

## Major Charity Adams' efforts to counter discrimination treatment in *The Six Triple Eight* film

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### ABSTRACT

Film is one of the most popular literary works that is interesting to analyse in research because many social issues are depicted in films. For this reason, this research uses a film as its primary data. The film is *The Six Triple Eight*, an American war drama that portrays the fight of Black women troops against discrimination carried out by White officers during World War II. However, this study focuses on examining the main character, Major Charity Adams. Therefore, this research has one objective: to examine and explain Major Charity Adams' efforts to counter discriminatory treatment in *The Six Triple Eight*. The study applies two main approaches, Sociology and Feminism, supported by Cinematography. This research employs theories of Sociology, Feminism, and Cinematography, along with concepts of discrimination, liberal feminism, and shot composition, using a descriptive qualitative method. The findings indicate that Major Charity Adams and her subordinates encountered direct, indirect, and harassment-based forms of discrimination. Additionally, Major Adams attempted to resist these forms of discrimination by motivating her troops, training them mentally and physically, and defending her troops from discriminatory treatment by White officers.

**Keywords:** discrimination; efforts; liberal feminism; shots

### INTRODUCTION

Films are part of popular literary works that present many social issues to be analysed in research studies. The social issues shown in films reflect the real experiences of society; therefore, the writers are interested in using a film as the primary data for analysis in this research. This study analyses *The Six Triple Eight*, an American war drama released in 2024 and directed by Tyler Perry. The film depicts a Black female battalion in World War II experiencing discriminatory treatment carried out by White officers.

Discrimination occurs when people or groups are treated unfairly or unequally due to traits such as sexual orientation, gender, race, religion, or disability. This conduct can manifest in various ways, including discrimination, exclusion, limitation, or harassment. Banton describes discrimination as differential treatment of individuals based on group membership (as cited in Rizqi & Syamsuddin, 2025, p. 31).

Based on the explanation above, this study aims to explain the efforts of the main character, Major Charity Adams, to counter the discriminatory treatment carried out by White officers in the film *The Six Triple Eight*. To support the analysis of this objective, the writers review studies that share similar topics, theories, and methods. Five articles are used as previous studies for this research.

The first previous study is an article by Ella Fahrur Rizqi and Syamsuddin (2025) entitled *Exploring Racial Gender Discrimination: A Sociological Study of Leila Simani's in The Country of Others* from Universitas Islam Negeri Maulana Malik Ibrahim, Malang. The similarities between this research and the previous study are the theories and methodology. Rizqi and Syamsuddin use sociological and discrimination theories. Meanwhile, this study focuses on discrimination theory. In terms of methodology, both apply qualitative approaches using observational and library research. The difference between the previous study and this research is the object of the research. Rizqi and Syamsuddin choose the novel *In the Country of Others* as their primary data, whereas this study uses a new movie released in 2024, *The Six Triple Eight*.

The second article is by Tri Oetari Wulandari, Satyawati Surya, and Chris Asanti (2022), entitled *The Portrayal of Women Empowerment through The Main Character in North Country Movie*, published in *Ilmu Budaya Journal*. This previous study analyses the 2005 film *North Country*. The issue discussed is women's empowerment, investigating the main character, Josey Aimes. The research uses liberal feminist and cinematography theories to achieve its objectives. The similarities between this research and the previous study are the theories and methodology. The research methodology involves a descriptive and interpretive literature review. Several feminist scholars emphasize that, to attain equality, men and women should receive equal education and not be subjected to prejudice. The difference between the previous study and this research is the object of the research. The previous study utilizes *North Country* as the main source of information, while this study uses *The Six Triple Eight*, released in 2024. In addition, the previous study employs philosophical feminism to analyse its objective, whereas this study uses liberal feminism.

The third article is by Sri Marleni from Pertiwi University (2023), entitled *Reflection of Woman's Power Representation in Jordan O'Neil's Characterization and Action in GI JANE MOVIE*, published in *Language Journal*. This previous study analyses the 1997 film *G.I. Jane*. The aim of the study is to examine how women's power representation is reflected through Jordan O'Neil's characterization and actions. To achieve this aim, she applies feminist theory, specifically radical feminism, and cinematography theory, particularly shot analysis. In addition, the study uses a qualitative approach with observation and library research. The similarities between the previous study and this research are the approaches, theories, and methods. The differences are the object of the research and the type of feminist theory used. Marleni chooses *G.I. Jane* as the primary data, whereas this study uses *The Six Triple Eight*, released in 2024. To analyse the research aim, the previous study applies radical feminism. However, this study chooses liberal feminism.

