

CHAPTER I

INTRODUCTION

1.1 Research Background

Gender differences are a social issue that arises from biological distinctions between sexes, but it is predominantly reinforced by cultural norms and expectations (Shannon, 2019; Triyaswati & Emaliana, 2021). Unfortunately, such a narrow focus on biological differences can create gender stereotypes and biases that can lead to discrimination. Social role and role-change theories are essential to understanding gender differences because societal expectations for men and women are different, and these roles are commonly accepted (Kim and Weseley, 2017). Gender differences can disadvantage a particular gender, and this bias often starts within the family as parents instill beliefs and norms about gender roles, which influence children's perceptions of gender (Mihira, Suwastini, Artini, Jayanti, & Budiarta, 2021; Nurhafizah and Ardi, 2019). Therefore, it is crucial to promote gender equality by introducing gender following their gender, without discriminating against another gender.

Education plays a vital role in shaping children's understanding of gender roles and gender equality (Apsari, Hidayat, Husna, & Alek, 2022; Susanti, Suryati, & Astuti, 2021). Education is a noble process beyond simply transferring knowledge from teachers to learners. According to Moskovitz (1978), as cited in Johnson and Johnson (1999), education's primary goal is to create an environment that facilitates students' complete potential through cognitive and affective development. This concept of education seeks to humanize individuals by promoting cognitive and affective growth, enabling learners to achieve their unique potential. This perspective, humanist education, prioritizes affective development and recognizes the importance of treating individuals as humans (Effendi, 2019). Through education, learners can realize their full potential while embracing their individuality. The Partnership for 21st-century learning emphasizes the importance of acquiring skills necessary for success in the 21st century. These skills, outlined by Culley (1991) and Mihira, Suwastini, Artini, Jayantini, & Budiarta (2021), include critical thinking and problem-solving, creativity and innovation, collaboration, teamwork and leadership, cross-cultural understanding,

communication, information and media literacy, computing and ICT literacy, and career and learning self-reliance. To succeed in the 21st century, learners need to develop affective skills related to their emotions, beliefs, attitudes, and feelings, as well as interpersonal relationships and social skills, as Roche (2004) stated. This includes learners' moral, spiritual, and value development. Therefore, learners must be introduced to various social issues from an early age, such as religious differences, ethnicity, religion, economy, and social and gender differences, to promote their overall development (Mihira et al., 2021; Susanti et al., 2021).

In addition, gender equality values can be instilled through literature, particularly in children's literature, which offers a literary and cultural exploration that mirrors reality (Gregory, 2006). Literature also presents favorable values that can benefit children in their daily lives, such as feminist, character education, and moral values (Senawati, Suwastini, Jayantini, Adnyani, 2021; Utami, Suwastini, Artini, Kultsum, 2020). Children's literature takes various forms, including stories, poetry, rhymes, folk tales, and drama (Bayraktar, 2021; Kuiper, 2012; Wolf, 2004). It is precious for children, as it offers illustrations that assist them in comprehending textual information since they enjoy and require pictures in their reading (Nodelman, 2008). Moreover, literature for children offers several advantages, such as motivating them to learn, providing a natural language that assists in developing vocabulary, and encouraging them to think critically (Suwastini, Jayantini, Adnyani, 2021). Furthermore, the values conveyed through literature can be comprehended and implemented in everyday life, promoting awareness of gender equality automatically.

One of children's literature is novels, which can effectively promote important values such as character education, feminist values, and moral values. According to Widyahening and Wardhani (2016), novels are particularly useful for teaching moral lessons, offering messages, and providing advice through storytelling. Novels are a type of long fictional prose that has been around for centuries, and they offer a rich tapestry of human experiences that can help readers learn about life (Callista & Simanjuntak, 2022; Arata, Haley, Hunter, 2015). Although the emergence of the novel occurred relatively late in the annals of history, the proclivity for narratives appears to be as ancient as the recorded

existence of humanity (Boulton, 2013). A distinguished work of fiction bestows invaluable wisdom and insight into the panorama of human existence, effectively depicting authentic human experiences (Boulton, 2013; Toolan, 2016). Moreover, a superlative portrayal of life in literature confers manifold advantages, serving as a moral compass to cultivate our ethical discernment, broadening our capacity for empathy, and accentuating the intrinsic virtue and indispensability of humanity (Boulton, 2013). The literary medium of novels can furnish exemplary lessons in character development, feminist principles, and moral values, which are particularly beneficial for the upbringing of children (Senawati, Suwastini, Jayantini, Adnyani, 2021; Mihira et al., 2021; Suwastini, 2011). Furthermore, it imparts an understanding of the cause-and-effect relationship inherent in actions and circumstances, an integral aspect of cultivating astute decision-making abilities, as epitomized by the delineation of characters (Boulton, 2013). Consequently, through the consumption of literary works, children can engage in an edifying and enriching form of entertainment.

