements for
the Strata I Degree

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ENGLISH LETTERS DEPARTMENT
LETTERS AND HUMANITIES FACULTY
STATE ISLAMIC UNIVERSITY
“SYARIF HIDAYATULLAH”
JAKARTA
2008
APPROVEMENT

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The thesis entitled “Competition and Equality of Opportunity reflected in *Cinderella Man* Film” has been defended before the Letters and Humanities Faculty’s Examination committee on June 23, 2008. The thesis has already been accepted as a partial Fulfillment of the requirements for the strata I degree.

Jakarta, June 23, 2008

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DECLARATION

I hereby declare that this submission is my own work and that, to the best of my knowledge and belief, it contains no material previously published or written by another person nor material which to a substantial extent has been accepted for the award of any other degree or diploma of the university or the other institute of higher learning, Except where due acknowledgment has been made in the text.

Jakarta, June 23 2008

Engkin Zainal Muttaqin
ABSTRACT

ENGKIN ZAINAL MUTTAQIN, *Competition and Equality of Opportunity reflected in Cinderella Man Film*. English Letters Department, Faculty of Letters and Humanities, Syarif Hidayatulllah State Islamic University, Jakarta 2008

This research is aimed to know the American values in *Cinderella Man* Film, especially in competition and equality of opportunity. The writer uses descriptive qualitative method, where he describes the scenes that reflect to the American values in the film and analyzes those scenes that related and are reflected the American values especially in competition and equality of opportunity. The instrument of the research is the writer himself as the main instrument. To support the analysis, the writer uses moral approach and theory of American values to explain the scene.

As the conclusion, the writer finds the scenes that describe the American values and how the competition and equality of opportunity – as the part American values – explained more clearly. Competition is the rivalry of two or more parties over something. It teaches people to manage success and failure. On the other hand, equality means each individual should have an equal chance for success. No one will be discriminated by any state, institution, or group of persons. Equality of opportunity applies primarily to educational places, jobs, public offices, and the various benefits.
ACKNOWLEDGEMENT

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Finally, the writer hopes that this thesis will be useful for the writer himself and for those who interested in literary research.

Jakarta, June 23 2008

The Writer
TABLE OF CONTENTS

APPROVEMENT ........................................................................................................ i
DECLARATION ........................................................................................................ ii
LEGALIZATION ....................................................................................................... iii
ABSTRACT ............................................................................................................ iv
ACKNOWLEDGMENT .............................................................................................. v
TABLE OF CONTENTS ........................................................................................... vii

CHAPTER I. INTRODUCTION

A. Background of the Study ................................................................. 1
B. Focus of the Study ........................................................................ 5
C. Research Questions ........................................................................ 5
D. Significance of the Study ............................................................... 6
E. Research Methodology ................................................................. 6
   1. The Objective ........................................................................ 6
   2. The Method ........................................................................ 6
   3. The Technique Data of Analysis ........................................ 6
   4. The Unit of Analysis ......................................................... 6
   5. The Research Instrument ................................................... 7

CHAPTER II. THEORETICAL FRAMEWORK

A. The Definition of Film ................................................................. 8
B. Moral Approach ........................................................................ 10
C. American Values and Beliefs .................................................... 12
   1. Individual Freedom and Self Reliance .............................. 14
CHAPTER I
INTRODUCTION

A. Background of the Study

Cinderella was a popular fairy tale contained a classic folk tale myth-element. Thousands of various stories were known around the world. The ancient Greco-Egyptian version of Cinderella named Rhodopis was considered the oldest version of the story. The tale was first recorded by the Greek historian in the first century BC. The most popular version of Cinderella was written by the French author Charles Perrault in 1697, based on literary fairy tale written by Giambattista Basile as La Gatta Cenerentola in 1634. Another version known as the girl called Aschenputtel was recorded by the German Brothers Grimm in the 19th century.¹

In the beginning of Cinderella story, the term “Cinderella” has originated to become the name for a variety of female personalities. Some girls were described as a Cinderella if they were meek and obey to stern orders. Others were called Cinderella if they tend to quietly complain. For example, a girl from a wealthy household who has been ordered to wash the dishes as a fulfillment duty.

¹ Andrew Lang, The Blue Fairy Book, (London: Longmans, Green, and Co., 1969) p. 64
of her existence would be called as a Cinderella; a fallen princess who has finally met with tough reality.

On the other hand, Cinderella was a particular approach to wedding and Western wedding attire, especially the white dress. A bride with the Cinderella mindset believes that the dress and the occasion exist in order that she may be transformed for the day into a beautiful princess. Detractors of such princess brides argue that the wedding is not solely about the bride; nevertheless, many wedding gown retailers appeal, directly or indirectly, to the Cinderella ideal.2

Over the decades since the inventions of motion pictures, hundreds of literature of films have been made and adopted from or had plots based on the story of Cinderella. Almost every year, at least one but often several such films were produced and released, resulting in Cinderella becoming a work of literature with one of the largest numbers of film adaptations ascribed to it. One of them was Cinderella Man. Cinderella Man was a 2005 American Academy Award-nominated drama film titled after the nickname and inspired by the real life story of former heavyweight boxing champion, James J. Braddock.3

Cinderella Man was one of America literary work in a form of motion picture in modern American film. The story told us about the true story of an athlete who achieved his greatest success against the most daunting odds of his life was brought to the screen in this historical drama. The setting of movie was The Great Depression of the 1930s that damaged the United States of America both physically and psychologically.4

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It ruined thousands of businessmen and hurt millions of laborers. Breadlines and shanty towns appeared around the nation, making visible the flight of the unemployed. In a land whose resources had seemed boundless, where technology had promised unlimited progress, the depression destroyed dreams as well as millions began the wonder if traditional American values could survive, and extremists advocated scores of fanciful programs for redistributing wealth. The depression brought with it not only unprecedented physical suffering but also unprecedented doubts about the American economic system as national challenge it over shadowed even World War I. In a war nation at least had a clear objective: to defeat the enemy in battle. But how did one defeat a depression when it was not even clear who or what the main enemy was? Its effects were pervasive, but its causes were elusive.

The Great Depression was a traumatic experience for many of the men and women of the 1930s and exercised a profound influence on the generation that lived through it. The depression brought great hardship and suffers to millions of Americans. It also created a political and social atmosphere fertile for major changes across the entire range of economic, political and social institutions and policies. The depression made a strong impact on people's everyday lives because so many suffered from economic hardship and insecurity.

Despite early success as a boxer and a record of having never been knocked out, several injuries including a broken right hand and their impact on his increasingly poor ring performances cause Braddock lost his boxing license just as the stock market crashes in 1929 and the Great Depression (1929-1939) begins. Unable to earn living as a boxer in New Jersey, Braddock joins thousands of unemployed as he struggles to provide for his wife Mae and three children by daily looking for menial labor, grudgingly accepting government handouts and

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6 Ibid, p. 161
standing in breadlines.\textsuperscript{8} He even resorts to selling his boxing equipment and asking his old associates for help in paying his heating bill during the winter. But his manager Joe Gould never gives up on his old friend and within a few years arranges to have Jim return to fill in for another boxer. Out of shape and forced to wear borrowed gear, Braddock still manages an upset victory that sets him on a course to fight the charismatic, the brutal Max Baer for the heavyweight championship of the world.\textsuperscript{9}

It seems that boxing is the form of hand-to-hand combat which is always showed in Hollywood. It is because boxing defines the American spirit the way that wushu defines the Chinese spirit. Like bullfighting, it is a controversial sport that simultaneously creates heroes amid great moments of human drama and pummels fighter’s bodies and minds irreversibly into pulp in a modern form of gladiatorial spectacle fueled by big money.

The majority of the film was not focused on Braddock's boxing matches, but rather on his struggles outside the ring during the depression. Most of them reinforce his character. From the whole story, the struggle and other aspects of his character were true. That was what really makes the film great. Like \textit{Ali} (the motion picture film, played by Will Smith) described an interesting personality who was larger than life, although in a vastly different way.