The fourth article is by Rosada (2024). This study is titled *Influence of Radical Discrimination in the Film Bully: Review of Sociology of Literature (Newman's Discrimination Theory)*. It aims to reveal the forms of racial discrimination that occur in the plot of the film *Bully* using Newman's analytical framework. To achieve the research objective, the previous study applies Newman's theory of literary sociology, which focuses on discrimination issues. In addition, the writer uses a qualitative methodology. The similarity between the previous study and this study lies in the primary data, movies, and the use of

sociological theory. However, this study employs sociological theory focusing on racial discrimination. Both apply a qualitative approach. The difference between the previous study and this research is the object of research and the additional theories used. The previous study analyses the older film *Bully*, while this research uses a new Western movie, *The Six Triple Eight*, as the primary data. Moreover, this research applies three approaches: Sociology, Feminism, and Cinematography.

The fifth previous study is Devyana and Nugroho (2024). Their article analyse discrimination and its effects on mental health and family functions experienced by the main characters, applying discrimination theory and the concept of physical consequences. The similarities between this research and the previous study are the theories and research methodology, as both use a qualitative approach. Meanwhile, the difference lies in the object of study. They choose the film *Elemental*, but this study uses *The Six Triple Eight* as the primary data.

This study applies two main theories, Sociology and Feminism—specifically discrimination theory and liberal feminism—to explain the types of discrimination experienced by the main character and some supporting characters, as well as the main character's efforts to endure the discriminatory treatment carried out by White officers. Both theories are supported by Cinematography theory, particularly camera techniques, which are utilized to show the main character's efforts visually.

Sociology is one approach used to analyse literary works such as prose, poetry, drama, films, songs, and many more. As Wahana and Johan (2021) state, sociology is an approach for reviewing and explaining the aspects of social relationships with literature when studying literary works. It is an essential approach for analysing how artworks convey specific representations of historical struggles. Furthermore, according to Arfani et al. (2025), this approach is necessary to understand the interplay between the social world and art. Sociology serves as a vital framework for analysing literary and cinematic works, moving beyond mere aesthetic appreciation to examine the deep-seated relationship between artistic representation and social reality. Recent research suggests that film acts as a reflective medium that critiques social hierarchies and class disparities by portraying how characters navigate power structures. In this context, the sociology of literature provides a roadmap for understanding how contemporary cinema—such as *The Six Triple Eight*—denounces historical problems and identifies the social limits placed upon marginalized groups.

Meanwhile, as Wahana and Johan state, sociology is the scientific study of society and social relations among people (Wahana & Johan, 2021, p. 121). In addition, sociology examines the interaction of science among people in relation to human behavior. In a modern context, research in the sociology of literature must engage deeply with the material conditions of literary production and the specific representations that artworks convey. According to *Open Research Europe* (2025, p. 268), this approach is essential "to understand how they move between the social world and art," thereby validating the use of *The Six Triple Eight* as a reflection of real-world historical struggle. In sociology, the writers choose discrimination theory to analyse the types of discrimination experienced by the main and supporting characters.

Discrimination and racism remain prevalent issues in many parts of the world. By inciting intolerance and hatred, discrimination becomes a political tool that divides society at all levels. Racial prejudice against people of color is well-known

in the United States. A person's rights and liberties may be limited or restricted by racism, which produces behavioral inequalities based on race, ethnicity, and place of origin. According to Law Number 40 of 2008 concerning the Elimination of Racial and Ethnic Discrimination (2020), racial discrimination is defined as an act of discrimination that targets a race, nation, ethnicity, or religion and includes insulting behaviors such as making assumptions about people's skin color, physical characteristics, or beliefs. This discriminatory behavior transgresses human rights principles that are evident at all societal levels. This leads to the detrimental effects of racism, which invariably result in mistreatment and abuse.

Racism is a belief system or philosophy that deems one race superior and entitled to denigrate others, whereas discrimination is an act that treats someone unfairly because of characteristics such as race, ethnicity, religion, or gender. Racism can be the source of discrimination; racial prejudice leads to discriminatory treatment, which can take the form of attitudes, words, or tangible actions such as segregation, harassment, or denial of access.

According to the *Legal Knowledge Base* (2025), there are four types of discrimination: direct, indirect, harassment, and victimisation. While these types of discrimination are distinct, they often overlap through intersectional experiences. As noted by Sihombing and Sekartaji (2026, p. 45), the portrayal of marginalized groups in *The Six Triple Eight* (2024) specifically "reveals how intersecting identities—specifically race, gender, and class—are constructed to show the historical invisibility of Black women's contributions in military history." Before explaining them, the writer would like to mention the characteristics of discrimination, known as "protected characteristics." There are nine protected characteristics of discrimination: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation. This research focuses on one of the protected characteristics, race.

