

REPRESENTATION OF VALUES THROUGH POPULAR LITERATURE: A CASE STUDY ON TRANSRACIAL ADOPTION IN AMERICAN MOVIES

Novita Indriani
Politeknik Negeri Samarinda
novita.indriani0909@gmail.com

Abstract

This thesis is intended to uncover values in American movies related to trans-racial adoption in American family. The movie samples in this thesis are *Deep In My Heart*, *Losing Isaiah*, *Daughter From Danang* and *The Blind Side*. This research analyzes the values taught by the adoptive parents to their adoptive children, and the ideology behind the movies. It uses the representation theory from Stuart Hall to analyze the representation of values in the movies. This research also employs the theory of ideology from Terry Eagleton to discover the ideology related to the values in the movies and the concept of identity from Browne. As a result, parents teach the same values to their children, whether they are adopted or biological. The values are freedom, equality, honesty, hard work, supporting each other and responsibility. They treat them equally just like their own children and they deserve to have a better life and better future even though they come from a different racial background. The ideology in the movies is “all men are created equal”, and identity in trans-racial adoption shows that through the values children can be anything they want to be because identity is the process that can be influenced by social institutions like family, the education system and their experience.

Keywords: *Representation, Transracial Adoption, Value, Ideology, Identity*

INTRODUCTION

Multiculturalism is one of the notable aspects in human history. It is the aspect which allows people to share their culture. People of different races, ethnicities, religions and nationalities have come to the United States from all over the world. The US has become one of the most racially and culturally diverse nations in the world. This diversity brings with it a host of values, some that are held very strongly and acted upon, and others that are less vital in people's everyday lives.

One of the social phenomena is diversity in America. This diversity can be seen not only in the form of adoption in a family. Adoption touches almost every conceivable aspect of American society and culture and about one million children in America live with their adoptive parents and between 2% and 4%

families in America include an adopted child (Carp, 2004, p. 2). One type of adoption is trans-racial adoption. According to Silverman “The term trans-racial adoption means the joining of racially different parents and children together in adoptive families. While this term is sometimes reserved for the adoption of black children by white families, here it is understood to include also the adoption of Native American, Asian, and Hispanic children by white families” (Silverman, 1993, p. 104). The interesting thing about this adoption is that the parents are commonly white and the adoptees are non-white children. This phenomenon is interesting to investigate because there are certain values and norms transferred to the adoptee. The norms and values usually come from the dominant society represented by the adoptive parents.

Norms and values have an important role in human life as a social order regulator. People cannot live without values. This issue of adoption and values especially in the case of transracial adoption is so strong in the US that many movies seem to dramatize it. The movies as a popular cultural product can actually reflect what people wish. Movie or film as a cultural product carries cultural beliefs. It expresses the complex feelings, values, and ideas through symbols and myths (Cawelti, 1976, p. 27). Some analyses have assumed a more or less 'reflection' relationship between film and society. That is, film is seen as a 'reflection' of the dominant beliefs and values of its culture. Representation is the ability of texts to draw upon features of the world and present them to the viewer, not simply as reflections, but more so, as constructions (O'Shaughnessy & Stadler 2002). Even though movies belong to popular culture and they seem produced for commercial and entertainment reasons only, everything is not like what it seems. All media texts, (Films, posters, adverts etc.) include ideological messages. When we consume media text we are influenced by the creators' ideological views. Ideology is not a personal fantasy, but manifested in the collective way of life of the community. In many cases, such analyses have assumed a more or less 'reflectionist' relationship between film and society. That is, film is seen as a 'reflection' of the dominant beliefs and values of its culture (Turner, 1999, p.152). For that reason, representation of values through popular literature about transracial adoption in American movie is very interesting to study. The American movies that the writer thinks are representative to the object of study related to this topic are *Deep In My Heart*, *Losing Isaiah*, *Daughter From Danang*, and *The Blind Side*.