Jim Braddock was dubbed the “Cinderella Man” for his rise from poverty to world boxing champion. He showed the world, coming out of the great

\textsuperscript{8} Kerry Bennet, \textit{Cinderella Man Movie Reviews}, http://www.parentpreviews.com/movie-reviews/cinderella-man.shtml (retrieved on 15\textsuperscript{th} July 2007)

\textsuperscript{9} Mark Sells, \textit{Cinderella Man Reviews}, http://www.oregonherald.com/reviews/mark-sells/reviews/cinderellaman.html (retrieved on 13\textsuperscript{th} July 2007)
depression, that an underdog could go the distance and win the day. During the depression, his struggle with other American people to make their better life. Therefore, he inspired many people at that time when hope was in short supply. It was a good story about endurance, integrity and family values in that period. This may not be original or flashy, but it was a great story that deserved to be discussed and was done amazingly.

In this research the writer wants to analyze the American Values in Cinderella Man film especially in Competition and Equality of Opportunity; because this work was inspired when politic, economy, culture and moral became an object of much discussion in Great Depression’s period.

B. Focus of the Study

In this research, the study focuses on the American values especially in competition and equality of opportunity in the film.

C. Research Questions

The questions in this research are:

1. What American values are seen in Cinderella Man Film?

2. How competition and equality of opportunity are reflected on the film?

D. Significance of the Study
The writer hopes that the result of this study can be used by student of English Department, Letters and Humanities Faculty of Syarif Hidayatullah State Islamic University as one of references in the studying of the literary work especially in American values.

E. Research Methodology

1. The Objective
The objective of this research is to find out the American values that are seen in Cinderella Man film and how far the competition and equality of opportunity were reflected in the film.

2. The Method
The writer conducts the research by using qualitative method by describing and analyzing the film and focusing on the American values explanation with moral approach. The writer also tries to analyze the unit of analysis by using any literary references that are related to the study.

3. The Technique of Data Analysis
To solve the problem which is presented in the focus of the study, the writer will conduct content analysis. The writer will use the script of Cinderella Man Film and the books as the sources of the research.

4. The Unit of Analysis
The unit of analysis in this research is Cinderella Man Film, published by Universal Pictures, Miramax Film and Imagine Entertainment 2005.

5. The Research Instrument
The instrument of this research is the writer himself by reading and watching the film carefully and relating it to the theory of American values.
CHAPTER II
THEORETICAL FRAMEWORK

A. Definition of the Film

A film is a multimedia narrative form based on a physical record of sound and moving picture.\(^\text{10}\) A film is an adoption of dramatic narrative. Drama is a play works of storytelling in which actors represent the characters.\(^\text{11}\) Story film is film produced based on storytelling, and played by actors and actress. Story film has various kinds; they are action film, historical film, scientific-fiction film, musical film, war film, horror film, and comedy film.\(^\text{12}\)

Film is considered to be an important art form, a source of popular entertainment, and a powerful method for educating people. The visual elements of cinema give motion pictures a universal power of communication; some movies have become popular worldwide attractions, by using dubbing or subtitles that translate the dialogue. Film has an entertainment, education and artistic value. Almost all the film, in many ways, aimed to entertaining, educating and offering a taste of beauty.\(^\text{13}\)

The first value in the film is entertainment, which plays as an important part to make the audience interest, so that they can appreciate the art of the film.

\(^{10}\) http://www.merriam-webster.com/dictionary/film (retrieved on 27\textsuperscript{th} August 2007)
\(^{12}\) Marselli Sumarno, Dasar-dasar Apresiasi Film, (Jakarta: P.T. Gramedia Wijayaarana Indonesia, 1996) p. 10
\(^{13}\) *Ibid*, p. 96
The second is education value. This education is not same as the education in the school. But this value means as message or moral, when the film is good educating so the people will not get bored. Every film has moral messages. Even the action film that has many action scenes, it has moral messages.

The third is artistic value. The artistic value shows if we find the artistic value in the whole structure of film. A film should be pointed to the artistic value, and should not be pointed to a rational reason. If it has, so the artistic film become bad, because it does not have sense or a good reason.\textsuperscript{14}

On the other hand, the concept of character in drama is a more familiar one than that of action, and to many people it is a more interesting one.\textsuperscript{15} In the film, there is a concept of character too. The character is an important part in the work of fiction, because who wants to do and where business of the character. The term of character refers to the person, the actor of the story. And it can mean as characterization. Among the character and characterization is an intact union. It is often called a certain character sign to his characterization.\textsuperscript{16} The character refers to a personage in a literary work such as in the drama. The term of character also denotes the essential of quality and personality, the traits of a fictional or real individual. The ability to create compelling and believable characters is one of the hall marks of the literary artist.

Characters are drawing actors who are standing in a story. The character supports us to assess them if they are foolish, virulent or kind, and another

\textsuperscript{14} Ibid, p. 98
assessment through the making of special brand and the deportment formed by author.¹⁷

In English literature there are two ways of describing characters that are:

1) Figure in literary work

2) Personality, the mental and moral qualities of a figure, as when we say that a character is strong, weak, immoral or whatever.¹⁸

A main character or hero is known as a protagonist.¹⁹ This character is always the center of the story.²⁰ This character’s motivation and history are established, in conflict and change as the story progresses, and arouses our response deeply and steadily.²¹ The story shows characters in action. Therefore, the most obvious method for revealing character is through what a person does.²²

B. Moral Approach

Morality is about good and evil, right and wrong actions.²³ Various religions and philosophies have the different opinion. Religious people identified good with code, the source of act and value. Plato thought the good was a transcendent, indefinable mystery, the source of act and value. Plato’s follower,
the Cambridge philosopher G. E. Moore modified Plato’s formula, omitting the transcendent dimension. The good, he thought, was an unnatural, indefinable property. It was not the source of all reality, only of morality and aesthetic reality.\textsuperscript{24} On the other hands, Jeremy Betham, William James and Richard Taylor deny there is something mysterious or transcendent about goodness. They hold that the good is a definable, natural property. It refers to pleasure or the object of desire-good is a functional term which refers to the satisfaction of our desires, the pleasures that we feel if we are satisfied.\textsuperscript{25}

There are many examples of good itself, such as virtue, pleasure, choice, the principle of equality, friendship, self control, courage, justice, happiness, responsibility, altruism and many others. The examples of evil are egoism, compulsion, ignorance, hedonism, abortion, drugs, the immorality of shooting an animal and many more. But the writer will only discuss some of those examples which are connected with the values of America.

The first key topic to be discussed in ethics or moral is \textit{theory of value}. Value is sometimes defined as the object of human desire and striving. The technical name for a theory of value is axiology.\textsuperscript{26} For the classical Greek the life lived according to reason is the value or the end-in-new proper to human striving. The naturalist feels that the best possible fulfillment of the individual in society is attained through the techniques of the behavioral science. The Christian finds value in the good life leading the union with good. For the existentialist, value

\textsuperscript{24} \textit{Ibid}
\textsuperscript{25} \textit{Ibid.}, p. 3
exist in the authenticity of an individual taking his life and his commitments seriously and with full responsibility.\textsuperscript{27}

The second topic is \textit{obligation}. All of us had ever felt being praised and blamed that are caused by our own actions. Obligation is the claim made upon us by reason that some things are done and worth praising whereas others are to be avoided and deserve blame.

The third is \textit{natural law}, all standards of right and wrong conditioned solely by the cultural norms by which one lives. And the last is \textit{virtue}, the power for moral action that enables man to act with ease and order in some area of his life.\textsuperscript{28}

\textbf{C. American Values and Beliefs}

It is essential for this analysis that we secure a clear conception of what values are and how we may recognize and analyze their role in a system of motivated social action. A common nation is that value refers to any aspect of a situation, event or object that is invested with a preferential interest as being “good”, “bad”, ”desirable” and the like. This conception is not enough for present purposes any formal definition of value is likely to be too general to be of great use to a sociological analysis, and a general definition seems to involve an inevitable circularity a to define value as “interest” is only and other way of saying value.\textsuperscript{29}

\begin{flushright}
\textsuperscript{27}Ibid \\
\textsuperscript{28}Ibid., p. 5 \\
\end{flushright}
Traditional values as those religion, family and country. Traditionalist say religion is important in their lives. They have a strong sense of national pride; think children should be taught to obey and that the first duty of a child is to make his or her parents proud. Among the larger nations of the world, there are two factors which distinguish America. The first is relative youth. Americans trace their heritage as a sovereign nation not to the landing of the first English settlers in 1607 but the George Washington’s inauguration as president in 1789, only 200 years ago. The second factor is the unique complexion of its inhabitants. Indeed, the pageant of American people boasts an ethnic, racial, and religious mixture virtually unmatched by any contemporary nation.