The following explanation covers the main types of discrimination: direct, indirect, harassment, and victimisation. Direct discrimination is based on one of these protected traits. Direct discrimination occurs when one person is given less favorable treatment than another due to: (1) Direct discrimination by association—because of the protected trait of a person they are connected to, such as a friend, relative, or coworker; (2) Direct discrimination by perception—based on a belief about another person's perceived protected characteristic. Meanwhile, indirect discrimination occurs when an employer's policies, methods, regulations, rules, and arrangements—even if they are informal and not documented—disadvantage people with a protected characteristic. Examples include a redundancy rating matrix, contractual benefits, recruitment selection criteria, or any other workplace practice. Harassment is unwanted behavior that violates a person's dignity or creates an intimidating, hostile, degrading, or offensive environment. This includes threatening, verbally abusive, or insulting language.

To achieve the objective of this research, the writers focus on three types of discrimination: direct discrimination, indirect discrimination, and harassment. Everyone has the freedom to obtain his or her rights. Freedom should be an inherent right for all individuals, regardless of gender. However, throughout history, women's freedom has often been restricted. Men's rights and opportunities still do not match those afforded to women. This disparity caused women to initiate movements to obtain their rights in all fields. Such movements are referred to as

Feminism, which serves as a framework for understanding social life and human experiences from a woman-centered perspective.

Feminism is a movement created through individual and collective experiences of women to fight discrimination carried out by patriarchal society and to obtain freedom in social and political rights (Marleni, 2023, p. 7). Liberal feminism within modern cinema emphasizes individual autonomy and the use of personal talents to challenge patriarchal norms (Sari & Dewi, 2025). Recent analyses of female protagonists in leadership roles argue that their success represents the liberal feminist ideal that women can thrive in any field when provided equal opportunity. This perspective focuses on individual agency and meritocracy, illustrating how female characters reconcile their true identities with societal expectations. By applying this lens, researchers can better understand how characters strive for social mobility and self-empowerment within restrictive social contexts.

In the feminist movement, liberal feminism is a school of thought that emphasizes attaining gender equality through legislative and political reform within a liberal democratic framework. According to liberal feminists, equality can be attained by granting men and women the same rights and opportunities in all spheres of life, including politics, economics, education, and social issues, through supportive legislative and policy changes. The perspective of liberal feminism places women in a position of complete personal autonomy. The emphasis on individual capability remains a cornerstone of this movement. Sari and Dewi (2025, p. 77) argue that liberal feminism in modern film "emphasizes the portrayal of female characters who challenge patriarchal norms through individual agency, talents, and meritocracy," which mirrors Major Adams' insistence on her battalion being "better" than White soldiers to prove their worth.

Women's inequality, in which they face unequal treatment and limited access compared to men, manifests through violence—physical, sexual, and psychological—as well as discrimination in pay and careers, asset marginalization, double burdens, unequal domestic work, and barriers to education and health. Gender stereotypes and conventional beliefs are frequently used to perpetuate this inequality. This problem prevents women from having equal access to resources, decisions, and agreements that affect their personal well-being and overall economic development.

Liberal feminists contend that all people, including women, are capable of rational thought and behavior. They argue that women's oppression and marginalization result from systemic barriers, not from their own faults. In order to compete in the world under "free competition" and hold positions equal to men, women must be given the same opportunities to prepare themselves.

Women should have equal access to economic and educational opportunities as men. As stated by Mary Wollstonecraft (1792), to attain equal rights for men and women, modern liberal feminists seek to erase the disparity in access to power and influence between men and women, as well as to increase the visibility of women in international politics.

Mill (1869) highlighted the importance of reason for women. Mill also emphasized that equal education alone will not achieve gender equality; women and men must also be allowed to participate in the economy and have their civil rights—such as freedom of expression, the right to vote, the right to organize, the

right to private property, and other civil rights—protected. Betty Friedan (1963) claims that it is very difficult for a woman to be both a housewife and have a career because, in addition to serving her husband, she also has to answer to her supervisor at work. Therefore, we must start a movement to help us recognize the limitations society has placed on us in order to improve these conditions. To do this, we must work with men to change the mindset in both the public and private sectors, which holds that husbands must also share responsibility for the family in terms of finances, household duties, and children.

Liberal feminism is the most prominent form of feminism in America. The Declaration of Independence's assertion that all men are created equal serves as the foundation for American feminists, who extend this principle to include women. Unlike French feminism, which places more emphasis on Freudian psychoanalysis, American feminists' understanding of gender is more grounded in cultural and historical analysis. American feminist Elizabeth Cady Stanton was the driving force behind the Seneca Falls women's rights convention in 1848. Women's personal growth was the focus of the National Organization for Women (NOW), a liberal feminist organization. NOW pressured the President to loosen restrictions on women through court cases, lobbying, and advocacy in Congress. Ratifying the Equal Rights Amendment (ERA), which sought to eliminate legal distinctions based on sex, was one of NOW's primary objectives. Restaurants that had previously been open only to men were forced to integrate, and *The New York Times* was compelled to remove its "Male Only" or "Female Only" job advertisements. Their objectives were not segregation and revolt, but integration and reform.