In order to achieve the purpose of the study, it is to find the kinds of values which are

represented by adoptive parents to the adoptee, ideology emerges through the values as seen in the identity image constructed through the values and ideology transmitted by the movies.

METHODOLOGY

The primary data for this research was acquired from the mental evidence, the movies. To support the main data, the present writer uses library research, a close book text reading, and exploration from the articles, journals, and the sources from the reliable websites on the Internet.

The descriptive qualitative approach is applied in this study. Creswell (1991) stated that, "qualitative method was described as approaches used to gather data systematically, but the data were purely descriptive, and therefore not numerical" (p. 110). Best (1970) described that, "at times, descriptive research concerns with how *what is* or *what exists* is related to some preceding events that have influenced or affected a present condition or an event. The process of descriptive research goes beyond the mere gathering and tabulating of data. It involves an element of analysis and interpretation of the meaning or significance of what is described" (p. 116).

THEORETICAL FRAMEWORK

Representation is one of the important practices of producing culture. Representation means using language to say something meaningful about, or to represent, the world meaningfully to other people. Through representation, the meaning of language in a culture is exchanged. It depends on how those cultures give the meaning to that language because one culture from another is different.

Language is one of the 'media' through which thoughts, concept, ideas and feelings are represented in a culture. Meaning can only be shared through our common access to language. So language is central to meaning and culture and has always been regarded as the key repository of cultural values and meaning. In this discussion, representation refers to the construction of all forms of media (especially mass media) on all aspects of reality or the reality, like people, objects, events, to cultural identity. This representation may take the form of words or writings, can also be seen in the form of moving images or movies. The concept of representation itself is seen as a product of the process of representation. According to Stuart Hall, there are three different approaches of representation. They are the reflective, the intentional and the constructionist approaches to representation. Constructionist approach is applied in this study, because this research analyzes the representation of values which are taught by the adoptive parents to their adoption children who come from different racial backgrounds as seen in the movies.

People as a part of society cannot live without values; value is a key concept for understanding human behavior. Based on *Cambridge Dictionary*, values can be said to be the beliefs people have about what is right and wrong and what is important in life, which control their behavior. Value refers to man's conceptions or ideas with regard to feelings of 'worth' or 'desirability'. Gabriel also writes some of the social values of the American people: 1. The dignity and importance of the individual person; 2. Freedom of thought and action of the individual person; 3. Freedom, and so far as possible equal opportunity, of the individual person to make of his life what he can in accordance with his abilities; 4. Regard for the group and for group activity as a means to the end of developing individual personality;

5. Regard for the family as the basic social institution; 6. Regard for work leading to recognizable accomplishment in professional preferment, the accumulation of property as a normal aspect of the good life; 7. Concern for the physical and mental health of the community; 8. Regard for voluntary public service by private individuals; 9. Acceptance of change as a normal aspect of social life... (Gabriel, 1974, pp. 188-189)

Values cannot be separated from ideology, because values influence the existence of ideology in society. "Ideology is usually defined as a body of ideas reflecting the social needs and aspirations of an individual, group, class, or culture. The term is generally associated with politics and party platforms, but it can also mean a given set of values that are implicit in any human enterprise-including filmmaking" (Gianetti, 2007, p. 448).

Marx's view is that the conception of ideology of the ruling class dominates the ruling ideas and is resulted from the possession of the modes of production. Hence, the ruling class, for example capitalist, also possesses the power to maintain and establish its ideological, economical and political will at once in order to preserve its control over the minority. A single country may also be considered a hegemony if it has enough power to influence the way other countries behave. The concept of hegemony is used by Gramsci to refer to a *condition in process* in which a dominant class (in alliance with other classes or class fractions) does not merely *rule* a society but *leads* it through the exercise of intellectual and moral leadership (Storey, 1998, pp. 79-80).

DISCUSSION

REPRESENTATION OF VALUES IN THE MOVIES

Parents have responsible to teach their children and also become the example for

their children. Family is the first institution where people as human learn about values. As children, they learn about what kind of values are exists in society from their parent. In this case, the adoptive parents who have different culture and social background teach the adopted children the same values as they got from their parent when they were little as represented in the movies.