These two factors are combined to create an American value system that is both uniform and mosaic. Democracy, the beliefs that power should arise from those over whom it exercised, has provided and continuous to provide the uniform footings from which America’s social and political institutions have grown. At the same time, America’s immigrants have brought to its shores more than the wish to participate in the democratic dream.

Historically, the United States has been viewed as “the land of opportunity” attracting immigrants from all over the world. The opportunities which they believed would find in America and the experiences they actually had when they arrived nurtured this set of values.

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1. Individual Freedom and Self Reliance

The historic decisions made by those first settlers have had a profound effect on the shaping of the American character. By limiting the power of the government and the churches and eliminating a formal aristocracy, they created a climate of freedom where the emphasis was on the individual. The United States came to be associated in their minds with the concepts of *individual freedom*. This is probably the most basic of all American Values. Scholars and outside observers often call their value *individualism*, but many Americans use the word freedom. Perhaps the word *freedom* is one of the most respected popular words in the United States today.

By freedom, Americans mean the desire and the ability of all individuals to control their own destiny without outside interference from the government, a ruling noble class, the church, or any other organized authority. The desire to be free of controls was a basic value of the new nation in 1776, and it has continued to attract immigrants to this country\(^\text{31}\). The basic characteristic of freedom of the will is *choice*. Choice is voluntary act, but it implies a wider and deeper involvement of an agent\(^\text{32}\). Choice is the truly human act, and it is of crucial importance in moral life.

Choice involves an analysis of the moments through which the fully deliberate human act must pass. These moments in the genesis of the human act must not to be considered as separate or isolated. Freedom means the opposite of

\(^{31}\) Nafan Tarihoran, *American Culture and Society*, (Jakarta: English Letters Department, State Islamic University, 2003) p. 23

\(^{32}\) Mann and Gerald, *op. Cit.*, p. 36
compulsion. Compulsory action is that action which is exacted of a man against his will through the use of physical force.

There is however, a price to be paid for this individual freedom: *self reliance*. Individual must learn to rely on themselves or risk losing freedom. It means achieving both financial and emotional independence from their parents as early as possible, usually by age 18 or 21. It means that Americans believe they should take care of themselves, solve their own problems, and “stand on their own two feet”. This strong belief in self reliance continues today as a traditional basic American Value. It is perhaps one of the most difficult aspects of the Americans character to understand, but it is profoundly important. Most Americans believe that they must be self-reliant in order to keep their freedom. If they rely too much on the support of their families or the government or any organization, they may lose some of their freedom to do what they want.

Self reliance in moral is self control, the observance of moderation in relation to pleasures of the body—eating, drinking and sexual intercourse.\(^\text{33}\) Intellectual, esthetic and religious joys, as well as those experienced in colors, sounds and perfumes should have their virtues. The pleasures of food, drink and sex are morally speaking, indifferent. Their function is to stimulate us to satisfy natural human needs, which differ markedly in intensity from one man to another.

\(^{33}\) *Ibid.*, p. 41
2. Material Wealth and Hard Work

2.1 Material Wealth

Placing a high value on material possessions is called materialism, but this is a word that most Americans find offensive. To say that a person is materialistic is an insult. To an American, this means that this person values material possessions above all else. Americans do not like to be called materialistic because they feel that this unfairly accuses them of loving only material things and having no religious values. In fact, most Americans do have other values and ideals. Nevertheless, acquiring and maintaining a large number of material possessions are of great importance to most Americans.

Probably the main reason is that material wealth has traditionally been a widely accepted measure of social status in the United States. Because Americans rejected the European system of hereditary aristocracy and titles of nobility, they had to find a substitute for judging social status. The quality and quantity of an individual’s material possessions became an accepted measure of success and social status. In America, material wealth placing a high value, but in moral approach we can measure the ideal life from happiness. Ethics is deeply concerned with the problems of pleasure. Before we can discuss the final problem, happiness, we must touch at least briefly of pleasure.

The role of pleasure is to perfect, stimulate, intensify and reward activity. Pleasure subsides when activity subsides and ends when it ends. Pleasures, like

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34 Mann and Gerald, op. cit., p.27
activities, differ in many kind, some being necessary connected with bodily needs such as foods, drink and sex) other simply desirable (such as honors, wealth, victory). Good moral will help to ascend the happiness.

2.3 Hard Work

Americans have paid a price, however, for their material wealth: hard work. The North American continent was rich in natural resources when the first settlers arrived, but all like these resources were undeveloped. Only by hard work could these natural resources be converted into material possessions, allowing a more comfortable standard living. Hard work has been both necessary and rewarding for most Americans throughout their history. Because of this, they came to see material possessions as the natural reward for their hard work.

Most Americans still believe in the value of hard work. They believe that people should hold jobs and not live off welfare payments from the government. Work gives flavor to life. Contrary to popular belief, adversity is not why people develop. A lot people have had adversity and have done nothing. It is because people work hard that they accomplish something. It is not so much the heroics of a few but the constant workings of the many which have lasting impact.36

3. The Value of Initiative and Ambition

Initiative and ambition are also distinctive American attributes. If you wait for other people to make things happen for you, the real world will pass you by.

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36 Bender and Leone, op. cit., p. 70-71
Ambition is the spur to action. It makes purpose great and achievement greater. Ambition is a vice only if you have more than your ability. Ambition for us also means having ambition for other people and helping them out.37

4. The Virtue of Solidarity

It is one thing, of course, to affirm human rights intellectually and quite another to affirm human rights in concrete action. The affirmation of human rights in practice requires the virtue of solidarity: we all must be able to live out the reality of being one human family to be in. Solidarity means that we envision our relationship so clearly that we see ourselves in the other; to know that what is good for one is good for all, and the pain is least among us affects us all38. This vision is especially incumbent on the public official. Not only most of the public official should have solidarity to the people, the public official must define and articulate for all the people what is common among us. It is the preeminent role of the public official to solidify the human family in all its ramifications.

Solidarity does not come down to us from the powerful, it grows from the roots. It is our responsibility to cultivate the vision to see everyone as a brother and sister, so that we can collectively build and maintain an ethic of solidarity. We must commit ourselves to fully participate in public life, in order to hold those who govern to account and to constantly renew our social possibilities. It is our social imagination, it is the social ethic that all of us together create, that both empowers and gives character to the leadership our public officials provide.

37 Mann and Gerald, *op. cit.*, p. 33
38 Bender and Leone, *op.cit.*, p. 83
The primary responsibility of public life, the responsibility to foster human rights, leads inevitably to its corollary, the responsibility to build community. It is a responsibility we all share equally. Living in solidarity, acting responsibility on behalf of human rights and building community should be the mark of a social ethic for today’s world, not rugged individualism at home and chauvinism abroad.

The moral value from its solidarity is friendship, the love between two human beings, when human feel goodwill for one and another, are aware of one another’s good will, and base their own good will on a friend’s good qualities of mind and body. Friendship, then, is a conscious, reciprocal well wishing because of the good qualities of friends.39

On the other hand the motive of friendship appears to be pleasure, since the young guide their lives by emotion, and for the most part pursue what is pleasant to themselves and the object of the moment.40 And the things that please them change as their age alters; hence they both from friendship and drop them quickly. Also the young are prone to fall in love, as love is chiefly guided by emotion, and grounded on pleasure; hence they from attachments quickly and give them up quickly, often changing before the day is out. The young do desire to pass their time in their friend’s company, for that is how they get the enjoyment of their friendship.

