

TITANIC (1997): CRITICAL DISCOURSE ANALYSIS IN RELATION TO INEQUALITY OF SOCIAL CLASS AND GENDER

Reynita Adlina Maharani¹
Dion Tira Erlangga²
English Literature
English Education

reynitaadlinamaharani@gmail.com

Abstract

Language has been a part of humans' lives since ancient times. The language itself can convey meaning or hidden meaning within the words of the language. A critical discourse analysis has been applied by researchers around the world to study or analyze social phenomena that mostly related to power domination or inequality within a society. However, the study of critical discourse analysis is also interrelated to the context of the text itself. Thus, text is not merely words, but they convey meaning based on a particular context. This research aims to investigate, reveal and analyze the phenomenon of inequality of social class and genders within the movie Titanic (1997). The writer applies the theory and model of Fowler to analyze the data for the research. The research reveals that third-passengers class within the Titanic ship are given a lack of respect by the crews of the ship due to their social class within the ship. On the other hand, the first-class passengers receive respect and are given proper service by the crews of the ship. Moreover, discrimination or unjust treatment happen to both women and men in the movie with the setting of 1912 in the RMS Titanic ship.

Key words: critical discourse analysis, Fowler's theory, gender inequality, social class inequality, Titanic (1997)

INTRODUCTION

The world constantly changes throughout the decades [1], [2], [3]. The change could happen with the help of some movements in the past [4], [5], [6]. The movements that spark a change in society [7], [8], [9]. It could be with the help of one person that empowered others in the name of justice, equality, fairness or something critical that people wanted to fight for [10], [11], [12]. Thus, it makes the world to have various histories such as the movement of Civil Rights to end discrimination and racism toward colored people in the US so that equality could be established [13], [14], [15]. There was also a movement called Women's Suffrage in demanding the women's rights to vote politically for their country [16], [17], [18]. This movement occurred all over the world, including the Europe continent and also the North America continent [19], [20], [21]. In fact, gender equality is still an issue that is fought for to this very day and has been fought

for many years [22], [23], [24]. By definition, gender equality is the notion that all genders have equal opportunities of human rights and also being involved in politics, culture, social and economic [25], [26], [27]. Thus, in other words, gender equality is for all genders without exception because contrary to the popular belief that says only women face inequality [28], [29], [30], when in fact boys, girls, men, and women also suffer inequality [31], [32], [33]. However, if we compare this post-modern world to the world in the 1920s, in terms of equality, this world we live in is much better [34], [35], [36]. In the 1920s, social class separated people and could even discriminate them [37], [38], [39]. We no longer live in the 1920s, but we could still learn how the condition in the 1920s and how injustice happened to people for belonging in a certain social class through movies [40], [41], [42]. In the case of this research, it is through a movie called Titanic that was released in 1997 [43], [44], [45].

Language has been studied across the world because language is not merely words [46], [47], [48], but they may contain explicit meaning or implicit meaning [49], [50], [51]. In studying language or words, it can also be connected to critical issues in the society or in the case of this research it is about the inequality of social class and genders [52], [53], [54]. The social phenomena do not only can be identified through actions but also through the words that the people utter because words can symbolize power and domination [55], [56], [57]. To be precise, this study can be referred to as what is known as critical discourse analysis. As Van Dijk (2001) stated, “a type of discourse analytical research that primarily studies the way social power abuse, dominance, and inequality are enacted, reproduced, and resisted by text and talk in the social and political context [58], [59], [60].” Therefore, the choice of discourses in a particular situation can reflect on social or cultural issue. Fairclough and Wodak [61], [62], [63] stated that critical discourse analysis viewed the use of words in spoken words and writing as social practice [64], [65], [66]. Thus, it means that a context and text are interrelated and when we study language, it should also be connected to the context within the language itself [67], [68], [69].