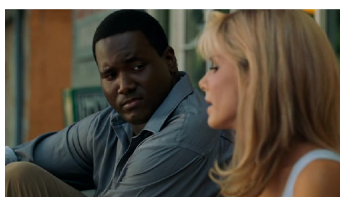
a. Freedom

Freedom is a basic value for everybody in the world. According to Bellah not surprisingly freedom became the most resonant, deeply held American value (Plaut & Markus, 2007, p. 469). Following is some scenes representing what the freedom is,



Scene 1
Deep In My Heart

Annalein : Barbara what are we going to do?
Barbara : I'm moving in with Don's sister.
Annalein: could we discuss this?
Barbara: discuss what? Giving it's a way.
Annalein: what about the baby? Did you considered which....
Barbara: I never stop considering that?



Scene 2
The Blind side

Leigh Anne: Michael. Do you even wanna play football? I mean do you even like it?
Big Mike: I'm pretty good at it.
Leigh Anne: Yeah, you are. Sean and I have been talking and...Michael, if you're goanna accept the football scholarship we think it should be to Tennessee. And I promise that I will be at every game cheering for you.

Big Mike: So you want me to go to Tennessee?

Leigh Anne: I want you to do whatever you want.
It is your decision, Michael. It's your life.

From above, Annalise and Anne give their children the right to make decisions about their own lives. In *The Blind Side*, Leigh Anne gives Mike the freedom to choose the school and the football club he wants to attend. In *Deep in My Heart*, Barbara decides to move to her boy friend sister's home after she knows that she is pregnant and Annalise just lets her go. She accepts it without any debates after she get the answer from her daughter that she has considered about the future of the baby.

b. Equality

In this case, the parent never thinks that their children are different, they are all the same. As a child, he or she deserves to be treated as well as the biological child, getting same attention, love and other facilities that they need. All children are the same; they have the same rights at home and also in society. On equality in family, there is no difference between adopted and biological children.

Anne puts Mike in their family Christmas card as a member of the Touhy family. When he needs some help with his home work, Sean as a father helps him. He knows that his son. Mike needs they support to get better grades so he can get a scholarship and can be a college football player. Equality in society as means that a child can play with another child no matter what their skin color. Annalise tells Barbara that she can play with other white children in the neighborhood as it represents on this following scene,



Scene 3
Deep In My Heart

Annalise: You can go out and play.
Barbara: No, that okay. I like in side.....
Annalise: Barbara, didn't any one tell you about your mother?
Barbara: Corrine
Annalise: no, Before Corrine. She's white. That's why it's gonna be okay if you are here. You can play with anyone.

Margaret teaches Isaiah that he can play and sit together with his mommy and Khaila. Margaret represents the white community and Khaila represents the African American community, but as mother they are equal because both of them have same right to raise their child and all they want is all the best for their child. It can be seen from following scenes,



Scene 4 & 5
Losing Isaiah

Margaret: Isaiah, this is a nice school you have here, hmm? Can you show me and Khaila what you like to do? Huh?
Khaila: He likes to play with blocks.
Margaret: Do you want to play with some blocks? Do you want to build something? Oh, look. Khaila's got the blocks. Show me, Isaiah. Put that...oop... put that big one there. A house? Is that a house? Which house is Khaila's house? This one and this is yours Isaiah's tower. You can have that room at the Very top, huh? All right.

Those pictures show the representation of equality. By telling Isaiah to show what he loves to do and play together with her and Khaila, Margaret teaches him that there is no different between her and Khaila, they love him and want all the best for him.

c. Honesty

In Cambridge Advanced Learner's Dictionary, honesty means the quality of being honest. In

other words it means that an honest person does not do things or say something that is morally wrong. By telling about the real condition with their real mothers, and asking their children to tell everything about what they want to do what it means is that they have taught the children to be honest people. The honesty must be taught by the parents. Modeling is very important. If parents model honesty, the kids are more likely to be honest. It depicts from below scene,

Leigh Anne: Do you have anywhere to stay tonight? Don't you dare lie to me. Since the first meeting, Anne has told Mike to say the truth.
Leigh Anne: Tell me everything I need to know about you. Who takes care of you? A mother? Do you have a mother? A grandmother maybe? Look, Big Mike, we can do this the easy way-or we can do it the hard way. Take your pick. Fine. Tell me one thing I should know about you. One thing!