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39 Mann and Gerald, op. cit., p. 44
40 Ibid; p. 176
5. Tolerance

Americans are also aggressively equalitarian when it comes to making individual choices. A 1981 decision making information study asked respondents to choose between a “Mr. Smith” and “Mr. Jones”. “Mr. Smith” believes that consenting adults ought to able to do whatever they want in private. On the other hand “Mr. Jones” says, “there ought to be laws against certain kinds of behavior since many private actions have social consequences”. Despite concerns about pornography and lack of moral standards, 66 percent said they agreed “strongly” or “somewhat” with Smith, just 32 percent agreed with Jones. Pollster Daniel Yankelovich says Americans want to acts as they choose, and people should be able to conduct themselves according to their own lights.41

This predilection for pluralism extends to highly unpopular views and unconventional lifestyles. National opinion Research Center studies show considerable public tolerance of persons who are against churches and religion, admitted communist, racist, homosexuals, or who are antidemocratic. In each case, solid majorities believe they should be allowed to speak freely and have books that advocate such beliefs on the shelves of the community library.42

41 Bender and Leone, *op.cit.*, p. 88
6. Competition and Equality of Opportunity

a. Competition

1. History of Competition

There is, however, a price to be paid for this equality of opportunity: competition. If much of life is seen as a race, then a person must run the race in order to succeed, a person must compete with others. If every person has an equal chance to succeed in the United States, then it is every person’s duty to try. Americans match their energy and intelligence against that of others in a competitive contest for success. People who like compete and are more successful than others are honored by being called winners. On the other hand, those who do not like to compete and are not successful when they try are often dishonored by being called loser. This is especially true for American men, and it is becoming more and more true for women. The pressures of competition in the life of an American begin in childhood and continue until retirement for work. Learning to compete successfully is part of growing up in the United, and competition is encouraged by strong programs of competitive sports provided by the public schools and community groups.\(^{43}\)

2. Definition of Competition

Competition is the rivalry of two or more parties over something.\(^{44}\) Competition occurs naturally between living organisms which coexist in the same environment. For example, animals compete over water supplies, food, and mates.

\(^{43}\) Galston, op. cit., p. 92
In addition, humans compete for attention, wealth, prestige, and fame. Competition can be remote, as in a free throw contest, or antagonistic, as in a standard basketball game. These contests are similar, but in the first one player are isolated from each other, while in the second one they are able to interfere with the performance of their competitors.

Competition gives incentives for self improvement. If two watchmakers are competing for business, they will lower their prices and improve their products to increase their sales. If birds compete for a limited water supply during a drought, the more suited birds will survive to reproduce and improve the population. Rivals will often refer to their competitors as “the competition”. The term can also be used as to refer to the contest or tournament itself.

From the definition above, competition means that each individual should have same access chance for success and there was no limited that make distinguish in any aspect. There was no discrimination which become sex, age, ethnic and status that make competition becomes unfair. Competition is good when it displaces those who hold positions of privilege and authority who have neither talent. Competition is also good when it pants a grain of discontent in the self-satisfied and self-involved, when it teach people to manage success and failure and to be realistic in their aspirations, and realize our own potential to develop abilities and prove the capacity to carry out difficult projects.
3. The problems of Competition

Competition may also exist at different sizes; some competitions may be between two members of a species, while other competitions can involve entire species. In an example in economics, a competition between two small stores would be considered small compared to competition between several mega-giants. As a result, the consequences of the competition would also vary - the larger the competition, the larger the effect. In addition, the level of competition can also vary. At some levels, competition can be informal and be more for pride or fun. However, other competitions can be extreme and bitter; for example, some human wars have erupted because of the intense competition between two nations or nationalities.45

Competition happened in many aspects. Such as politic, economic, education, law, sports, business etc. For example, In the American educational system children are required to attend school from the age of five or six. Students typically graduate from high school at age eighteen although many states allow students to drop out at age sixteen.46 The public education systems vary from one state to another but generally are organized as follows. It happened because many schools put the great system to make the great students so competition happened between the students.

Competition can have both beneficial and detrimental effects.47 Many competition serves as a mechanism for determining the best-suited group,

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46 Davis, *op.cit.*, p. 85
47 Kohn, *op.cit.*, p. 92
politically, economically, and ecologically. On the negative side, competition can cause injury to the organisms involved, and drain valuable resources and energy.\textsuperscript{48} Human competition can be expensive, as is the case with political elections, international sports competitions, and advertising wars. It can lead to the compromising of ethical standards in order to gain an advantage; for example, several athletes have been caught using banned steroids in professional sports in order to boost their own chances of success or victory. And it can be harmful for the participants, such as athletes who injure themselves exceeding the physical tolerances of their bodies, or companies which pursue unprofitable paths while engaging in competitive rivalries.

Competition is good when it displaces those who hold positions of privilege and authority who have neither talent. Competition is also good when it pants a grain of discontent in the self-satisfied and self-involved, when it teach people to manage success and failure and to be realistic in their aspirations, and realize our own potential to develop abilities and prove the capacity to carry out difficult projects.

b. Equality of Opportunity

1. History of Equality

The avowal of “equality” and often its practice as well, has been a persistent theme through most of American history. Even modern economic organization, which in many ways epitomizes inequality, has stressed “equality of opportunity”. Yet few other value complexes are more subject to strain in modern times.\textsuperscript{49}

\textsuperscript{48} \textit{Ibid}
\textsuperscript{49} Williams Jr., \textit{op. cit.}, p. 444
The factors encouraging the emergency of equality as a value may be left aside for present purposes. It will suffice here to see that this society in its formative periods was one that could, and wished to, break with its hierarchical tradition and that this result was favored by fundamental objective and ideological conditions. Thus, until the late nineteenth century, America was able to develop without having to face widespread conflict between the principle of equality and the principles of achievement or freedom. It is important to note the role of this value complex in the periodic resurgence of native, homespun “radicalism” in America. The historical record indicates that the demand for equality of traditional rights and equality of economic opportunity has not, in the main, grown out of imported ideologies, but has emerged from received traditions.\textsuperscript{50}

Equality was central to the United States’ founding, with the declaration that “all men are created equal”. American history has witnessed a gradual evolution of that core principle from an acceptance of slavery toward an egalitarian vision that embraces the inherent equality of all people.\textsuperscript{51} Equality is embodied in American Constitution’s guarantee of equal protection under law and in the other Civil War amendments. Epic social movements of the last two centuries have moved our country, in fits and starts, further toward the reality of equal opportunity.

Equal opportunity is also central to the system of international human rights that the United States helped to craft after World War II and the horrors of the Holocaust. The Universal Declaration of Human Rights states that “All human beings are born free and equal in dignity and rights.” It goes on to guarantee all people equal protection of the law, equal pay for equal work, equal access to education, equal access to public service, equal rights to marriage, and an equal

\textsuperscript{50} Ibid.

right to vote, among other protections. 52 Virtually every human rights document contains a similar guarantee of equal treatment. And the conventions on the elimination of racial discrimination and discrimination against women make concrete the affirmative obligations of all nations to provide equal opportunity.

2. Definition of Equality of Opportunity

The freedom to excel is an important component of the American dream. But another value is also inherent in the concept: equality of opportunity. Americans have been nearly fanatical in their devotion to this particular value. 53 It is important to understand what most Americans mean they say they believe in equality of opportunity. They do not mean that everyone is or should be equal. However, they do mean that each individual should have an equal chance for success. American sees much of life as a race for success. For them, equality means that everyone should have an equal chance to enter the race and win. In other words equality of opportunity may be thought of as an ethical rule. 54 It helps ensure that the race for success is a fair one and that a person does not win just because he or she was born into a wealthy family, or lose because of race or religion.

Equal opportunity requires that we all have access to the benefits, burdens, and responsibilities of our society regardless of race, gender, class, religion, sexual orientation, or other aspects of what we look like or where we come from.

53 Bender and Leone, op. cit., p. 41-42
54 Galston, op. cit., p.103
It requires proactive efforts to remake our institutions in ways that ensure fairness and inclusion. In moral approach called with principle of equality, is not a description of an alleged actual equality among humans, it is a prescription of how we should threat humans.\textsuperscript{55} This principle of equality that our concern for others ought not to depend on what they are like, or what abilities they posses, although precisely what this concern requires us to do many vary according to the characteristics of those affected by what we do. It is on this basis that the case against racism and the case against sexism must both ultimately rest, and it is accordance with this principle that speciesism is also to be condemned.