Cinematography is a supporting approach used in this analysis. Within this approach, the writers choose camera theory to visually show the main character's efforts to endure discriminatory treatment. Before explaining camera theory, this study will first define cinematography. Cinematography refers to the tools and techniques of filmmaking. Cinematographic technique is a significant aspect of successful filmmaking. Cinematography elements are classified into various categories, including camera and film, framing, and shot duration. Cinematography relates to components such as lighting, color, shots, and other visual aspects. This research focuses on the shot, or camera, method. It serves as more than a technical choice; it is a narrative tool for social commentary. *MDPI* (2025, p. 268) suggests that social cinema utilizes these techniques to "denounce historical problems and identify social limits," acting as a critical instrument to "influence and present social realities" through specific visual framing.

Framing characters using camera angles is another aspect of cinematographic technique. The reverse-angle or counter-shot is the most common shot used for dialogue. It is useful to think of "building" a scene, since we construct scenes one shot at a time by assembling the components that will make up the scene. Firman and Nugroho (2024) examine shot types and camera angles in television feature news, applying cinematic categories like close-up, medium shot, and long shot to journalistic contexts. The explanations include:

1. CU/ECU (Close-up or Extreme Close-up): The screen is filled with the subject that the camera is framing. Connotations may include intimacy or access to a character's thoughts or subconscious processes. These shots can be used to emphasize the importance of a particular character at a specific point in a film or

to establish the character as central to the story by featuring them in a CU at the beginning of the film.

2. MCU (Medium Close-up): A close-up of one or two characters, occasionally three, usually framing the head and chest or shoulders. If the character is in the foreground and fills the frame, the term can also be used when the camera frames the character from the waist up; otherwise, this type of image is known as a medium shot. Two or three characters in an MCU can signify a bond, intimacy, or sense of unity.
3. MS (Medium Shot): This shot typically frames a character from the hips, waist, or knees up. The camera is far enough away from the body for the character to be seen in relation to their surroundings, such as an apartment. Characters usually occupy half to two-thirds of the frame. This shot, which enables a visual representation of character relationships, is frequently used in indoor scenes.
4. MLS (Medium Long Shot): This shot is midway between a medium and a long shot. If it frames a character, the entire body will be visible in the middle ground of the shot.
5. LS (Long Shot): The subject or characters are shown fully within their surroundings, at some distance from the camera.

The writers use two types: close-up or extreme close-up (CU/ECU) and medium long shot (MLS).

## **METHOD**

Research approaches are procedures selected to collect, analyse, and interpret data. This study employs a qualitative descriptive research method to provide an interpretive paradigm for analysing the phenomenon of discrimination within the film (JF Publisher, 2023). As highlighted in contemporary methodological reviews, qualitative research is essential for discovering community beliefs and meaning systems without relying on statistical calculations. By using a content analysis approach that incorporates abstraction and explication, this research identifies the motives underlying human behavior as portrayed in the narrative. The researcher acts as the primary instrument, ensuring that the visual medium's comprehensive presentation of social issues is accurately captured and analysed.

This methodological choice supports the writers' rationale for using a qualitative approach in their article. To achieve the objective of this research, the writers carry out observation and library research. They observe *The Six Triple Eight* as the primary data and object of this research. This means that the writers analyse the scenes and the script of the film. To support the analysis, the writers engage in library research by analysing relevant documents, such as journals and books, which serve as secondary data. Data collection is carried out by observing the primary data, *The Six Triple Eight*, to reveal the main character's efforts to endure discriminatory treatment.

In conducting the observation, the writers examine the scenes and the script that show the efforts of Major Charity Adams to counter the discriminatory treatment carried out by White officers. Moreover, the data collected is analysed by applying sociological and feminist approaches supported by cinematography. In sociology, this study focuses on discrimination theory to reveal the types of discrimination experienced by Major Charity Adams and her troops. In feminism, the research applies liberal feminism to show and explain Major Charity's efforts

to counter the discriminatory treatment. The final theory used is camera theory, a component of cinematography. This study uses it to visually depict Major Charity Adams' efforts.

In data analysis, the writers implement several steps. First, the writers analyse the data collected from the film, such as scenes and character dialogue, to serve as evidence for the arguments presented in the analysis. After that, the writers elaborate on the theories applied in this research that are relevant to the data.

## **RESULTS AND DISCUSSION**

This section presents the results and discussion of how Major Charity Adams's efforts to counter the discriminatory treatment carried out by White officers are analysed by applying theories of discrimination, liberal feminism, and cinematography. Before discussing Major Charity Adams's efforts to counter the discriminatory treatment carried out by White officers, this study examines the types of discrimination Major Charity Adams and her troops experience.