Scene 6
Losing Isaiah

Margaret: Isaiah? Come on, honey, it's time to go. Let's get your jacket on, okay? You're going to see Khaila now... remember? I told you about her. You're going to live with her, Isaiah.
Isaiah: And then I'm coming back.
Margaret: No, honey, you're not coming back.
Isaiah: I coming back.
Margaret: No, Isaiah, wait, wait!

d. Supporting each other

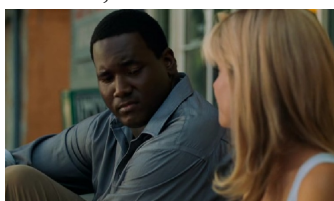
Giving support to each other in a family is important. In *Losing Isaiah*, they invite Isaiah to Hannah's performance at school, as following scene depicted,



Scene 6
Losing Isaiah

Margaret: You see who it is up there? It's Hannah.
Isaiah: Mommy, look!
Margaret: Isaiah, shh.
Isaiah: Hannah! Hannah!

Meanwhile, in *The Blind Side*, this value is represented through the situation when SJ as Mike's brother becomes his personal coach and manager, Sean as a father helps Mike in studying and all the members of the Touhy family always come to Mike's football matches,



Scene 7
The Blind Side

Leigh Anne: Michael. Do you even wanna play football? I mean do you even like it?

Big Mike: I'm pretty good at it.

Leigh Anne: Yeah, you are. Sean and I have been talking and...Michael, if you're gonna accept the football scholarship we think it should be to Tennessee. And I promise that I will be at every game cheering for you.

e. Hard work

Representation of this value can be seen in *Deep In My Heart* and *The Blind Side*. Since Barbara was a child until she becomes a teenager, there are scenes showing her sitting in the chair and reading her text book. To get better grades and a scholarship, Mike must study harder than other students. He needs more time to study not only at school but also at home and to be a football player he must practice harder. This represents in following scenes,



Scene 8



Scene 9

The Blind Side

Deep In My Heart

Based on pictures above, as student they responsibility is study. It is not easy to get great grade at school. It is shows that to get a better grade in school as student is important. Barbara believes that by studying well, she can show to the world that she becomes a success person. She finish her study even she has all ready has a son. Mike must study hard to get better grade so he can get a scholarship to university and he can be a football player. To pass the test or get great grade in the final exam all the student must study well because education is one of the key for people to reach their future. Education is important for everyone. More educated people are less likely to be unemployed and live in poverty because there is a correlation between higher levels of education and higher earnings for all racial/ethnic groups and for both men and women. The income gap between high school graduates and college graduates has increased significantly over time (Baum & Payea, 2005, pp. 7-9).

f. Responsibility

As a child, Leigh Anne teaches her son to be responsible with his life. He must study well at his university and do not ruin his future by doing something bad. In other movie's representation of responsibility can be seen from Barbara decides to move because of her pregnancy. She realizes that she has made a mistake and she knows that she has to be responsible for that. She knows that her adoptive mom will be disappointed with her, so as a consequence she leaves and decides to raise the baby by herself without her adoptive mother's help, as reflected below scene,



Scene 10
Deep In My Heart

Mother: Barbara what are we going to do?
Barbara: I'm moving in with Don's sister.

Mother: could we discuss this?
Barbara: discuss what? Giving it's a way.
Mother: what about the baby? Did you considered which....
Barbara: I never stop considering that?