From the definition above, Equality of opportunity means that each individual should have an equal chance for success. Equal opportunity requires that we all have access to the benefits, burdens, and responsibilities of our society regardless of race, gender, class, religion, sexual orientation, or other aspects of what we look like or where we come from because American sees much of life as a race for success.

3. The Problems of Equality

Equal opportunity is a descriptive term for an approach intended to provide a certain social environment in which people are not excluded from the activities of society, such as education, employment, or health care, on the basis of immutable traits.\textsuperscript{56} Equal opportunity requires that Americans all have access to the benefits, burdens, and responsibilities of their society regardless of race,

\begin{flushright}
\textsuperscript{55} Pojman, op. cit., p. 839 \\
\textsuperscript{56} Bender and Leone, op. cit., p. 47
\end{flushright}
gender, class, religion, sexual orientation, or other aspects of what they look like or where they come from. It requires proactive efforts to remake Americans institutions in ways that ensure fairness and inclusion. Equal opportunity also means treating similarly situated people similarly, while taking account of human, cultural, and other differences. It means, for example, that a person’s race, gender, religion, or sexual orientation should be irrelevant to her or his ability to receive a quality education or to buy a home. It also means, however, that the health care women and men receive should be appropriate to their different needs. It means considering the needs of Americans who use wheelchairs in designing a home, a bus, or a courthouse. Expecting Americans who have not yet mastered English to navigate a legal system conducted only in English is not equal opportunity.

Equality of opportunity applies primarily to educational places, jobs and public offices, and the various benefits – income and wealth, power, social status, and so forth – that are attached to these, and it requires that the society in question is structured in such a way that every member has a fair chance of acquiring these goods. It is assumed, in other words, that for various practical reasons jobs, offices and higher education places cannot be allocated equally to everyone; what matters instead is that no-one should be prevented from gaining access to these goods by factors that are irrelevant to their allocation.\textsuperscript{57}

Equal opportunity practices include measures taken by organizations to ensure fairness in the employment process. Equal opportunity also means treating similarly situated people similarly, while taking account of human, cultural, and

other differences. Equal opportunity is not treating everyone identically but, rather, treating everyone as equal.\footnote{Galston, \textit{op. cit.}, p.104}
A. Analysis

In this chapter, the writer analyzed American Values in the film Cinderella Man directed by Ron Howard. To make the analysis easier, the writer divided the discussion into several subchapters. The writer uses pictures, dialogues, explanation and italizes the dialogues that refer to the American Values act in the film.

Scene: 1 (Individual Freedom and Self Reliance)

A couple entered the bar and bought some drinks, they were Jim Braddock, and his friend at the dock, Mike Wilson and they made conversation about their experience of life and the politic issues.

Mike Wilson: You know, there's people living in shacks in Central Park.
Call it the Hooverville.
This government dropped us flat.
We need to organize, you know?
Unionize. Fight back.

Jim Braddock

: Fight? Fight what?
Bad luck? Greed? Drought?
No point punching things you can't see.
No, we'll work a way through this.
FDR, he's gonna handle it.

Mike

: Screw FDR.
FDR, Hoover, they're all the same.
You know, I come home one day. I stand in my living room.
And between the mortgage and the market and the goddamn lawyer...
that was supposed to be working for me, it stopped being mine.

(P. 35, scene 5, Minutes 5:31:21)

In early 1930, America had Great Depression that made their economy system down and made many effects. First of all is in economy, America had less money or known as bankrupt. Many industries were bankrupt and made many employees became unemployed. It was so hard to find a job. Some people were not satisfied with their jobs; they claimed the government was not concern to make America rise from adversity. Because of that situation, many Americans made rebellion to the government and demanded their right to a better life and future.

The dialogue took on the bar when Jim Braddock and his friend that was working in the dock - Mike Wilson, were taking rest from their works. They talked about their job before working in the dock, life experience and the politic issues. Mike was so angry to the government of America because they did not make a good government system. He invited Jim Braddock to make the rebellion
against the government. (Mike: This governments dropped us flat, We need to organize, you know? Unionize. Fight back.)

The dialogue described that many Americans in that time were not satisfied with the government that led by Franklin Delano Roosevelt, because they made the Americans suffer in the Great Depression era. The words this governments dropped us flat means that the government of USA made the condition of people in America suffered, destroyed mentally and physically. The evidence was when Mike said about “Hooverville”, (Mike: You know, there's people living in shacks in Central Park. Call it the Hooverville). The word "Hooverville" derived from the name of the President of the United States at the beginning of the Depression era, Herbert Hoover. They used Hoover's name because they were frustrated and disappointed with his involvement in the relief effort for the Depression. And the words we need to organize, you know? unionize. Fight back means that the American demanded their right to get a better life.

Based on the utterances above, the American Value that seen in this scene was Individual Freedom and Self Reliance. By freedom, Americans meant the desire of the ability of all individuals to control their own destiny without outside interference from any other organized authority. Freedom is to express opinions whether spoken or written. Freedom enumerated in the Bill of Rights generally restrained the government from interfering in the thoughts and actions of the individual: freedom of opinion, freedom of religion, freedom of occupation and economic enterprise, freedom from arbitrary arrest and judicial injustices.
Scene: 2 (Material Wealth)

The Braddock’s family was getting to have breakfast at their dining room in their small home.

Jim: Here you go. You know, Mae, I dreamed last night... that I was having dinner at The Ritz. With Mickey Rooney and George Raft.

Mae: Really!

Jim: Yeah. And I dreamed I had a steak. A thick, juicy steak. Like this, Rosy. And then I had a mountain of mashed potatoes, and I went back for ice cream three times. I’m stuffed. I’m absolutely full. I cannot eat another thing.

(P. 11-12, scene 2, Minutes 2:10:53)

The Great Depression made many effects in any aspects of Americans civilization. It ruined thousands of businessmen and hurt millions of laborers. In a land whose resources had seemed boundless, where technology had promised unlimited progress, the depression destroyed dreams of the Americans. Breadlines and shanty towns appeared around the nation, making visible the high
of the unemployed. The worst effect was foods that should be a main course of the human needed, it became the most important hard things to get.

The second scene represented that condition. The dialogue took on the dining room of Jim Braddock’s home when he, his wife Mae and his daughter Rosy had a breakfast. Rosy was finished her meal, but she was still hungry and then Jim offered his part of meal to Rosy. Jim told that he was satisfied and could not eat again because he had dreamed was having dinner with famous boxer (Jim: You know, Mae, I dreamed last night that I was having dinner at The Ritz With Mickey Rooney and George Raft) and ate many food that made him satisfied. (Jim: I’m stuffed I’m absolutely full, I cannot eat another thing).

The American Value that showed in this scene was Material Wealth, foods were important things that hard to get, even they were only dream about it.

Scene: 3 (Hard Work)
A couple out from the office building of dock and screaming to the people in the crowd that he only need several man to work in the dock.

(P. 12-13, scene 2, Minutes 2:13:22)

The dialogue took on the dock when Jim Braddock was looking for a job and joining with crowded people there. Then a couple out from the office building, they were the supervisor and his assistant. The supervisor screamed to the people that he only needed nine men to work in the dock. (Supervisor: I need nine men and only nine). He just only needed limited men because the job is limited. Here the competition and struggle are needed to be the chosen worker.

The depression made strong impact on people’s daily lives because so many people suffered from economic hardship and insecurity. The effects of the Great depression on the lives of Americans were extremely varied. A majority of Americans kept their jobs during the thirties. But unemployment reached levels never seen in the US, before or since. When the depression hit in early 1933, one quarter of the American workforce was unemployed.

Based on the explanation, American Value that seen was Hard Work. Because only man with a good work that would be chosen to get job. Hard work and striving were the key to success. The great American Dream of fame and fortune came to those who work hard and never give up.
Scene : 4 (The Value of Initiative and Ambition)

At the street

Jim Braddock: But there's a lot of people worse off than what we are.
   And just 'cause things ain't easy...
   that don't give you the excuse to take what's not yours,
   does it?
   That's stealing, right? And we don't steal.
   No matter what happens, we don't steal.
   Not ever. You got me?
   Are you giving me your word?