### **The Discrimination Experienced by Major Charity Adams and Her Troops**

This section reveals the types of discrimination that the main character, Major Charity Adams, and her troops experienced in the film *The Six Triple Eight*, applying theories of discrimination and shot analysis. Based on the explanation in the literature review, there are four types of discrimination: direct discrimination, indirect discrimination, harassment, and victimization. However, the writer focuses on only three of them: direct, indirect, and harassment. The application of shot theory supports the analysis of these types of discrimination; therefore, the writers analyse those types by presenting data as evidence, including dialogues and figures, and examining them.

#### **Direct Discrimination**

This type of discrimination occurs when one person is given less favorable treatment than another due to a protected characteristic. It can take two forms: direct discrimination by association—based on the protected trait of a person they are connected to, such as a friend, relative, or coworker—and direct discrimination by perception—based on an assumption about another person's protected characteristic. This research focuses on the latter: direct discrimination by perception. The writer identifies data about this type of discrimination through the following dialogues.

The first example can be seen in the debate between Captain Matthews and Major Adams in the 0:46:59 scene:

*Captain Matthews: Now, what are y'all doing here?*

*Major Adams: Well, it looks to me like we are about to watch a movie.*

*Captain Matthews: Not from these seats. They can all go to the back.*

*Major Adams: Well now, I am an officer, and I chose these seats.*

This debate occurs when the women watch a movie in a theater. At that time, Major Adams and her troops are sitting in the front rows. Captain Matthews' statement, "Not from these seats. They can all go to the back," reveals White perceptions of where Black people should be positioned. White officers place Black soldiers behind them because of their race. They believe that Black people are not allowed to be in the front, even when watching a movie in a theater.

The next example is shown through the dialogue in the 0:45:58 scene when Major Halt, a White major, talks to Major Adams about her position:

*Major Halt: I'm sending a White officer. This unit needs proper leadership you women clearly can't provide.*

*Major Charity Adams: Over my dead body, sir!*

Major Halt's words, "I'm sending a White officer. This unit needs proper leadership," imply that a White officer has better leadership than a Black one. As Major Adams is a Black woman, his statement suggests she is not fit to lead the unit. His words constitute direct discrimination against Major Adams as a Black woman because they are based on his perception of Black people.

### **Indirect Discrimination**

This type of discrimination occurs when policies, methods, regulations, rules, or arrangements disadvantage minorities. The writers explain the data found in the movie and analyse it by presenting evidence such as dialogues and figures.

The first example is seen in the following dialogue between an officer and one of the participants of the Women's Army Corps, Dolores Washington. It occurs in the 0:19:52 scene:

*The officer: I need you all to come with me. No, not you all. You over there, let's go. Are you coming?*

*Dolores: Well, I'm assuming you're separating the White women. I am a Negro.*

The officer's words, "I need you all to come with me. No, not you all," reveal a superior's rule regarding the participants of the Women's Army Corps. His statement "No, not you all" directs the Black women not to move with the White women. This means he orders only the White women to sit in another carriage, separate from the Black ones. This is supported by Dolores's statement, "I'm assuming you're separating the White women. I am a Negro." She clarifies that she is Negro because the officer assumed she was a White woman due to her lighter skin. The officer's treatment of the Black participants is indirect discrimination because he enforces rules that discriminate against Black women.

The next example is seen in the dialogue in the 0:45:55–0:46:02 scene between Lena Derriccot and Major Charity Adams:

*Lena Derriccot: Major, this workplace seems so different to me. It's not only the outward surroundings; they also treat us as though we don't belong here.*

*Major Charity Adams: They are indirectly saying they don't want us here, but all their policies and behaviors show the inequality that exists between them and us.*

Lena's statement, "Major, this workplace seems so different to me. It's not only the outward surroundings; they also treat us as though we don't belong here," reflects her perception of the workplace. She complains about the treatment carried out by White leaders, especially regarding working facilities. Major Adams' response, "They are indirectly saying they don't want us here, but all their policies and behaviors show the inequality that exists between them and us," affirms that the policies and rules created by White leaders constitute indirect discrimination. They treat Black women in this way to pressure them to leave the Army.

The third example is shown through the following figures, which depict the place where the Black women work handling mail from soldiers. This occurs in the 0:58:35–0:59:14 scenes.



**Figure 1 & 2. Indirect discrimination as like the old building and just black people**

Figure 1 frames the scene using a Medium Close-Up (MCU) to show the object clearly. The object in this figure is the bags of soldiers' mail addressed to their families. However, this mail has not been sent because there are no postal workers in the Army. As a result, Major Adams' troops are assigned to open the bags, read the mail, and organize it based on cities in the U.S. Yet, the leaders of the U.S. Army do not provide Major Adams' troops with a suitable place to work. This treatment constitutes indirect discrimination because it reflects a method used by White leaders against Black women. This is supported by the second figure, which shows the place where Major Adams' troops work. This figure uses a Medium Shot (MS) to reveal the relationship between the characters and their surroundings, especially in indoor scenes. We can see piles of mail surrounding the troops, highlighting the condition of the inconvenient workplace. This treatment reflects the Army leaders' policies toward Major Adams' troops as Black soldiers. These figures show that Major Adams and her troops experience indirect discrimination because the U.S. Army assigns them to work in a dilapidated building, treating them as inferior because of their skin color. This systemic injustice regarding the battalion's working conditions reflects broader societal biases. Okekunle (2025, p. 112) explains that "systemic injustices in professional environments often devastate the agency of Black women," which necessitates the type of nuanced storytelling found in this film to properly "amplify their voices" against such structural bias.