In the 21st Century, responding to the imbalance of gender equality across the globe, UNESCO (2012) has released a policy responding to the systematic marginalization of women and harmful gender stereotypes for women in the endeavors to decrease gender inequalities through education, including teaching material used in all types of education. It means textbooks and other reading materials are supposed to raise awareness about gender equality. Textbooks, in particular, have emerged as the ubiquitous medium for conveying information within the classroom setting during students' learning journey, especially for English for Foreign Language (EFL) students (Apsari et al., 2022; Triyaswati & Emaliana, 2021). Discourses serve as arenas for contesting ideologies, and educational textbooks represent a fertile platform where the perpetuation of women's marginalization in society can be either entrenched or effectively dismantled (Mihira et al., 2021). However, it is crucial to recognize that textbooks influence students' attitudes and responses toward the information presented. In comprehending the intricacies of gender systems, textbooks assume a pivotal role in the legitimization of gender roles. When developing educational textbooks, particularly within the realm of English Language Teaching, authors must consider

many factors, including ethnicity, age, social class, cognitive abilities, gender, educational objectives, and numerous others (Ahmad & Shah, 2019). Historically, language has been utilized as a tool for perpetuating sex-based discrimination, manifesting through prescribed societal roles and hierarchical positioning between men and women (Mihira et al., 2021). Regrettably, numerous English as a Foreign Language (EFL) materials from the 1960s to the 1980s espoused anti-feminist perspectives (Healy, 2009). According to Apsari et al. (2022) a comprehensive review was conducted on a corpus of thirty scholarly articles published between 2010 and 2021, focusing on an in-depth analysis of the findings and arguments about gender stereotypes portrayed in EFL textbooks across various regions of the world, uncovered a pervasive pattern of women's marginalization within English textbooks, manifesting through their portrayal as subordinate to men, inferior in status, primarily confined to domestic roles, often depicted as weak, lacking agency, devoid of voice, and characterized by passivity. In line with research that considers textbooks as one of the most crucial literacy learning media for promoting an understanding of gender equality, the abovementioned novels are also seen as a tool to disseminate an understanding of feminism (Apsari et al., 2022; Mihira et al., 2021; Tanto, 2020).

Judging from the issues described above, it can be seen that the binary dichotomy is more profitable for men than for women (Tong & Botts, 2018), where this issue is not in line with the goals of gender equality, which is more precise, namely feminist ideology. According to Suwastini (2013) and Tong & Botts (2018), feminism is a social movement to elevate women's status. This movement opposes the prevailing patriarchal culture, where women strive to attain parity and being androgyny as the purpose of liberal feminism ideology (Brooker, Selden, Widdowson, 2005; Tong & Botts, 2018). By providing children with a foundation in gender equality and feminism, we are nurturing future generations who can create a more equitable and inclusive world (Bayraktar, 2021). Ultimately, educating children about gender equality and feminism empowers them to be catalysts for positive social change. In the study of Apsari et al. (2022), English holds the status of a foreign language within the context of Indonesia, distinguishing it from countries where English is commonly employed as either a second or primary

language. Consequently, the government has shown heightened interest in this domain, exemplified by the curriculum's alteration for English subjects across all grade levels within educational institutions (Apsari et al., 2022; Susanti et al., 2021). Various media are utilized to disseminate information of the instruction and acquisition of the English language within educational settings. Teachers employ instructional materials as a strategic approach, categorized into two principal forms: printed and non-printed. Printed materials encompass textual or graphical elements that serve as vehicles for imparting information, such as textbooks, handouts, brochures, modules, and pamphlets. Conversely, non-printed materials are conveyed through diverse mediums, encompassing videos, cassettes, audio recordings, and the vast expanse of the internet (Ayu & Indrawati, 2019).