Jay Braddock: Yes.

Jim: Go on.

Jay: I promise.

Jim: And I promise you, we will never send you away.

(P. 15, scene 2, Minutes 2:16:03)

The dialogue took on the street, when Jim Braddock gave an advice to his son Jay Braddock that whatever the condition, they were restricted to steal anything (Jim Braddock: No matter what happens, we don't steal). The American Values that seen is initiative, initiative to forbid from stealing and the value of ambition that showed by dialogue (Jim: And I promise you, we will never
This act, taken by Jim Braddock to convince his son that he will never send away and entrust his son to somebody else.

Entrustment was generally act by parents that could not save their family in Great Depression Period. They were worried that their son will sick and could not have enough food, the American parents decided to entrust their son with the other family until the condition get better in their life.

Scene: 5 (The Virtue of Solidarity)

At home

Mae Braddock: Jimmy, if you can't work, we're not gonna be able to pay the electric, or the heat. And we're out of credit at the grocery. So I think we need to pack the kids. They could stay at my sister's for a little while and I'll take in more sewing.

Jim: That way we could make two, three breadlines a day. I'll get doubles, triples, whatever I can find.

Mae: Jimmy, you can't work.

Jim: Mae, I can still work.

(P. 31, scene 4, Minutes 4:26:58)
The dialogue took at Jim Braddock’s home, when Mae Braddock talked to her husband that she was worried about his condition. It was told here; because of his last fight Jim Braddock had an injury on his hand. And because of this Mae worried that Jim would not be chosen by the supervisor and he could not work again in the dock that made them could not pay their needs (Mae: Jimmy, if you can't work, we're not gonna be able to pay the electric, or the heat. And we're out of credit at the grocery), so to reduce the suffering of her family she decided to get work too (Mae: I'll take in more sewing).

Related with the scene above, the dialog showed where Mae told Jim that if he was not work again so they must entrust the children to her parents and sister in their place (Mae: So I think we need to pack the kids, They could stay at my sister's for a little while). This decision made by Mae because she did not want their children suffer. This condition proved that Mae Braddock loved her children so much.

The American value that could be seen was the virtue of solidarity. In this scene, Mae wanted to reduce the adversity of her family by packing her children to her parents and sister. She assumed that by doing this, she could take more jobs to support her family economy life, so that the whole members of her family would be gathering as an ideal family.
Scene: 6 (The Virtue of Solidarity)

At the church

Father Rorick: Hello, Mae.
Mae Braddock: I came to pray for Jim.
Father Rorick: So did they.
Mae Braddock: Yeah.
Father Rorick: They all think that Jim's fighting for them.

(P. 124, scene 17, Minutes 17:47:36)

This scene showed the situation when Mae Braddock came to the church, to pray for her husband - Jim Braddock (Mae Braddock: I came to pray for Jim) it was the day when Jim Braddock had a big fight against the though boxer, Max Baer. But she was surprised that there were many people came to the church too. Father Rorick, as the priest in the church explained to Mae that the people came to pray for Jim too (Father Rorick: They all think that Jim's fighting for them). His amazing comeback became inspired of many Americans who had lost their luck and they hoped that Jim could defeat the arrogant champ, Max Baer.

Solidarity did not come down to us from the powerful. It grew from the roots. It was our responsibility to cultivate the vision to see everyone as a brother
and sister and make family relationship, so that we could collectively build and maintain an ethic of solidarity. We must and committed ourselves to fully participate in public life, in order to hold those who govern to account and to constantly renew our social possibilities.

The American Value that seen in this scene was the virtue of solidarity. The people trust and praying for Jim Braddock for his victory.

Scene: 7 (Tolerance)

At the street

Jay Braddock: Marty Johnson had to go away to Delaware to live with his uncle.

Jim Braddock: Why?

Jay: His parents didn't have enough money for them to eat.

Jim: Yeah, well, things ain't easy at the moment, Jay, you're right. But there's a lot of people worse off than what we are. And just 'cause things ain't easy... that don't give you the excuse to take what's not yours, does it?

(P. 14, scene 2, Minutes 2:15:18)
The dialogue took on the street when Jim Braddock gave an advice to his son Jay, the dialog above showed that Jay Braddock looked concerned about his friend condition (Jay: Marty Johnson had to go away to Delaware to live with his uncle) and Jim told him that the condition was not easy in that time (Jim: Yeah, well, things ain't easy at the moment, Jay, you're right), so every human must tolerant with their condition.

The Great Depression made many effects that destroyed many aspects in American life. Hooverville, poorness, unemployment, hunger, bad healthy and many more. Jim Braddock’s family had a better life than the other people that worse than them. (Jim: But there's a lot of people worse off than what we are) The depression made many people suffered and underestimated, so they must be patient with the condition, hoping and struggling that depression will passed.

Scene: 8 (Competition and Equality of opportunity)

At parking area

Jim Braddock : Mr. Johnston!
Johnston : Jim.
Jim : What's going on?
Johnston: You didn't tell him?
Joe Gould: Yeah, of course I told him.
      He wanted to hear it from you.
Jim: Come on, Mr. Johnston, no contest?
      You don't see me crying about it.
      I don't see what you got to complain about.
      I still went out there,
      I still put on a show.
      I did what I could do.
      You know, we did that boondock circuit for you...
      me and Joe. Remember?
      I didn't quit on you. And I didn't quit tonight.
      I didn't always lose.
      I won't always lose again.

(P. 28, scene 4, Minutes 4:24:38)

The dialogue took on the backyard of the stadium, when Jim Braddock asked to his promoter about his right in the fight. In this scene, Jim asked his promoter Mr. Johnston to give him the second chance to fight in boxing again, because Jim thought that he still could fight and win the competition. The American values that could be seen were competition and equality of opportunity. Energy, intelligence, health and education were the significant aspects. The circle of life was seen as a race. A person must run and compete with others on the race in order to succeed.
Scene: 9 (Equality of Opportunity)

At the street

Rosy Braddock: Mama, why can't I go to school?
Is it because I'm a girl?

Mae: Maybe.
Hadn't thought of that.

(P. 36, scene 5, Minutes 5:31:36)

In the ninth scene, Rosy (Jim and Mae Braddock’s daughter) asked her mother Mae, that could she go to school like other boys in that country. The American Value that could be seen was Equality of Opportunity. Equality of opportunity applied primarily to educational places, jobs and public offices, and the various benefits and it required that the society was structured as the member that had a fair chance of acquiring these goods. Equal opportunity also means treating similarly situated people similarly, while taking account of human, cultural, and other differences.

In this case, education was the important problem that showed. In American educational system, children were required to attend school from the age of five or six. Students typically graduated from high school at age eighteen.
although many states allow students to of school at age sixteen. So, there was no reason to make the differences between men and women to have an education.

Scene: 10 (Equality of Opportunity)

At home

Jim: Where are they, Mae?
Mae: Jim, we can't even keep 'em warm.
Jim: Where are the kids?
Mae: The boys will sleep on the sofa at my father's in Brooklyn. And Rosy'll stay at my sister's. Jimmy, we can't keep 'em!
Jim: You don't make decisions about our children without me.

Mae: What if they get really sick?
   We already owe Dr. McDonald...
Jim: If you send them away, then all this has been for nothing!
   It's just until we get back...
Jim: What else was it for?
   If we can't stay together, that means we lost!

(P. 40, scene 5, Minutes 5:37:23)
In this scene, Jim Braddock told his wife Mae that she could not make decision without him (Jim: You don't make decisions about our children without me), because there were many things that they fought for the goodness of their children. The value of it was every one has the same chance to make anything possible. In this case, Jim was upset because Mae made decision without his agreement, because they are family so that they must keep their family (Jim: If you send them away, then all this has been for nothing! Its just until we get back). In the nuclear family structure (parents and children) was so different to most cultures in the world that it was often misunderstood. The main purpose of the American family was to bring about the happiness of each individual family member. The traditional family values included love and respect for parents, as well as for all members of the family.