REPRESENTATION OF IDEOLOGY IN THE MOVIES

The movies represent how the adoptee deserved to have a better life and family as a normal child from a major community (white family) and have a better career later. Through the movies, the issue of racial discrimination seems unimportant. The status of the minority child is equal to that of their white parents when they are accepted into a white family (Morrison, 2004, p. 191). The values come from American majority values, and it can be concluded that when the majority teaches the same values that they believe in as the ideal values to live with, that means majority and minority are equal. The movies represent the ideology that "all men are created equal".

In *Deep in My Heart*, Annalise says that she just wants to give that child a home,

Annalise's Narration: I was Barbara mother. Adoptive mother. Adoptive child. Black white. I didn't think it makes different. We can make a home for a child whose already here.

Based on the narration above, she wanted to give the child a better place to live. When she knew that Barbara could not make a relationship with other child because they lived in white neighborhood she decided to move. She moved to neighborhood where black and white could live together so Barbara would find some friends to play with. It also depicts in *The Blind Side*. When Leigh Anne knew that Big Mike did not have any place to stay, she invited him to stay at her house and spent Thanksgiving with Touhy family. It was not easy for someone or a family decided to adopt a child especially from different racial

background. When Leigh Anne and Sean Touhy wanted to adopt Michael Oher as their son, they were rejected by the society. When Leigh Anne told her friends that she wanted to adopt Mike, her friends did not think that was a great idea.

In *Daughter From Danang*, the rejection of idea to adopt the child from Vietnam comes from Heidi's uncle, Don Neville.

Don Neville's Narration: The way I found out about Anne was adopting Heidi, I think, was talking to my mom. She told me over the telephone. I say: "What in the world is she doing that for?" And I was very perturbed. I say: "Y'know, with all of the kids in this country that need homes- why?"

This condition also can be seen in *Deep In My Heart* when Bob thinks that it difficult to raise a black girl, and when Annalise decides to move to new neighborhood, he left them. Since that time, Annalise become a single mother and she works to become an earner.



Scene 11
Deep In My Heart

Bob: It just about time.
Annalise: you aren't staying. Are you?
Bob: No. I asked you to make a choice and you did it
Annalise: We made a commitment to her. I don't see like we have had an option.
Bob: Yeah..well....I guess I do. I need some figuring, I can cover some of expenses here but not at all.

These movies portray the idea of how the white parent comes into the life of the black child or Vietnamese child and changes their life drastically for the better. America is known as "the land of opportunity" and this

has helped perpetuate the idea, as stated in the Declaration of Independence that “all men are created equal”. Americans believe that, no matter what your social position or your racial background in the U.S., you are free to rise as high as you can, provided you work hard and have some good luck.

CONSTRUCTING IMAGE OF IDENTITY IN THE MOVIES

One of the problems related to trans-racial adoption is about identity. It happens when black children live with a white family. They will be confused in recognizing themselves, or they will lose their identity since they are of a different race. The confusing condition related to identity can be seen in *Deep In My Heart*. It is not easy for a little girl who has already lived with people who just look like her for years, to suddenly move and live in a white community. Barbara cannot have a relationship with other kids because she realizes that she is different. It is difficult for a child to have a relationship when she already knows that black and white are different and have a bad relationship in American history. Barbara cannot have a relationship with other kids because she realizes that she is different. In the white community she is called “nigger” and “oreo,” words that she never knew before. It is obviously depicted in the cases when children live with parents from a different race. He or she will lose their identity. Isaiah is a three year old black infant. He does not know that he is different from his adoptive family. He is living in a neighborhood where there are no other black people. In *Daughter From Danang*, Heidi says that her adoptive mother, Ann, tries to make her as “American as possible”. In addition, her friend says that she becomes strictly all American, and Heidi's features and her complexion and everything is just like an American that has a suntan. Isaiah does not notice that he is different from his sister. If he knew it, he would answers

Hanna's question with “my hands are black and your hands are white” but he answer it by telling the size of their hands. This clearly shows that he does not think about his skin color, or in other words he does not know about his racial background.