### **Harassment**

The last type of discrimination used in this research is harassment. This discrimination includes threats, insults, intimidation, verbal abuse, and abusive language that compromises someone's dignity. The writers present findings of harassment carried out by White officers toward Major Adams and her troops. The findings are shown through the dialogues and figures below.

The first finding is seen in the following dialogue in the 35:55–36:45 scene. Chaplain Clemens' assertion that the women come to his office to preserve their mental health and to cope with missing the comfort of home and family overly demonstrates bias against Black women's abilities.

*Chaplain Clemens: "Ladies, I need you to come by my office. I can help you cope with homesickness. You're clearly not cut out for this."*

*Jess: "Sir, permission to speak? We're not here for counselling. We're here to sort mail. Despite your delay."*

In one scene, the chaplain denigrates battalion members by telling them to come to him for "counselling," even though their duty at the time is to work, and by making inappropriate remarks and giving them unnecessary instructions. Chaplain Clemens' words, "Ladies, I need you to come by my office. I can help you cope with homesickness. You're clearly not cut out for this," reveal that he uses his power as a male superior to intimidate and harass Major Adams' troops. The harassment here relates to verbal abuse with sexual undertones because he does not genuinely intend to help the troops cope with homesickness.

The next instance of harassment by White officers is seen in the following dialogue showing a debate between Captain Campbell, her assistant, and two White officers. It occurs in the 0:47:29 scene:

*Captain Campbell: We are not moving. You all can sit in the back.*

*Staff Sergeant Hill: We don't need to listen to the likes of you, Nigger!*

Staff Sergeant Hill's use of the word "Nigger" shows that he insults Captain Campbell because he is angry about her statement regarding sitting in the back rows at the theater. As is well known, the word "Nigger" is a contemptuous term for a Black or dark-skinned person. Therefore, his word constitutes harassment toward Major Adams and her troops.

### **Major Charity Adams's Efforts to Counter Discriminatory Treatment Carried Out by White Officers**

This section discusses Major Adams's efforts to counter discrimination carried out by White officers, applying the theory of liberal feminism. It is also supported by cinematography theory, specifically shot analysis. Liberal feminism holds that women should have equal rights in the areas of politics, education, economics, and social issues. However, the writers focus on one area: social issues, specifically discrimination. After applying liberal feminism, this study identifies Major Charity Adams' efforts to counter discriminatory treatment carried out by White leaders and staff in the U.S. Army. These efforts include encouraging the troops, training them mentally and physically, and defending her troops from discriminatory treatment by White leaders and staff. The writers will explain and analyse the data as evidence to support this analysis.

#### **Encouraging the Troops**

This section discusses Major Adams' effort to encourage her troops to persevere in the face of discriminatory treatment carried out by White officers, particularly the leaders and staff in the U.S. Army. The writers find evidence through Major Adams' statements and words to the troops. The first example is revealed through Major Adams's welcoming statement to the new women registering to join the Women's Army Corps. It occurs in the 0:25:35 scene:

*"Soldiers, I am Captain Charity Adams, and I will be your commanding officer. What that means is when I say 'do it,' you get it done. There are rules for the Army, and they must be followed. And they are strict. I expect you to follow them to the letter. No exceptions. None will be tolerated. We start training at 0630.*

*(...) Your uniform must be perfect. Lieutenant Campbell will teach you how to make them perfect. These uniforms were designed for the pencil figure of a White woman, not the curves of a Negro. But I am sure that more than a few of us know how to make use of a needle and thread, and so we will make them perfect. They must be perfect. No exceptions. You are not only in the Army, you are women, and you are Negroes. Because you are Negroes and women, you do not have the luxury to be as good as White soldiers. You have the burden to be better. You are not only representing America, you are representing the Negroes of America. Welcome to the Women's Army Corps."*

Major Adams' words, "These uniforms were designed for the pencil figure of a White woman, not the curves of a Negro," acknowledge the standard to which they are being held. However, she motivates her troops to meet that standard despite the bias in the design. She expresses confidence that they can adapt their uniforms to fit properly. This is seen in her words: "But I am sure that more than a few of us know how to make use of a needle and thread, and so we will make them perfect. They must be perfect. No exceptions."