The American Value that seen was Equality of Opportunity. Because everybody had the same chance to get his aim and everybody had same right to choose.
Scene: 11 (Equality of Opportunity and Competition)

At Johnston’s office

Jim Braddock: You think, you’re telling me something? What, like, boxing’s dangerous, something like that?
You don’t think triple shifts or working nights on the scaffolds... is just as likely to get a guy killed?
How many guys died the other night living in cardboard shacks...
trying to save on rent money?
Guys who were trying to feed their family.
"Cause men like you... have not yet quite figured out a way

to make money...
out of watching that guy die".

Jim Braddock: In my profession, and it’s my profession...
I’m a little more fortunate.

(P. 110, scene14, Minutes 14:35:22)

In this scene, Jim Braddock told his promoter that he could fight whatever the risk and he emphasized him that many people struggling to make their life better (Jim: . You don’t think triple shifts or working nights on the scaffold is just as likely to get a guy killed?). Individuals should have an equal life
chances, and that was the point that Jim said. There was no reason to make
diversity to the person from his age, race, and ability. Everybody have same the
chance to get success.

Jim Braddock also told his promoter that he could fight with anybody and
if he got hurt, it was his own risk (Jim: In my profession, and it’s my profession,
I’m a little more fortunate). Everybody had the same access to have benefits,
rights and responsibilities of their society regardless of race, gender, class,
religion, sexual orientation, or other aspects what they looked like or where they
came from.

The American Value that could be seen were Competition and Equality
of Opportunity. Equality meant, everybody had some equal chances in doing
something, even to get that aim we must compete with the other people. The
competition was depending on whether it was an effort to win by doing better than
other. In this life we have to compete with other for getting success. Otherwise,
we will be left behind success of our life whether in work and also the others.
Scene: 12 (Competition)

At the ring

Jim Gould: You won this one. It's a cinch. It is yours.
But I want you to play it cagey now.
All right?
I know you don't like laying back...
but I want you to stay away from his right...
do you understand me?
Stay away.
(P. 149, scene19, Minutes 19:07:06)

In the twelfth scene - Joe Gould - Jim manager told him that if he won the fight, so the champ was belong to him (Jim Gould: You won this one. It's a cinch. It is yours). The dialogue took on the final fight between Jim Braddock against Max Baer, where Jim was so confused thought how to defeat Max, so Joe Gould gave him an advice to win. American Value that could be seen was Competition. Success means how many times we get up after we fall. Only by hard work we can get what we want. In competition we must keep struggle to get our aim, so if we give up that means we lost.
B. Discussion

In this chapter, the writer analyzed kind of American Values in film entitled *Cinderella Man* directed by Ron Howard. The writer analyzed this film by using two theories; the theories were talked about the kind of American Values. In chapter II, the writer has many theories and definitions about the American Values it self, based on the explanations the writer understood that the American Values are ideas or images held about particular groups and person by the American them selves.

After analyzing the American Values those figured in this film, the writer knows the factor that became the basic of American Values were Individual Freedom and Self Reliance, Material Wealth and Hard Work, The Value of Initiative and Ambition, The Virtue of Solidarity, Tolerance, Equality of Opportunity and Competition. All of these factors are related from one factor to others.

In this part, the writer explained about fourth of the American Values that support the research of the film.

The first scene is Individual Freedom and Self Reliance; The Americans think they are free individuals that are able to control their own destiny without any outside interference from any other organized authority. It showed by the dialogue: “This governments dropped us flat, We need to organize, you know? Unionize. Fight back.” From the dialog, individual freedom could be seen. The dialog was when Mike Wilson invited Jim Braddock to make rebellion; it was
proving that the Americans were not satisfied with American government. And they must self reliance or confidence that it will be succeeded.

The second scene showed the American Value was Material Wealth. It showed by the dialogue between Jim and his daughter, Rosy. Jim told her that he had dream having dinner with the famous boxers and got many delicious foods there, “You know, Mae, I dreamed last night that I was having dinner at The Ritz With Mickey Rooney and George Raft.” Jim thought this way, because to get such as delicious foods in that time was really hard, they seldom got that or never. So in that time, delicious food was a big material wealth that hard to find.

The next scene showed Hard Work of American Values. Hard work and striving were the key to success. Its proved by the dialogue: I need nine men and only nin.” The supervisor chose the man to work in the dock, only ten men were needed because to find job was so hard in that time. The Great Depression made many industries was closed and many labors were fired from their work. Only man with a good work would be chosen to get job.

Americans have paid a price for their material wealth: hard work. Hard work has been both necessary and rewarding for most Americans throughout their history. Because of this, they came to see material possessions as the natural reward for their hard work. So Material Wealth and Hard Work are relating.

In the fourth scene, the American Value that could be seen was the Value of Initiatives and Ambition. It looked by the dialog by Jim Braddock whose had promises to his son Jay Braddock. Jim promised that he will never entrust Jay to another place with somebody else “And I promise you, we will never send you
Entrustment was done in that time when the parents were not able to feed up his family and it was common in that time. So James promised and ambitious that he would never do that thing to his children.

In the fifth scene the American Value that could be seen was the Virtue of Solidarity. Solidarity did not come down to us from the powerful. It grew from the roots. It was our responsibility to cultivate the vision to see everyone as a brother and sister and make family relationship, so that we could collectively build and maintain an ethic of solidarity. “Jimmy, if you can't work, we're not gonna be able to pay the electric, or the heat. And we're out of credit at the grocery”.

Related with the scene above, in the sixth scene, the American Value that could be seen was the Virtue of Solidarity. When Mae Braddock came to the church and prayed to her husband -Jim Braddock, many people came there to pray for her husband too. His amazing comeback became the inspiration of many Americans who had lost their luck and hoped that Jim could defeat the arrogant champ, Max Baer.

In the seventh scenes, the American values that could be seen were Tolerance. It showed from the dialog that Jim Braddock gave an advice to his son Jay, that life in that time was so hard “Yeah, well, things ain't easy at the moment, Jay, you're right.” Many people were more suffer than them, because they could not survive in great depression that happened in America.
In this part, the writer explained about Competition and Equality of Opportunity that figured in the film.

In the eighth, eleventh and twelfth scenes, the American values that could be seen were Competition. Competition is the rivalry of two or more parties over something. Energy, intelligence, health and education were the significant aspects. Much of life was seen as a race, and a person must run the race in order to succeed. A person must compete with others.

For example, in the twelfth scenes, Joe Gould, Jim manager told Jim that if he won that fight, so the champ was belong to him, “You won this one. It’s a cinch. It is yours.” Success means how many times we get up after we fall. Only with hard work we can get what we want. In competition we must keep struggle to get our aim, so if we give up that means we lost.

In the ninth, tenth, eleventh, and twelfth scenes the American values that could be seen were Equality of Opportunity. It also looked in the eight scene. Each individual has an equal chance for success. Equality means that everyone should have an equal chance to enter the race and win.

For example, in the ninth scene, Rosy Braddock asked her mother Mae, that could she go to school like other boys in that country. Equality of opportunity applies primarily to educational places, jobs and public offices, and the various benefits and it requires that the society is structured as the member that has a fair chance of acquiring these goods. Equal opportunity also means treating similarly situated people similarly, while taking account of human, cultural, and other differences.
CHAPTER IV
CONCLUSION AND SUGGESTION

A. Conclusion

The writer concluded that film Cinderella Man is the story of an athlete who achieved his greatest success with the struggle of his life. The film backgrounds take setting in Great Depression in 1929 in which economy, politic, and culture are important things looked here.

The writer concluded that the values defined as the object of human desire and striving. People who live in America are called as American citizens. Wherever they came, languages, cultures, skin colors, and anything, they have the same right as others.