The study of critical discourse analysis has been investigated throughout the world. A journal article entitled “Language and gender: A critical discourse analysis on gender representation in a series of international ELT textbooks” [70], [71], [72]. The journal article investigates regarding gender representation in international ELT textbooks. The research is done through the three-dimensional models of Fairclough (2001). The research

reveals that there are existences of overt and covert sexism in the textbooks [73], [74], [75]. The over sexism is the discrimination toward women indirect way and covert sexism is using women for the sake of selling in an advertisement [76], [77], [78]. Another journal article entitled “A Critical Discourse Analysis of Gender Discrimination on Ratih Kumala’s *Gadis Kretek Novel*” [79], [80], [81]. This research explores about the issue of gender discrimination on women in a novel entitled *Gadis Kretek* by Ratih Kumala. The research employs a model of critical discourse analysis by Sarah Mills [82], [83], [84]. The result reveals that the women live in a patriarchal system in which they are controlled by men [85], [86], [87]. Women are also put in domestic role while men can have public role. In addition, the female writer of *Gadis Kretek* slips gender bias that is inclined toward discrimination toward women in her book without her conscious [88], [89], [90]. There are also more journal articles that investigate an issue through CDA [91]. For instance, a journal article entitled “Power relations in educational scientific communication—a critical analysis of discourse on learning styles” [92], [93]. The journal article aims to present a reason why learning styles through a hermeneutical perspective should be discussed [94], [95]. The study reveals that misinterpretation can be diminished by implementing a more suitable discourse on the learning styles [96], [97]. There is also a conference proceeding that revolves around CDA under the title “Reproducing Gender Inequality: A Critical Discourse Analysis of a Reproducing Gender Inequality: A Critical Discourse Analysis of a Turkish Adult Literacy Textbook” [98]. The conference proceeding is about examining normative parenting discourse and sexual division of labor on women and men. The result shows that the textbook is not opposed to gender inequality [99], [100]. These previous studies give pivotal information regarding CDA in relation to inequality and power throughout the world by various writers.

In this current research, the writer intends to explore the social inequality as seen through social class and genders within the movie *Titanic* (1997) for the movie is set in 1912 in a ship that goes from England to United States with multicultural characters within the movie, but American main characters. The writer aims to analyze the social inequality within the movie through CDA because the writer believes that there is a connection between the spoken words of the characters within the movie and the context of setting which is in 1912. The *Titanic* movie is based on true story on how an extravagant ship crashes an iceberg that results in the sinking of the ship alongside of a fictional star-crossed

romantic story of how two people from different social class fall in love while the world is against them. Thus, the current research will raise questions such as: (1) how are the portrayals of social inequality in Titanic (1997), (2) what the choice of words are.

In CDA or Critical Discourse Analysis, there are several theories by various experts. Choosing a theory must be correlated to the research itself. Thus, the writer adopts the theory of CDA by Fowler. According to Fowler (as cited in Qianbo, 2016), by the combination of studying the social context and linguistics can be brought the revelation closer to the discourse's ideology because there is an ideology within words and the ideology itself is connected to the society. Fowler also says that social class distinguishes how people say in a particular situation and Fowler also has its own model of CDA. Fowler's model of CDA emphasizes that critical discourse analysis should involve the analysis of social context and linguistic analysis. Thus, when both analyses have been applied, the ideology will reveal the presence of power and dominance. Therefore, the writer chooses Fowler's model of CDA because the writer believes that this CDA model will help the analysis of the research in relation to social inequality as seen through social class and gender because when it comes to social inequality, there must be power and dominance at play. Thus, it makes the theory in line with the research of the writer.

METHOD

The research was about analyzing the social inequality in terms of social class and genders within the movie Titanic (1997). The writers chose the movie Titanic that was released in 1997 because of the outstanding reputation of the movie with numerous awards it has achieved. The writers also chose qualitative study because all the data were taken straight from the movie itself based on the utterance of the characters within the movie and the analysis was combined with Fowler's model of CDA. In analyzing the movie, the writers watched the movie thoroughly and when the writers found spoken words that were deemed as relevant to the research, the writers highlight some sections of the movie script and put down the timing. Therefore, all the data were in line with the research with detailed timing and utterance.

RESULTS AND DISCUSSION

The movie Titanic is set in 1912 where an extravagant and famous ship sails for the first time from Southampton, England to New York, United States. But sadly, on the fourth day

of the journey, the ship crashes an iceberg which results in the doom of the Titanic's Passengers. The tragedy is based on a real event that took place in April 1912. But the romance story between Jack and Rose is a fabricated one. However, through the depiction of the relationship between Jack and Rose and also other characters within the movie, it allows the writer to learn and see how unjust the treatment in 1912 in terms of social class and genders. People who are from low class in the society are treated with lack of respect compared to high-class people. It is seen through the levels of passengers aboard the ship which is divided into first-class, second class, and third class. Women are also oppressed by the male counterparts, but men are also discriminated by gender role. Thus, the discrimination happens to both women and men within the movie. The writer intends to connect the injustice and power domination through the setting of the context within the movie which is in 1912 and set in the RMS Titanic ship. Thus, the writer collects the data of the research through the movie by the spoken utterance of the characters within the movie. Below are the findings regarding the discrimination that happen to low-class people and also to men and women.