Her statement shows that she trusts her troops to meet her expectations. In motivating them to be strong in the face of discriminatory treatment, she emphasizes their dual identity as women and Negroes. These words suggest that she has experienced discrimination herself as both a woman and a Black person. She does not want her troops to endure the same experiences she has faced. The next example is also shown through Major Adams's statements as she motivates her troops during physical training. It occurs in the 0:29:34 scene.

*A lot of people do not want us to succeed. A lot of people do not want us here. Private, your hat is too high. Unlike some other folks here, we have the most to prove. Now... Now is where you show the proof. I will not tolerate fighting and bickering among you. I will not tolerate disrespect. I will not lie to you, and you will not lie to me without extreme consequences. Get your arms up, Private! Now, if you are thinking that I am being hard on you, you are correct. But that is because I am giving you my best, and you will give me yours. I don't think that's your best, Private. Get moving. Stop! You three. You, you, and you, come here. I need women soldiers who know what it feels like to struggle. Who, from the moment they were born, have had to fight to survive.*

In this analysis, the writers discuss three points: the White officers' treatment of the troops, Major Adams' efforts to prove their skills, and the concept of women soldiers. The first point is seen in her words: "A lot of people do not want us to succeed. A lot of people do not want us here." "A lot of people" refers to White officers because they do not want to see the Black women succeed in the Army. This is revealed through their treatment of Major Adams and other women in the Army. They do not provide them with adequate facilities in order to pressure Major Adams and other Black women to leave the Army. This is conveyed by the word "here" in Major Adams' sentence: "A lot of people do not want us here."

The second point concerns Major Adams' effort to prove the women's skills in carrying out their duties in the Army. This can be seen in her statement: "Unlike some other folks here, we have the most to prove. Now... now is where you show the proof." This is her way of motivating the women to demonstrate that their skills are equal to those of White women.

The third point addresses women soldiers. It is explained through her statement: “I need women soldiers who know what it feels like to struggle.” This means that she needs strong women who can silence the men, especially the White men who underestimate and harass them. She uses the word “soldiers” to emphasize the strength needed to fight against the White officers’ treatment.

It can be concluded that Major Adams’s speech above is her effort to encourage her troops to counter the discriminatory treatment carried out by White leaders and officers of the U.S. Army.

### **Training the Troops Mentally and Physically**

The second effort Major Adams makes to counter discriminatory treatment is training her troops mentally and physically. The writers present the data and analyse it by explaining the evidence. The data consist of figures showing the training.



**Figure 3 & 4. Training the troops mentally**

Figures 3 and 4 depict the training provided by Major Adams. Figures 3 and 4 use a Medium Shot (MS), which frames a character from the hips, waist, or knees up. In these figures, we can see the relationship between the characters and their surroundings. The setting is an outdoor field filled with mud and wire obstacles used to train the soldiers. The figures also show the characters’ actions in the field.

In Figure 4, the women stand in formation and wear oxygen masks while superiors deploy a smoke device to train them to remain alert. Both figures serve as evidence of Major Adams’s efforts to develop the women into soldiers as strong as the men. She aims to create women soldiers who are strong both mentally and physically so that they can prove they have strong bodies and good skills. This builds their self-confidence in enduring the discriminatory treatment carried out by White officers.

### **Defending the Troops from White Officers’ Discriminatory Treatment**

The final effort Major Adams makes to support her troops in countering discriminatory treatment from White leaders and staff is defending them by arguing with her superiors in the Army. This study presents evidence through Major Adams’ arguments in dialogue and her expressions while debating with her superiors.

The first example is revealed through the dialogue in the 1:23:33 scene, when a White officer insults Johnnie Mae while she is doing her work.

*A white officer: Damn, girl. Are you stupid? Johnnie Mae: No, sir. I am not.*

*A white officer: Then, why would you send this letter back after so much time? You must be stupid. All of you must be stupid! You can’t send a little letter to who it belongs to? Can you read or write?*

*Mayor Adams: Yes, sir, we can.*

*A white officer: I'm talking to this girl.*

*Mayor Adams: I know, but as her commanding officer, it is my responsibility.*

The White officer's statement, "You must be stupid. All of you must be stupid! You can't send a little letter to who it belongs to? Can you read or write?" constitutes harassment through insulting language. His other question, "Can you read or write?" is sarcasm directed at Black people. Major Adams' response, "Yes, sir, we can," indicates her responsibility to defend her troops from the White officer's insult. Her subsequent statement, "I know, but as her commanding officer, it is my responsibility to explain that she is a good leader in her job," shows that she is a good leader. She acknowledges that her subordinate made a mistake, but she cannot accept abusive language directed toward her troops.

The next example is stated in the dialogue below in the 1:28:50 scene, when Major Adams asks a preacher sent by General Halt to leave her area.