One of the famous children's novels that promotes feminism and challenges traditional gender roles is Roald Dahl's novel (Huan, 2020). Roald Dahl was a British novelist considered one of the most beloved and renowned authors of children's literature and recognized as one of the greatest storytellers in history (Dennison, 2020; Maynard, 2019; Sturrock, 2010). Through his captivating storytelling and thought-provoking narratives, Dahl presents strong, independent female characters who defy societal expectations and stereotypes (Deborah, 2020). Based on previous research, Roald Dahl's novels have been discussed, including why Roald Dahl's novels are suitable for children by Culley (1991), Maneeyingsakul (2021), and Tanto (2020). Skilled authors possess the ability to utilize language in a manner that transcends literal meaning, thereby evoking a myriad of perceptual, responsive, and insightful experiences within children (Culley, 1991). Scholars in the field of children's literature consistently assert that exceptional books should address the inquiry of "What lies ahead in adulthood?", serve as conduits for understanding life and the world, and unveil profound realities of the human condition (Bayraktar, 2021; Culley, 1991). Roald Dahl, as a master storyteller, accomplishes these objectives through his folklore-inspired narratives. Also, during his tenure as the Children's Laureate from 1999 to 2001, Roald Dahl demonstrated his exceptional ability to captivate young readers and leave a lasting impact on children's literature. This prestigious position allowed Dahl to advocate for the importance of literature in the lives of children and promote a love for

reading (Dennison, 2020; Maneeyingsakul, 2021). Based on the statements above, Dahl's novels are suitable for children or even for all ages because Dahl is a skilled author.

Acquiring an understanding of gender roles constitutes a fundamental aspect of children's cognitive development, enabling them to gain awareness of their societal positions (Jago et al., 2011; Snodgrass, 2006). In recent scholarship, extensive examinations have been conducted on Roald Dahl's prominent novels from the 1960s to the 1980s, aiming to unveil the underlying gender messages embedded within their narratives (Maneeyingsakul, 2021). One of Dahl's novels as feminist literature that has garnered prestigious accolades, exemplifying its exceptional literary merit and wide acclaim, is *The BFG*. Notably, the esteemed 1985 Deutscher Jugendliteraturpreis was awarded, recognizing it as the finest children's book of the year in its German translation, *Sophiechen und der Riese*. Furthermore, the 1991 Read Alone and Read Aloud BILBY Awards from Australia's Children's Book Council further validate its significance and popularity (Dennison, 2020). Its enduring appeal was underscored in 2003 when it secured the impressive position of number 56 in The Big Read, a comprehensive survey conducted by the BBC to determine the "Nation's Best-loved Novel," capturing the admiration of the British public (Dennison, 2020; Sturrock, 2010). Recognizing its educational value, *The BFG* also secured a place in the esteemed "Teachers' Top 100 Books for Children" by the U.S. National Education Association, based on a 2007 online poll. In 2012, a survey published by *School Library Journal*, a widely respected publication with a primarily U.S. audience, ranked *The BFG* at 88 among all-time children's novels (Maneeyingsakul, 2021).

The significant achievements and recognition received by Roald Dahl's novel, *The BFG*, highlight its potential impact as feminist literature for children. By being acclaimed as the best children's book of the year and receiving prestigious awards, *The BFG* demonstrates its ability to engage and resonate with young readers. Furthermore, *The BFG*'s popularity and inclusion in lists of top children's books indicate its wide readership and influence. Its presence in the "Teachers' Top 100 Books for Children" emphasizes its educational value and its potential to serve as a tool for teachers to address gender equality topics in the classroom (Dennison,

2020; Sturrock, 2010). Through engaging storytelling and thought-provoking narratives, *The BFG* can contribute to children's understanding of gender issues and promote discussions about equality, respect, and empowerment. In Roald Dahl's novel, *The BFG*, young Sophie is whisked away from her orphanage by the Big Friendly Giant. Together, they embark on an adventure to stop the man-eating giants and end their terror, showcasing the power of friendship and courage (Maneeyingsakul, 2021). With Dahl's signature wit and whimsical storytelling, *The BFG* takes readers on a magical journey filled with wonder, imagination, and important lessons about bravery and standing up against injustice.