IDEOLOGY OF TRANSRACIAL ADOPTION MOVIES

These movies actually represent the values which humans already embrace. As we know, everybody has values in his mind or core values. The core values are the guiding principles that dictate behavior and action. Values can help people differentiate between right and wrong. Some of those values are freedom, equality, honesty, and hard work. These values are only true if they have an influence and if the person manages to live with it. In fact not all of the values can be applied in society. But in America, through the representation of values as seen in the movies everything can happen, especially when those values are taught by the majority in American society which seems impossible in reality. Therefore, when movie industry represents those values, it makes people like it. As we know one of the characteristics of popular literature is that they are created to fulfill the market demand or taste. However, movies are an effective media to transfer ideas and influence people around the world, movies work as an instrument to affect the ideology and culture around the world, as Maisuwong (2012) stated,

..the Hollywood movie can influence the people around the world... Hollywood is the succeed story of America which it works as an instrument to affect the ideology, and culture of the world populations.

Based on the statement above, it can be concluded that when people see or enjoy movies, they are already influenced by the

ideology and culture that exist in the movies which are produced by Hollywood, one of the biggest movie industries in the world. Through the movie, it makes all people around the world who are movie lovers have a different point of view of America in general.

The media, in this case is the movie has a central role in spreading the ideology. The ideological media is the center of the struggle for consumers' minds and central views. The way in which the media operates could equate to what it envisaged when it talked about 'equality' and the creation of values that others must follow. This ideology grows through mediums, such as movies to show the movie lovers that America is a country which can provide equal rights for every community and it makes people have different ways of seeing America. The movies represent that the issues of racial discrimination and inequality are not too important. When a white family has decided to adopt a child they become color blind, they want to raise the child and give the best place to live. The movies show that white as the major community in America is equal with minorities (Black and Asian).

Actually until today, discrimination still exists and has become a never ending story in American history. The issues of racial discrimination and injustice are things that cannot simply be ignored in communities, especially in the history of the American nation. In the 1990s, Americans witnessed racial riots in Los Angeles, and the burning of African American churches in the South. Hate crimes against minorities, especially African Americans, reportedly increased in the 1990s. African Americans, Native Americans, Hispanics, and Asians all have experienced institutionalized or state-sanctioned discrimination as well as social prejudice and oppression. (Pollard & O'hare, 1999, p. 4).

The ideology that "all men are created equal" also can be seen in transracial adoption movies and it seems that inequality is unimportant. The absence of inequality in the movies doesn't only represent the take side or celebration of equality as is often declared in American writings. It can be said as respecting different ideology as well.

One of the powers of hegemony is to promote the dominant's way of thinking through discourse or even ideology using mass media. Based on this situation, the movies want to influence society by showing different ways of seeing Americans, especially the white society as the major community in America.

Finally the moviegoers see that America is the best at respecting the other or minorities. The statement that "all men are created equal" in the American Declaration of Independence is really happened and America as the land of opportunity is not only a dream. The country that can represent the dominant class and produce values which are accepted and enjoyed by society all around the world is America through Hollywood movies. Hollywood has succeeded in selling America to the world and through these movies America succeeds in making the people view American white society as the best society in the world. This will still continue as long as America still leads in presenting its popular culture. It is through the popular culture that the ideology still lives in the form of what Eagleton describes as pseudo ideology, "on the one hand, ideologies are passionate, rhetorical, impelled by some benighted pseudo-religious faith which the sober technocratic world of modern capitalism has thankfully outgrown" (Eagleton, 1991, p. 4).

CONCLUSION

Based on the discussion of transracial adoption movies, the representation of values

through popular literature is analyzed. Movies as mass media can represent something meaningful, and they can be enjoyed by people all around the world.

First, the movies show a reflection of the tastes of the people who missed the values they exist in real life. The movies represent the values which are taught by adoptive parents to the adoptee which are the same values that exist in society. The values represented in the movies are freedom, equality, honesty, responsibility, giving support to each other, and also hard work.

