

CHAPTER I

INTRODUCTION

1.1 Background

Social problems refer to issues or challenges that affect society and its members, hindering their overall well-being and quality of life. These problems arise due to various factors, including economic, political, cultural, and structural issues. They often result from disparities in wealth, power, access to resources, and opportunities, which can lead to inequality, injustice, and social tensions.

Social problems encompass a wide range of issues, such as poverty, unemployment, homelessness, crime, substance abuse, discrimination, inequality, violence, environmental degradation, and inadequate access to education, healthcare, and basic services. These problems can have profound impacts on individuals, families, communities, and society as a whole. Social problems often arise from systemic issues deeply embedded within society. These can include structural inequalities, discrimination based on race, gender, or other characteristics, and inadequate social safety nets. These systemic factors perpetuate and exacerbate social problems, making them persistent and difficult to overcome.

According to Marxism (1848), social problems are the result of underlying conflicts and contradictions inherent in the capitalist system. Marxists view social problems as manifestations of the unequal distribution of wealth, power, and

resources in society, which are rooted in the class struggle between the bourgeoisie (the capitalist class) and the proletariat (the working class). Marxists argue that social problems arise from the inherent contradictions of capitalism, such as exploitation, alienation, and inequality. Exploitation occurs when the bourgeoisie profit from the labor of the proletariat, paying them less than the value they produce. This leads to economic inequality and a concentration of wealth and power in the hands of a few.

Additionally, Marxists highlight the alienation experienced by workers under capitalism, where they feel disconnected from the products of their labor and lack control over their work. This alienation can result in various social problems, including alienation from oneself, others, and the overall society. Marxists also identify structural inequalities and social divisions, such as gender, race, and class, as sources of social problems. They argue that these divisions are perpetuated and reinforced by the capitalist system, leading to discrimination, oppression, and social conflicts.

Social problems can have far-reaching consequences on individuals and communities. They can lead to diminished physical and mental health, decreased educational attainment, higher crime rates, and strained social relationships. Moreover, social problems often create a cycle of disadvantage, where individuals and communities face multiple interconnected challenges that are difficult to break free from without systemic interventions.

It's important to recognize that social problems are not isolated occurrences, but rather interconnected and intersecting issues. For example, poverty and lack of access to education can contribute to unemployment, which in turn can lead to homelessness or crime. Addressing social problems requires a holistic approach that considers these interconnected dynamics and seeks to address multiple issues simultaneously. Public awareness, education, and advocacy play significant roles in addressing social problems. By raising awareness about social issues, promoting empathy, and challenging stereotypes and prejudices, we can foster a more compassionate and engaged society. Additionally, advocating for policy changes and engaging in grassroots movements can bring about systemic transformations and contribute to long-term solutions.

It's worth noting that the specific social problems faced by a society can vary across different regions and time periods. Therefore, ongoing assessment, analysis, and adaptation are crucial to effectively address the evolving challenges and emerging social problems. Overall, understanding, acknowledging, and actively working towards resolving social problems are vital steps in creating a just, inclusive, and equitable society for all.

Left-handedness is a natural variation in human characteristics, affecting approximately 10% of the global population. Despite being a prevalent trait, left-handed persons often encounter social problems and challenges in various aspects of their lives. The social problems faced by left-handed persons can range from subtle biases and inconveniences to more significant barriers that hinder their

well-being and equal participation in society. Exploring these social problems is essential for understanding the experiences of left-handed persons and advocating for inclusivity and equality.

Social problems do not inherently relate to left-handed persons. Being left-handed is a natural variation in human characteristics and does not cause or contribute to social problems. Left-handed persons, like their right-handed counterparts, can face the same social challenges and opportunities as anyone else in society. However, it's important to note that historically, left-handedness has been stigmatized and associated with negative connotations in some cultures. Left-handed persons may have faced discrimination, societal prejudices, and challenges in adapting to a predominantly right-handed world. For example, tools, utensils, and equipment designed for right-handed people may be less convenient or accessible for left-handed persons.

Nonetheless, it is essential to recognize that societal attitudes towards left-handedness have significantly evolved over time, and efforts have been made to accommodate the needs of left-handed persons. Many societies now recognize and respect the right of left-handed persons to pursue their activities and daily routines without undue hindrance.