The resources of values are competition is the rivalry of two or more parties over something. Furthermore, competition is good when it displaces those who hold positions of privilege and authority who have neither talent. Equality means each individual should have an equal chance for success. No one will be discriminated by any state, institution, group of persons, or person on the grounds of religion or other belief. Equality of opportunity applies primarily to educational places, jobs and public offices, and the various benefits.
B. Suggestion

_Cinderella Man_ film is an interesting subject to be studied or analyzed. American values with all of their points also become exciting subject to be explored especially for those who are interested to discovery American values, the writer suggests to concern on *Individual Freedom and Self Reliance, Material Wealth and Hard Work, The Value of Initiative and Ambition, The Virtue of Solidarity, Tolerance, Competition and Equality of Opportunity*. He believes that by focusing on those six ideas would simplify the research, because after determining this research the writer found out the six ideas are main idea that is inspired by American values.
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APPENDIX
Cinderella Man Film

Universal Pictures - Miramax Film

2005
Cinderella Man Script

Attaboy! Keep him busy!

One.
Jesus.

Two.
You got it.

Three.
He ain't getting up!

Four, five, six...

seven, eight, nine, ten.

Out!

Come here, Jimmy.

Get that sleeping beauty out of here!

That's ten in a row, Jimmy!
Ten!

By a knockout, 
at one minute  seconds
in the second round...

tonight's light
heavyweight winner...

from the great state
of New Jersey...

the Bulldog of Bergen,
James J. Braddock!

You're gonna be
the next champ, Jimmy!

Hey, how you doing?

Just give them a few.
Leave them wanting.

You want to sign my name
for me, too?

At least then
they can read it.

You gave him
a cold meat party.

Sign this for me,
Mr. Braddock.
You've been getting stronger
with every fight.

I've been seeing it.

You may favor the right, sure,
but you got
no stage fright or nerves.

And you have never
been knocked out.

You're in line.
That's all I'm saying, Jimmy.

You're gonna get your shot.

All right, let me see
what we got here.

$ for Jeanette...

$ for Lou and Whitey...

$ for the ring fees,
my $ and your $ ...

makes $. Stick that
in your mattress, Irishman.

When we get there,
you gonna come in
and see the kids?

I's been a while. Come on. They miss their Uncle Joey.

Yeah, that's very sweet. You still married to the same girl?

I was this morning.

Well, congratulations. Maybe I'll take a rain check.

And would you tell her...

will you tell her I undercharged on the gym fees...

and no load on the towel? Would you do that for me, please?

I will be sure to point it out. I appreciate it.

You stop up at the corner here somewhere, Frank.

Home to Jersey for Mr. Adventure over here.
All right, see you, Frank.

I could kill you!

I like the sound of that.

Yeah, I like the sound of that a lot.
1. Cinderella Man Film

Cinderella Man is one of American literary work in a form of motion picture in film modern American life. The story tells about the true story of an athlete who achieved his greatest success against the most daunting odds of his life is brought to the screen in this historical drama.\(^{59}\) Cinderella Man is a 2005 American Academy Award-nominated drama film titled after the nickname and inspired by the real life story of former Heavyweight boxing champion, James J. Braddock.\(^{60}\)

Cinderella Man is the new movie starring by Russell Crowe as James J. Braddock, Renee Zellwegger as Mae Braddock, Paul Giamatti as Joe Gould, Paddy Considine as Mike Wilson, and Craig Bierko as Max Baer directed by Ron Howard and telling us the story of professional boxer James J. Braddock (Russell Crowe). The movie chronicles the real-life events of the life of the former heavyweight contender who was making more than $8000 a fight (a lot of money for that time) until the Great Depression hit. It was then that Braddock lost everything, was living in extreme poverty with his wife (Renee Zellwegger) and three kids, broke his hand and was de-commissioned by the professional boxing commission. Lost and confused, poor and hungry, just scraping by, Braddock was then offered chump change for a seemingly nothing fight against a legitimate heavyweight contender. The fight was supposed to be a mere warm-up for the contender but when Braddock was able to win that fight and another and another, he was soon able to claw his way back to being a legitimate contender but this

\(^{59}\) Mark Sells, Cinderella Man Reviews, http://www.oregonherald.com/reviews/mark-sells/reviews/cinderellaman.html (retrieved on 13\(^{\text{th}}\) July 2007)  
\(^{60}\) http://cinderellamanmovie.com (retrieved on 15\(^{\text{th}}\) July 2007)
time with the hearts and souls of a down-trodden America backing him up every step of the way.61

A turn of bad luck costs the pugilist his boxing license and leaves him sitting outside the ropes. Unemployed, he joins the ranks of jobseekers that show up every morning at the dock, hoping for work. But the economy is reeling from a crushing blow inflicted by the Depression and jobs are few and far between. Scaping together whatever they can, Jim and his wife, Mae, do their best to eke out an existence for their three young children. Moving out of their cozy home on a quiet New Jersey street, they sell nearly everything and take up residence in the dark basement of a crowded apartment block. But as money grows scarcer and the pile of overdue bills grows more plentiful, the self-respecting father and breadwinner were battered by the challenge to keep his family together.

Then Joe Gould (Paul Giamatti) shows up with an unanticipated offer. An upcoming match between the second ranked contender in the world, Corn Griffin and his sparring partner is slated to be cancelled when the underdog bows out. After doing some slick negotiating with Corn's owner, Joe gets Jim a one-time opportunity to fill in at the ring. But this time, when Jim “The Bulldog” Braddock steps onto the canvas, he has a different man: A fighter who is hungry for a win and starving for a second chance.

Cigarette smoke, profanities and some graphic boxing scenes repeatedly waft their way onto the screen in this script where the stark realities of poverty are pitted against the prosperous proprietors of the boxing organization. The sharp

contrast highlights the struggle many average Americans faced during that long and dusty decade. Out of shape and forced to wear borrowed gear, Braddock still manages an upset victory that sets him on a course to fight the charismatic, yet brutal Max Baer for the heavyweight championship of the world.

2. American society in Great Depression period

The setting of movie is The Great Depression of the 1930s that damaged the United States of America both physically and psychologically.\(^{62}\) The Great Depression in the United States caused a worldwide economic depression lasting from 1929 until the dawn of World War II and was caused by the collapse of the United States market.

It ruined thousands of businessmen and hurt millions of laborers. Breadlines and shanty towns appeared around the nation, making visible the flight of the unemployed. In a land whose resources had seemed boundless, where technology had promised unlimited progress, the depression destroyed dreams as well as millions began the wonder if traditional American values could survive, and extremists advocated scores of fanciful programs for redistributing wealth.

The Great Depression was a traumatic experience for many of the men and women of the 1930s and exercised a profound influence on the generation that lived through it. The depression brought great hardship and suffers to millions of Americans. It also created a political and social atmosphere fertile for major changes across the entire range of economic, political and social institutions and policies. The depression made a strong impact on people’s everyday lives because so many suffered from economic hardship and insecurity.\(^{63}\)

The depression brought with it not only unprecedented physical suffering but also unprecedented doubts about the American economic system. As national challenge it over shadowed even world war I. in a war nation at least had a clear objective: to defeat the enemy in battle. But


how did one defeat a depression when it was not even clear who or what the main enemy was? It effects were pervasive, but its causes were elusive. Only a few years before, America had enjoyed a decade of unprecedented prosperity and the future schemed to promise continuing growth. Hard work, free enterprise, and inventiveness apparently opened the way to endless programs. Herbert Hoover summed up the purple’s optimism when he accepted the Republican Presidential nomination in 1928. “We in America today” he said, “are nearer to the final triumph over poverty than ever before in the history of any land”.

In part, the great depression had a heavier impact than previous economic collapses because for more people were living in cities than had been the case during earlier eras. Compared to farmers, urban residents were less likely to own their homes, and most had no means of growing their own food. When they lost their job and could not pay the rent, they faced eviction. With no way of paying for shelter, large numbers of American, sometimes women and children as well as men, were reduced in the early thirties to living in makeshift shacks in unoccupied land in near cities.

After the Great Crash in October 1929, however, American self confidence suffered blow upon blow. Stock prices fell, businesses and new construction all but ceased. By 1932 millions of Americans were out of work. Many lived in squalid shacks on the edge of the cities and got their food from charity. Even those who were still employed frequently earned less from farm,

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job, or investments then in previous decade. No one was beyond the reach of fear, for no one could anticipate what lay ahead.66

66 Ibid.