0:21:29 - 0:21:34

Man: All third-class passengers with a forward berth this way, please, this queue.

0:22:31 - 0:22:40

Man: Sir, you have to check your baggage through the main terminal. It's round that way, sir.

Cal: I put my faith in you, good sir. [gives money] Now, kindly see my man.

Man: Yes, sir, my pleasure, sir. If I can do anything at all.

Based on the quotations above, there is a difference in how the crews of the RMS Titanic ship treat the first-class passengers and the third-class passenger, the lowest class passengers. On the first quotation, the third-class passengers who bring luggage have to line up by saying "*please, this queue.*" However, on the second quotation, Cal, a first-class passenger, who brings numerous baggage and should undergo inspection is excused with crew says "*Yes, sir, my pleasure, sir. If I can do anything at all.*" It is because he gives money to the crew member and Cal could immediately proceed to the ship along with the

others that are with him. There is indeed power domination in both of quotations and how money speaks power. The third-class passengers should line up while a first-class who has a lot of money can bend the order to their liking.

00:23:07 – 00:23:10

Man: All third-class passengers due here for a health inspection. All third-class passengers due here for health inspection. [Cal passes]

Based on the quotation above, the third-class passengers' health have to be checked over first before they can abroad to the ship. The word "health inspection" refers only to the third-class passengers while the first-class passengers can directly proceed to the ship without a glance by the crew member as seen through how Cal, Rose and Rose's mother who are first-class passengers to be let through without any kind of examination. This is a portrayal of social injustice in terms of social class. It is how the third-class passengers need to undergo several examinations by the crews before being allowed to get abroad.

00:23:21 – 00:23:39

Rose: It was the Ship of Dreams to everyone else. To me it was a slave ship taking me back to America in chains. Outwardly, I was everything a well-brought-up girl should be. Inside, I was screaming.

In accordance to the quotation above, Rose feels she is powerless to decide what she wants in her life because her choices are being limited. She cannot follow her heart to do what she pleases for her happiness. Rose is a worldly woman, but she cannot be a worldly woman because she is a woman and her life is being dictated by her mother and also her fiancée. Cal. In the scene above, Rose feels that the ship is a "slave ship" that wants to take her back to America "in chains". The words "slave ship" implies that she is oppressed mentally and physically and confined in the ship without her will and the words "in chains" gives the implication that she is tethered by patriarchal power that Cal possesses and how she, as a woman, needs to be compliant without caring what she wants for her life. The quotation above also gives an indication that in 1912, women who were born in a prestigious family had to follow rules despite what they truly desired. It is shown through

the statement “*Outwardly, I was everything a well-brought-up girl should be. Inside, I was screaming.*”

00:34:03 – 00:34:14

Call: We'll both have the lamb, rare, with very little mint sauce. Hmm, you like lamb, right, sweet pea?

[rose smiles forcefully]

Molly: Are you going to cut her meat for her, too, there, Cal?

The quotation above reveals how Rose as a woman is controlled by her fiancé, Cal. The scene takes place in a place where first-class passengers eat. In ordering food, Rose does not even make her choice. Her fiancé is the one who makes the choice for her by saying “*We'll both have the lamb, rare, with very little mint sauce. Hmm, you like lamb, right, sweet pea?*” The line also indicates that Cal does not completely know whether Rose like lamb meat or not. Instead of asking what she wants to eat, he controls what she eats in which Rose replies with a smile that does not reach her eyes and forced. In this scene a middle-aged woman named Molly sees the tense expression on Rose’s face to which she says to Cal “*Are you going to cut her meat for her, too, there, Cal?*” the line can be heard as sarcasm toward Cal who is dominating Rose, even when the matter is the choice of food. The line also reveals a meaning that Rose’s actions are seen as dependable on Cal.