In conclusion, while left-handed persons may have encountered specific challenges in the past due to societal attitudes, it is not accurate to consider left-handedness as directly related to broader social problems. The focus should be on promoting inclusivity, understanding, and creating environments that

accommodate the needs of individuals regardless of their handedness or other personal characteristics.

Discrimination against left-handed persons refers to treating them unfairly or unfavorably based solely on their left-handedness. This type of discrimination can manifest in various ways, including social, cultural, and institutional biases.

While there isn't a specific quote from a renowned person directly addressing the social problems of left-handed individuals, Stanley Coren (2012), a psychologist and professor, has spoken extensively about the challenges faced by left-handers in a right-hand dominant society. He stated, "The fact is, our world is designed for right-handed people. This bias not only presents left-handers with numerous small and large challenges, but also increases the risk of accidents. It's a classic case of a majority designing the world around their own needs, with little thought for the minority."

This quote summarizes a social issue faced by left-handers, making it evident that left-handedness becomes a social problem due to systemic bias and design rather than any inherent issue with left-handed individuals themselves.

This research is concerned with social problems of the left-handed person by the character in Springer's novel "*Enola Holmes: The Case of The Left-Handed Lady*". In completing this research, the researcher applies the method which called literary descriptive approach. Punch (1988: 1998) says that qualitative research methods are complex, changing and contested field site of multiple methodologies and research practices. In addition, the researcher also

analyzes the characteristics of available social problems in it. It is done in order to clarify each several kinds of social problems found in the novel. Thus, the clarification of conflict can be analyzed properly in terms of literary analysis. The data are analyzed qualitatively. The data are connected with some events in the novel. The data constitute a tool of information which is taken from data source. Therefore, the data in this thesis are dialogues of the main character and narrations derived from the novel.

The novel "*Enola Holmes: The Case of the Left-Handed Lady*" was published in the United States on August 24, 2007. It was written by Nancy Springer as part of the Enola Holmes series, featuring the adventures of Sherlock Holmes' younger sister, Enola.

The publication of the Enola Holmes series was driven by the popularity and enduring fascination with Sherlock Holmes stories. Nancy Springer's books provide a fresh perspective by introducing a strong and intelligent female protagonist who solves mysteries in Victorian England.

The series gained attention for its engaging storytelling, well-developed characters, and its appeal to both young adult and adult readers. The publication of "*The Case of the Left-Handed Lady*" and subsequent books in the series aimed to captivate readers with Enola Holmes' thrilling investigations and further expand the literary universe inspired by Sherlock Holmes.

The reason for choosing this topic are firstly, because there is not much research in this area done by researchers, secondly, the researcher is curious to know more about the social problems of the left-handed character coming up in the novel, thirdly, the topic discussed often occurs in real life, even today, so that it can be a moral lesson which should be noticed by the researcher and the readers.

Historically, left-handedness has often been viewed as abnormal, unusual, or even associated with negative characteristics. This societal bias has led to discrimination against left-handed persons in different contexts. Some common forms of discrimination experienced by left-handed persons include: Social Stigma, Cultural Biases, Education and Workplace, Language and Expressions. It is important to challenge and eliminate discrimination against left-handed persons, promoting equality and inclusivity. Recognizing left-handedness as a natural and valid variation, society can work towards creating environments that accommodate the needs and preferences of all individuals, regardless of their handedness.

1.2 Problem Identification

Problem identification is the main factor in organizing the limit of the scope and objectives of this research. Based on the background of this research revealing that the social problems faced by the left-handed persons classified into gender or class inequality, health and well-being, and, social and cultural factors focusing on discrimination, thus, there are two questions formulated as follows:

- a. What types of social problems are found in novel *Enola Holmes: The Case of the Left-Handed Lady*?
- b. How do the causing factors of social problems emerge in the novel *Enola Holmes: The Case of the Left-Handed Lady*?
- c. How are the negative impacts revealed in the novel *Enola Holmes: The Case of the Left-Handed Lady*?

1.3 Objective

The specific objectives of this research are as follows:

1. To identify and analyze the social problems faced by left-handed character in the novel *Enola Holmes: The Case of the Left-Handed Lady*.
2. To explore the impact of social and cultural factors on the attitudes, perceptions, and behaviors towards left-handedness.
3. To examine the potential health implications and well-being of left-handed character in relation to the social problems they face.