*Mayor Adams: You will be leaving here today.*

*The Preacher: I was sent here by General Halt.*

*Mayor Adams: I don't care if the good Lord himself sent you. Now, I don't know if you know this, but I am the daughter of a preacher."*

Major Adams' statement, "You will be leaving here today," shows that she has the courage to expel a preacher sent by her superior, General Halt. Although the preacher invokes General Halt's name to intimidate Major Adams, she ignores it. This is supported by her next statement: "I don't care if the good Lord himself sent you." Her final words, "But I am the daughter of a preacher," reveal that she holds a position equal to the preacher's; therefore, the preacher should not speak negatively about her.

The third example can be examined through the following dialogue between Major Adams and General Halt, who comes for an inspection. It occurs in the 1:48:44 scene:

*General Halt: "I think I'm gonna have you relieved of your duties. And I'm gonna bring a White lieutenant in here to show you how to run this unit!"*

*Mayor Adams: "Over my dead body, sir."*

*General Halt: "What did you say?"*

*Mayor Adams: "Sir, with all due respect, my battalion is working day and night in horrible conditions. We have no heat most of the time. It gets so cold that the women..."*

This dialogue shows Major Adams' courage to stand up to her superior, General Halt. Her words, "Over my dead body, sir," are a powerful response to General Halt's plan to replace her with a White lieutenant. His sentence, "And I'm gonna bring a White lieutenant in here to show you how to run this unit!" reveals his bias toward White people. Moreover, he implies that Black people are not as capable as White people. Major Adams' statement in the final part of the dialogue describes her courage to address the discriminatory treatment carried out by her superiors and other White soldiers toward her and her women. Generally, it takes great courage to stand up to superiors who hold significant power. However, Major Adams' actions teach us that we should have the courage to oppose people who humiliate and insult us, even when they hold higher positions and greater power.

The final example showing Major Adams' efforts to defend herself and her battalion against discrimination can be seen in her expression while speaking with her superior, General Halt. It occurs in the 1:49:10 scene.



**Figure 5. Major Adams is arguing with Mayor Halt**

This figure frames the scene using a Medium Close-Up (MCU) to show the intimacy between the characters in the scene. Moreover, we can see the character's expression through his or her face. In this figure, we can see Major Adams' anger when her superior plans to replace her with a White officer. Her anger is shown through her wide eyes as she stares at him sharply. Her mouth, revealing her clenched teeth, indicates that she is ready to argue with her superior. Her posture also shows that she positions herself as equal to her superior, who is a male with more power than she has.

Based on the description and explanation above, the writer concludes that Major Charity Adams and her troops experience three types of discrimination: direct, indirect, and harassment. As the leader of her battalion, Major Adams makes three efforts to counter the discriminatory treatment carried out by White officers, including General Halt and other leaders, staff, and soldiers. These efforts are: motivating her troops through her speech, training them mentally and physically to become strong women soldiers, and defending them from White officers' discriminatory treatment by debating or arguing with White leaders, staff, and soldiers.

## CONCLUSION

This section consists of the conclusion and suggestions. The conclusion contains a summary of all the explanations above, while the suggestions present what readers can take from the topics in this study. *The Six Triple Eight* (6888), a film released in 2024 and directed by Tyler Perry, depicts a Black woman leading a battalion of Black women to process unsent mail from soldiers to their families. However, they receive poor treatment from superiors, staff, and other soldiers.

Based on its plot, this film was chosen as the primary data for this research because it presents many compelling issues for analysis. Yet, the writer is interested in one issue as the main focus of this study: discrimination. Based on this issue, this study aims to explain Major Adams' efforts to counter the discriminatory treatment carried out by White officers in the film.

To achieve this objective, the writers apply two main theories and one supporting theory. They are sociology, feminism, and cinematography. The main theories are discrimination theory and liberal feminism. In addition, shot theory is

used to support the analysis by showing the discriminatory treatment and Major Adams' efforts to counter it. Furthermore, the writer uses a qualitative approach focusing on descriptive analysis techniques. To support the analysis, the writers also use library research by consulting journals, books, PDFs, and websites related to the topics, approaches, and theories applied in this research.

The findings of this study, after applying discrimination theory, liberal feminism, and shot theory, indicate that Major Charity Adams and her subordinates encounter direct, indirect, and harassment forms of discrimination. Additionally, Major Adams attempts to resist these forms of discrimination by motivating her troops, training them mentally and physically, and defending her troops from discriminatory treatment by White officers. Ultimately, these efforts highlight the power of unity. Sihombing and Sekartaji (2026) conclude that "beyond individual resistance, the Six Triple Eight Battalion demonstrates collective solidarity as a primary tool for Black women to reclaim historical memory" while successfully confronting layers of racial and gender oppression. This research teaches us not to judge people based on skin color. We should respect each other despite differences in religion, race, occupation, background, and other aspects.

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