Second, the movies show the ideology that "all men are created equal." It seems impossible in America because until today the racial discriminations still exist in American society. The ability of the movies as an affective media to spread the ideology that is unnoticed by the audience then allows the audience to see America become different. In other words, movies are made to create a conception as if it will clean up the history of the actions of the American majority toward minority groups. Examples of the mistreatment of minorities by the majority include slavery, segregation, the Jim Crow Law, discrimination and when they took land and rights from the Native Americans.

Third, based on the values which are taught by the adoptive parents it doesn't make the adoptee forget about their identity. However, when they become adult and they have their own freedom to choose what they want to be or what they want to do, it will make a difference. They can be proud to be American, because by becoming Americans, they can have a better life. The process of identity can be influenced by the social institution and their experience and the process of identity will be continuous until they decide the best way in which to identify.

In the end, those who dominate the global movie industry through hegemony are able to display something which is acceptable and desired by audiences around the world. Hollywood is still the most powerful movie industry and it is able to determine market demands.

REFERENCES

- Baum, S. & Payea, K. (2005). *Education Pay: The Benefits of Higher Education for Individuals and Society*. USA: College Entrance Examination Board.
- Carp, E. W. (2004). *Adoption In America: Historical Perspectives*. USA: University of Michigan Press.
- Creswell, J. W. (2003). *Research Design: Qualitative, Quantitative and Mixed Methods Approaches (2nd Ed.)*. California: Sage Publications, Inc.
- Eagleton, T. (1991). *Ideology: An Introduction*. London, New York: Verso.
- Gabriel, R. H. (1974). *American Values: Continuity and Change*. Westport: Greenwood.
- Gianetti, L. (2007). *Understanding Movie (11th Ed.)*. USA: Prentice Hall, Inc.
- Hall, S. (1997). *Representation: Cultural Representations and Signifying Practice*. London: Sage Publication.
- Madison, B. Q., & Schapiro. M. (1973). *Black Adoption: Issues and Policies. Review of the Literature Source: Social Service Review, Vol. 47, No. 4*. Chicago: The University of Chicago Press
- Maisuwong, W. (2012). *Promotion of American Culture Through Hollywood Movies To The World. International Journal of Engineering Research and Technology. Vol1 Issue 4*
- Morrison, A. (2004). *Transracial Adoption: The Pros and Cons and The Parent's Perspective. Harvard Black Letter Law Journal vol. 20, 163-202*.
- Plaut, V. C. & Markus, H. R. (2007). *The "Inside" Story: A Cult and Motivatedural*

- Historical Analysis of Being Smart. (A. J. Elliot, & C. S. Dweck, Eds.) The Guildford Press.
- Pollard, K., & O'hare, W. P. (1999). America's Racial and Ethnic Minority. A Publication of The Population Reference.
- Rabinovitz, L. (2006). More Than Meets the Eye: Movies in American Studies. *American Studies Journal, Vol. 47, No. 2*, 71-85.
- Robinson, G. (2014, April 25). Transnationalism in American Studies. Retrieved from The Price of Fixity is Unintelligibility:
http://www.theasa.net/project_eas_online/page/project_eas_online_eas_featured_article/
- Silverman, A. R. (1993). Out Comes of Transracial. *The Future of Children*, 3. No. 1 (Adoption), 104-118.
- Simon, R. J., & Altstein, H. (2000). *Adoption Across Borders : Serving the Children in Transracial and Intercountry Adoptions.* USA: Rowman & Littlefield.
- Simon, R. J., Altstein, H. A., & Melli, M. S. (1994). *The Case for Transracial Adoption.* USA: American University Press.
- Stolley, K. S. (1993). *Statistic on Adoption in the United States. The Future of Children*, 3 No.1 (Adoption), 26 - 42.
- Storey, J. (1998). *Cultural Theory and Popular Culture: An Introduction.* London-New York: Prentice Hall.
- Turner, G. (1999). *Film As A Social Practice.* London: Routledge Taylor & Francis Group.