00:35:52 – 00:35:57

Tommy: Oh, forget it, boyo. You'd as like have angels fly out your arse as get next to the likes of her.

The quotation above takes place on the deck of RMS Titanic in which Jack meets an Irish friend named Tommy. In this scene, it is the first time Jack lays his eyes on Rose as Rose is upset and looks at the distance while being supported by a railing. Jack never gets his eyes of Rose, even though Rose does not acknowledge him looking at her. This attention Jack gives to Rose makes Tommy says “*Oh, forget it, boyo. You'd as like have angels fly out your arse as get next to the likes of her*” because in the era of 1912 and abroad the ship, people were divided into first-class, second class and third class in which these

classes also reflected their financial. Jack is a third-class passenger and Rose is a first-class passenger. Thus, it makes Tommy says the line above in which it means it is impossible for to be near a first-class girl like Rose as he expresses it through a metaphor “*You'd as like have angels fly out your arse as get next to the likes of her*” that the chance of Jack getting close to Rose is as close as angels coming out of Jack’s arse which implies zero probability as the people are divided by their social class.

00:52:13 – 00:52:18

Rose’s mother: But the purpose of university is to find a suitable husband. Rose has already done that.

On the quotation above, Rose’s mother is chatting with other women. At some point in the conversation, she says “*But the purpose of university is to find a suitable husband. Rose has already done that.*” This line gives an implication that in 1912, women’s education was not seen as educating learning for women to broaden their mind and knowledge, but only to secure marriage as what Rose’s mother says. Thus, it also has the implication that the achievement of women in 1912 to study in university was not seen in their brains but seen through whether they could find a husband that was accepted in eyes of the society.

00:52:19 – 00:52:24

Woman: Look, here comes that vulgar Brown woman.

Rose’s mother: Quickly, get up before she sits with us.

Based on the quotation above, women in 1912 had a standard to be accepted in the society. Women should adhere to what was perceived as appropriate. In the case of a middle-aged woman named Molly, she is a rather outspoken woman in which the other women resent the quality. A woman says “*Look, here comes that vulgar Brown woman.*” The line implies that the woman does not like Molly for not being demure. The word “vulgar” can be implied as outspoken and Molly possesses the quality of being an outspoken woman who speaks her mind without sugarcoating it. In this quotation, it is seen women should possess particular traits to be accepted by others and these traits are mostly synonymous with gender stereotypes and the power it has in the society.

00:53:44 – 00:53:48

Rose: Why can't I be like you Jack? Just head out for the horizon whenever I feel like it?

The quotation above takes place in the deck of the ship where Jack and Rose spend their afternoon together sharing stories. In this scene and based on the quotation, it can be said that Rose wants to explore the world and goes to visit places to places, but in fact she is controlled by her mother and fiancé. The line that says “*Why can't I be like you Jack? Just head out for the horizon whenever I feel like it?*” it gives a meaning that Rose is comparing her life to Jack’s because Jack has been to various places and experience activities Rose cannot have. However, at the end of the movie in which Rose is almost 101 years old, it is seen through her collection of pictures that she is able to be herself, a worldly and adventurous woman. There is a picture of her riding a horse, flying a plane and she is also described as an actress in her 20s. This strengthens the fact that a young Rose is a worldly woman whose choices are limited by the people around her.

0:58:58 – 00:59:12

Rose: Darling? Surely you remember Mr. Dawson.

Cal: Dawson?

(Chuckles)

Cal: Well, it's amazing. You could almost pass for a gentleman.

Jack: Almost.

Cal: Extraordinary.

In accordance to the quotation above, it is the scene where Jack is invited to have dinner with the first-class passengers, namely Rose, Cal, Rose’s mother and other first-class passengers for saving Rose when she almost plummeted to the ocean. Cal initially does not recognize Jack in a first glance. He recognizes him after Rose introduces Jack to him, in which he replies “*Well, it's amazing. You could almost pass for a gentleman.*” The word “*gentleman*” can refer to the context within the movie. It is seen that gentleman is a man

from upper-class society. Thus, it makes Jack, a guy who belongs to the low-class society, not a gentleman. But according to Cal, he almost can be seen as gentleman through his clothes in that time.

01:00:20 – 01:00:26

Molly: Ain't nothin' to it, is there, Jack? Remember, they love money, so just pretend like you own a gold mine and you're in the club.