Based on the data and the significant roles of Roald Dahl's novel *The BFG* as a feminist literature, there is some research about the novel *The BFG* (1982). The previous research has mainly focused on the characterization analysis, self-identification of the characters, external evaluation, narrative techniques, children's rights, and feminism in a general context. In Huan (2020) and Umayfa (2018) conducted research focusing on the characterization analysis in *The BFG* novel. Huan (2020) has researched the effectiveness teaching characterization theories in literature focused on the novel *BFG* by Roald Dahl. Besides, Deborah (2020) and Nodelman (2018) analyzed the external evaluation in Roald Dahl's novel *The BFG*. Deborah (2020) argued that the novel highlights the importance of looking beyond external appearances and evaluating individuals based on their inner qualities and character. Þórðardóttir (2019) focused on exploring the feminist influence of three works by Roald Dahl, namely *Matilda*, *The BFG*, and *The Witches*. *The BFG* has a strong feminist message, featuring a female protagonist who saves the day with the help of another admirable and empowering female character, the Queen of England. The story also conveys that women should not be afraid to dream big and that dreams can be an important tool to make a difference in the world. Sophie from *The BFG* displays progressive character for her time as she has both feminine qualities, such as politeness and kindness, and is also an action hero.

Based on the significance and cruciality of Roald Dahl's novel *The BFG* above, which is mentioned as feminist literature, the researcher chose this novel as the object of this research. The novel exhibits many values conveyed through its characters and addresses pertinent social issues such as literacy, heroism, gender

roles, and feminism (Maneeyingsakul, 2021). These values and issues are prominently portrayed in *The BFG*, with a particular emphasis on feminist principles advocating for gender equality (Þórðardóttir, 2019). Utilizing this novel as reading material can foster children's awareness about gender equality, reduce discriminatory attitudes, and promote inclusive interpersonal relationships and social skills (Culley, 1991; Roche, 2004; Snodgrass, 2006). Based on the previous researchers' focus on characterization analysis, self-identification of characters, external evaluation, narrative techniques, children's rights, and feminism in a broader context, this study specifically examines the representation of liberal feminism by Tong & Botts (2018) in *The BFG*, and it refers to the main focus as the subject. Meanwhile, the thesis aims to analyze and examine how liberal feminism is portrayed or depicted in the characters of Sophie, who serves as the heroine in Roald Dahl's novel *The BFG* as the object. This research aims to address a notable gap in the current body of literature by examining an unexplored perspective that has not been thoroughly investigated.

1.2 Problem Identification

The significance of promoting children's awareness of gender equality extends to English as a Foreign Language (EFL) students. Education is crucial in fostering their understanding of gender parity and feminism principles. Utilizing literature, such as Roald Dahl's novel *The BFG* (1982), becomes an invaluable tool in the EFL classroom to instill these values and facilitate language learning. The novel offers numerous advantages to EFL students, as its moral teachings can be easily comprehended and applied in their everyday lives. Furthermore, the character of Sophie as the heroine in the novel *The BFG* presents feminist ideals and advocates for gender equality, making it particularly relevant and engaging for its intended audience of children. Through the portrayal of strong female role models and diverse female characters, the novel exemplifies feminist ideologies, specifically within the framework of liberal feminism. Hence, this study focuses on exploring liberal feminism by analyzing the character of Sophie as the heroine in Roald Dahl's *The BFG* to enrich the educational experience of EFL students and foster their understanding of gender equality.

1.3 Problem Limitation

Based on the problem identification abovementioned, the research in question faced limitations in its scope, primarily focused on the analysis of Sophie as the central female protagonist or heroine in Roald Dahl's novel, *The BFG* (1982), with an emphasis on examining the representation of liberal feminism ideologies. This study delved into various elements of novel character, characterization, and character revelation. By exploring these aspects, the research aimed to uncover the multifaceted nature of Sophie's characters and how it embody the principles of liberal feminism within the context of *The BFG* by Roald Dahl (1982). However, it is important to note that this study was confined to the specific characters of Sophie and her representation of liberal feminism traits, thus acknowledging the limited scope of the research within the broader framework of the novel.

1.4 Research Questions

Based on the problem limitation above, the research questions can be determined as follows:

1. What are the characters of Sophie in Roald Dahl's *The BFG* (1982)?
2. What liberal feminist traits are reflected in the characters of Sophie in Roald Dahl's *The BFG* (1982)?