Based on the quotation above, Molly, who helps Jack to dress up, says that the upper-class people only accept people who are rich or belong to the social class. In other words, they are willing to communicate and befriend whomever it is if the person from the social class. The word “*the club*” refers to the social standing or social class within a society. Thus, according to the quotation above the people in 1912 concerned themselves with the social standing people had in order for them to befriend them.

01:04:26 – 01:04:30

Cal: Probably best. It'll be all business and politics, that sort of thing-- Wouldn't interest you.

In accordance to the quotation above, Jack, a third-class passenger and a boy who has no definite stay and job, is seen, through the social context, less than the first-class men who want to gather to discuss the development of the era. When Cal says “*that sort of thing-- Wouldn't interest you.*” it implies that people from low-class do not care about the progress of the era and this also puts Jack in a situation in which Cal belittles him because of Jack's social status.

01:10:51 – 01:11:23

Cal: You will never behave like that again, Rose. Do you understand?

Rose: I'm not a foreman in one of your mills that you can command. I'm your fiancé.

Cal: My fiancée? My fiancée?! Yes, you are, and my wife! My wife in practice if not yet by law, so you will honor me. You will honor me the way a wife is required to honor a husband. Because I will not be made out a fool, Rose. Is this in anyway unclear?

Based on the quotation above, Cal and Rose are having an argument over the fact that Rose spends her evening time along with the third-class passengers and with Jack. Instead of reasoning and exchanging thoughts to have a mutual agreement, Cal orders Rose to never mingle with the third-class passengers ever again. To Cal's surprise, Rose challenges him and refuses to comply by saying "*I'm not a foreman in one of your mills that you can command. I'm your fiancé.*" When the line is correlated to the social context in 1912, it was seen that women should be "obedient" despite what they felt and what they thought because in the era, it was an expectation that women had. However, in the movie Titanic, Rose refuses to be commanded as what she said, because she is the fiancé of Cal and not a person who works for him. This enrages Cal to the point he upturns a table and frightened Rose. Therefore, based on the scene, Rose is oppressed by her fiancé and her activities are dictated by Cal.

01:13:33 – 01:13:44

Rose: It's so unfair.

Rose's Mother: Of course it's unfair. We're women. Our choices are never easy.

In the scene above, it is where Rose and her mother are having a dispute. Rose's mother tells her to never meet Jack again. The dispute leads to the revelation that Rose is needed to marry Cal so that the family still can live lavishly because Rose's father died and left the family with debt and the money is depleted. Rose thinks that it is unfair that she has to carry the burden with the cost of her happiness to which the mother replies, "*Of course it's unfair. We're women. Our choices are never easy.*" Thus, from the line it can be interpreted that the choices of women in 1912 were limited as seen through Rose's struggle between being happy and having her freedom to being pressured to marry Cal so that the family lives extravagantly.

01:48:24 – 01: 48:39

Male: Sir, I've been told to ask you to please put on your life belts and come up to--

Cal: I said not now.

Male: *I'm sorry to inconvenience you, Mr. Hockley, but it's Captain's orders. Now, please, dress warmly. It's quite cold out tonight. Now, may I suggest topcoats and hats?*

01:48:46 – 01:48:56

Everybody up! Lifebelts on!

(Men screaming orders)

Man: What's he yelling about?

Worker: Everybody up! Put your lifebelts on!

Man: What's the ruckus?

Worker: *Just put your lifebelts on!*

In accordance to the quotations above, there is a vast difference in how the crews treat first-class passengers to third-class passengers. On the first quotation, the crew knocks on the door of Cal and Rose as they are first-class passengers and instruct them to wear the lifebelts. The crew says “*I'm sorry to inconvenience you, Mr. Hockley, but it's Captain's orders. Now, please, dress warmly. It's quite cold out tonight. Now, may I suggest topcoats and hats?*” from the line, it can be seen that he instructs them politely while also suggesting a choice of clothes for them to be warm. On the other hand, when it comes to instructing the third-class passengers, the crews become harsh and impolite as seen through the line, “*Everybody up! Lifebelts on!*” Instead of knocking the door, the crews barge through the door while yelling and pulling the lifebelts to be scattered on the floor. When a third-class passenger asks what is going, the crew replies disrespectfully, “*Just put your lifebelts on!*” Thus, it can be seen that the third-class passengers are treated differently with lack of respect by the crew while the first-class passengers are treated with soft-spoken words and polite utterance. This proves that social class has power over the choice of words.

01: 54:21 – 01:54:27

Son: What are we doing, Mommy?

Mother: We're just waiting, dear. When they're finished putting the first-class people in the boats. They'll start with us and we'll want to be all ready, won't we?

The scene above takes place in the third-class area of the ship. It is an unjust treatment toward the third-class people aboard the ship. In a situation of life and death, the crews are still separating people and prioritizing the first-class over another class. It is described in the movie that the boats are not enough for all the passengers and they are also not filled to the capacity by the crews and yet they still halt the third-class passengers from being evacuated. A woman explains to her son that, “*We're just waiting, dear. When they're finished putting the first-class people in the boats. they'll start with us and we'll want to be all ready, won't we?*” This unjust treatment has to be suffered by the third-class people because they do not have the same social class and money as the first-class. Thus, it can be seen that there is an imbalance power in how people from first-class and third-class are being treated. Moreover, the discrimination toward men and women appear in the movie. This research is in line with the previous research

01:56:15 – 01:56:18

Cal: Any room for a gentleman, gentlemen?

Crewman: Only women at this time, sir.

Based on the quotation above, it takes place when the ship is in a dire situation and women are being prioritized than men. This action can be seen as unjust because all lives matter. Men's lives are as precious and important as women's. This unjust treatment over men results in the death of a great number of men because the ship only has a little time before it sinks and it takes more time in choosing women to be evacuated first instead of evacuating both women and men. It also shows that in 1912, not only women faced injustice but men also faced injustice.

01:56:22 – 01:56:44

Mother: will the lifeboats be seated according to class? I hope they're not too crowded.

Rose: Oh, mother, shut up! Don't you understand? The water is freezing and there aren't enough boats. Not enough by half. Half the people on this ship are going to die.

Cal: Not the better half.

Based on the quotation above, the scene takes place when people are being evacuated to boats. In this situation, it is palpable that people are separated based on their social class as seen through Rose's mother's line that says, "will the lifeboats be seated according to class? I hope they're not too crowded." It implies that social class is still perceived as an important matter in a precarious situation. Upon hearing this, Rose is furious because she knows that half of the people on the ship will die because the boats are not enough. Moreover, they are also not occupied to the full capacity when they can hold several more people. In responding Rose, Cal says "Not the better half." Thus, in relation to the social context, Cal perceives that the "better half" is the first-class people. This reveals that in 1912, the third-class people were being perceived as not important as important the first-class people while in fact all lives matter.

02:17:30 – 02:17:45

Jack: There's no, uh— There's no arrangement, is there?

Cal: No, there is. Not that you'll benefit much from it. I always win, Jack. One way or another.

In accordance to the quotation above, it can be inferred how money affects the survival rate aboard the ship. Even though later on the attempt fails, Cal initially pays a crew to save a place for him while Jack, who does not have money, cannot be rescued to the boat. In which he replies Jack, "I always win, Jack. One way or another." This proves that money and social class are associated with power and dominance in which the low class people can be oppresses.

In the findings of the research, it reveals that there is indeed imbalanced power in the social class within the Titanic (1997) movie. The third-class passengers' safeties are not seen as a priority in the event of the sinking of the ship despite the precarious event and also they are passengers who should be treated properly. It is also shown through the movie that the first-class passengers have privilege within the movie because they have money and the money symbolizes power in the Titanic (1997) movie.

CONCLUSION

In conclusion, even though any forms of social injustice are being challenged in today's era, it was a different story back in 1912. Social class injustice and discrimination of genders existed in 1912 and were very palpable as seen through the movie *Titanic* (1997). Women are treated unjustly, so do men within the movie. Moreover, people who are not as rich as the first-class passengers are treated differently such as with lack of respect from the crews of the ship and the first-class passengers are able to bend the order of the ship with their money when the orders should be abide by everyone, regardless of the social class. This current research can also be beneficial for future research on the same field of study and lay a foundation of knowledge for other researchers regarding social injustice in 1912 within the movie *Titanic* (1997). determiner the, Phrase introduced by a definite determiner that and personal pronoun.

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