1.5 Research Purpose

Based on the research questions above, the purpose of the study is as follows:

1. To describe the characters of Sophie in Roald Dahl's *The BFG* (1982).
2. To elaborate liberal feminism ideologies are represented in the characters of Sophie in Roald Dahl's *The BFG* (1982).

1.6 Research Significance

The significance of this research lies in its exploration and description of the characters of Sophie as the heroine in Roald Dahl's novel *The BFG* from a feminism perspective, particularly focusing on liberal feminism. Also, the

relevance to English as a Foreign Language (EFL) students and their need for awareness of gender equality and feminism. By incorporating literature, specifically Roald Dahl's novel *The BFG* (1982), into the EFL classroom, educators can effectively promote gender parity and feminist principles while facilitating language learning. The novel offers valuable advantages to EFL students, as its moral teachings can be easily understood and applied in their daily lives. Moreover, the character of Sophie as the heroine represents feminist traits ideals and advocates for gender equality, making it highly engaging and pertinent to its intended audience of children. Through the exploration of strong female role models and diverse female characters, the novel exemplifies feminist ideologies, particularly within the framework of liberal feminism. Thus, this research aims to analyze Sophie's characters to enrich the educational experience of EFL students and deepen their understanding of gender equality. For the specific explanation, this analysis contributes both theoretical and practical significance.

1.6.1 Theoretical Significance

The theoretical significance of this research lies in its exploration and description of the character of Sophie as the heroine in Roald Dahl's novel *The BFG* from a feminist perspective, specifically focusing on liberal feminism. By delving into Sophie's characters, this study contributes to the existing body of feminist literary criticism, providing insights into how a children's novel can reflect and promote feminism traits ideals. It expands the understanding of feminist literature and its representation in children's literature, offering a unique perspective on gender equality. This research holds significant value for students studying English as a Foreign Language, particularly those interested in exploring literature, engaging with novels, or conducting textual research. The study aims to provide theoretical benefits by analyzing a novel, offering insights and knowledge that can be applied to the literature study. The research encompasses three main theoretical significances: Literature learning, language learning, and feminist theories.

1.6.1.1 Literature Learning

Literary works offer a multitude of benefits to readers, encompassing valuable and authentic content, cultural and linguistic enrichment, and personal engagement (Bayraktar, 2021; Bump, 2022). According to Gregory (2006); Deepa & Ilankumaran (2018), literature serves as a valuable and authentic resource, allowing learners to experience language acquisition akin to that of a native speaker, and facilitating familiarity with diverse linguistic structures, communicative functions, and semantic nuances. Besides authentic resources, engaging with literary works fosters cultural enrichment, acting as a gateway to other cultures, instilling a heightened sense of cultural awareness, and fostering a deeper understanding of diverse societies (Bump, 2022). Furthermore, literature-based learning promotes the development of critical thinking skills, as readers must comprehend and analyze the text before expressing their thoughts, thus cultivating motivation for extensive reading. Personal involvement is a crucial benefit of literature, as it fosters a deep connection between the reader and the text (Santhi, 2012).

Literature enhances language proficiency and mastery of fundamental skills, particularly reading and writing (Suwastini & Wahyudiputra, 2021). Therefore, literature study yields numerous advantages for readers, promoting intellectual growth and broadening their horizons. In addition to the aforementioned benefits of literary works, learning about gender equality, particularly through the lens of liberal feminism, has its own set of advantages when incorporated into literature-based learning. By integrating gender equality and liberal feminism into literature-based learning, students not only benefit from the inherent advantages of literature but also gain a deeper understanding of the importance of equality, social justice, and inclusivity (Bump, 2022; Culley, 1991; Mihira et al., 2021; Riskayani et al., 2021). This multidimensional approach enriches their educational experience, encourages critical thinking, and equips them with the knowledge and skills to contribute to a more equitable and just society.

1.6.1.2 Language Learning

The benefits of literary works extend to English as a Foreign Language (EFL) students, providing them with valuable opportunities for language learning and cultural exploration (Adeani et al., 2020). According to Erkaya (1992) & Susanti et al.(2021), literature serves as a valuable and authentic resource for EFL students, enabling them to immerse themselves in language acquisition that resembles native speakers. Through exposure to diverse linguistic structures, communicative functions, and semantic nuances present in literary works, EFL students can better understand the target language. By incorporating the study of gender equality, particularly through the lens of liberal feminism, into literature-based language learning, EFL students can further enhance their language proficiency and cultural understanding while gaining insights into important social issues (Bump, 2022; Mrugalski, 2023; Triyaswati & Emaliana, 2021). Literature provides a window into different cultures and societal contexts, enabling EFL students to develop a deeper understanding of gender roles, norms, and inequalities across various societies. This cultural understanding enhances their language learning journey and prepares them for effective communication in a globalized world (Erkaya, 1992). Exploring gender equality themes in literature encourages EFL students to think critically, analyze characters' motivations and actions, and reflect on social issues (Culley, 1991; Deepa & Ilankumaran, 2018), also reading and analyzing literary texts can significantly improve EFL students' writing and communication skills. By incorporating literature that explores gender equality and liberal feminist perspectives into language learning, EFL students benefit from an immersive and enriching educational experience.

1.6.1.3 Feminist Theories

The research on the representation of liberal feminism in the character of Sophie as the heroine in Roald Dahl's novel holds significant theoretical value as it delves into the portrayal of gender dynamics and feminist ideals in children's literature. By applying feminist theories to analyze Sophie's character, the study can unveil themes of equality, agency, and empowerment, while critiquing traditional gender norms and stereotypes present in the narrative. Moreover, the research can

inspire and empower young readers by showcasing a strong female protagonist who challenges societal expectations as the purpose of liberal feminism ideology that women are androgyny to eliminate women's oppression (Snodgrass, 2006; Tong & Botts, 2018). Through this analysis, the study contributes to promoting diverse and inclusive narratives in children's literature, reinforcing the enduring relevance of feminist discourse in literary criticism. By exploring Sophie's character, the research enriches our understanding of feminist narratives and their impact on young minds, fostering a deeper appreciation for gender equality and social justice in literary representation.

1.6.2 Practical Significance

The practical significance of incorporating the study of gender equality, particularly through literature, for students and teachers in the context of language learning is noteworthy.

1.6.2.1 For Students

For students, the practical significance lies in developing essential life skills and competencies. By engaging with literature that explores gender equality, students gain a deeper understanding of societal issues and challenges related to gender roles and stereotypes (Shannon, 2019). This practical knowledge equips them with the critical thinking, empathy, and analytical skills needed to navigate and address gender-related issues in their personal lives and interactions (Culley, 1991; Deepa & Ilankumaran, 2018). Incorporating literature that promotes gender equality and feminist principles provides EFL students with valuable tools for advocating and promoting gender parity in their own communities. Through exposure to diverse female characters, strong female role models, and narratives that challenge traditional gender norms, students are empowered to challenge gender stereotypes and advocate for equality (Sugiyono, 2020; Suwastini et al., 2020). Students learn to recognize and appreciate the contributions of women in different fields, fostering a more inclusive and equitable mindset from the character of Sophie in *The BFG*. This practical significance extends beyond the language

learning classroom, empowering EFL students to become agents of change and advocates for gender equality in their broader social contexts.

1.6.2.2 For Teachers

For teachers, the practical significance lies in creating an inclusive and engaging learning environment, particularly in the context of English language instruction. By integrating literature, specifically novels, into their teaching practices, teachers can effectively utilize a captivating and meaningful medium for instruction (Bump, 2022; Kuiper, 2012). One valuable approach for teachers is to engage students through the oral reading of novel stories, which contributes to developing students' fundamental language skills (Senawati et al., 2021). Additionally, teachers can impart moral values and foster positive character development by incorporating the moral, character, and social values embedded within novels (Senawati et al., 2021). By recommending novels to students, teachers allow them to engage with literature that imparts valuable life lessons. Furthermore, teachers can enhance students' comprehension and retention of specific details by providing illustrations and visual aids accompanying the reading material (Erhart, 2017).

Teachers can use novels to raise students' awareness of gender differences and promote equal treatment and opportunities for all genders (Blangsinga et al., 2020). Selecting novels that challenge traditional gender roles and advocate for gender equality lies in the development of essential skills, fostering personal growth, promoting inclusivity, and empowering students to become active participants in advocating for equality. It creates a supportive and engaging learning environment that extends beyond language learning, nurturing students' abilities to critically analyze, empathize, and contribute to a more equitable society.