1.4 Scope

This research is focused on the causing factors of the social problems of the left-handed emerge and the negative impacts revealed in the novel “Enola Holmes: The Case of the Left-Handed Lady” by Nancy Springer. Other subject matters portrayed in this novel are not included in this analysis.

1.5 Significance

This research is expected to contribute a beneficial significance not only to the researcher, but also to the readers as well. The contributions will deliver to theoretical and practical significances as follows:

Theoretically, this research will be significant and useful for the readers who want to know more deeply about the social problems of the left-handedness in the novel “*Enola Holmes: The Case of the Left-Handed Lady*” by Nancy Springer. Moreover, it is expected that this research will give more information to the readers to apply the moral values depicted in the novel.

In line this, there are some points that can be delivered. Firstly, the researcher gets knowledge and meaningful experience from this research. This research also encourages the researcher to be more creative in developing idea in literary studies. Secondly, the readers get information to analyze novel as a literary work and get better understanding about the content of the story. The readers also get the message which the author wants to deliver from the novel. Thirdly, the University gets contribution from this research in Self Access Center by keeping this research as a model. So, the student can read this research as a reference and get more information about literary work.

CHAPTER II

LITERATURE REVIEW

2.1 Related Theories

This chapter contains the theories to be used as the guidance of the analysis. The analysis uses Karl Mark's theory of social problems and Chris McManus theory of left-handedness, especially for character's in details and for supporting theory. Moreover, to support this analysis completely, attaching the previous study is needed.

2.1.1 Sociology of Literature

Sociology is objective and scientific research about human in society, research about society and social process (Damono, 1978: 6). As sociology, literature also deals with human in society with effort of human to adapt and its effort to change the society. The approach toward literature which considers the social sides by some author called sociology of literature.

Basically, the term of sociology of literature is rather similar to sociological approach or sociocultural toward literature (Damono, 1978: 2). He further confirms that there are main tendency in sociological research toward literature. First, the approach, which is based on the assumption that literature is just the mirror of the socioeconomic process. Second, the approach which prioritizes literary text as the object of research. The method which is used in this sociology of literature is text analysis to know deeper about the symptom in the outside of literature.

In general, sociology is the objective study of humans and society, and it can be said that it also includes the social processes that take place within them. Of course, in this field, all social phenomena are presented as research material that needs to be scientifically deciphered. Cultural patterns, economics, language, literature, etc. This process tells us how individuals can interact with communities and social mechanisms in a way that allows them to be accepted according to their specific needs. Sociology can therefore be easily understood as a discipline whose purpose is to study human behavior, the formation of social structures, and mutual agreements in economics, politics, culture, etc. (Durkheim, 1958: 24).

Swingewood (as cited in Wiyatmi, 2013) describes sociology as the scientific and objective study of humans in societies, institutions and social processes. Sociology seeks to answer the questions of how societies are permissive, how societies function, and why societies exist.

Swingewood's definition is similar to that of Soerjono Soekanto (as cited in Wiyatmi, 2013). Sociology is the science that looks at general aspects of society and attempts to identify general patterns of community life.

According to the above definition of sociology, we can conclude that sociology is the study of social causes and effects of social life, social change and human behavior.

The term "sociology of literature" is often reserved only for the writings of historians and critics whose primary concern is with the form of literary work, which is influenced by circumstances such as the writer's class status, gender, and political orientation. Applies. The economic situation of the writer's profession, the publication and circulation of books, social class, thought, and the values of

the readers to whom the writer directs his literary work also affect the literary work (Abrams, 1901:288).

Most important in the sociological literature is the concept of the mirror. In this case literature is seen as an imitation of society. However, literature is still viewed as an illusion or vanity of reality (Endraswara, 2006: 78). The mirror concept offers an analogy for literature as a mirror image of society.

The essential function of reflective theory is social and cultural determinism rather than personal inspiration, making it a comprehensive guide to countless works dealing with art. Literature is perceived as reflecting economics, family relations, climate and landscape, attitudes, morality, race, social class, political events, warfare, religion, and many other aspects of the social environment and social life. (Milton, 1954: 425-436).

In summary, literary works are seen as reflecting the society in which they are created and, according to Swingewood (1972), contain the values, norms and meanings of the social world. The concept of mirrors seeks an integrated imagination and understanding of literary works as reality.

According to Welleck Warren states that for more detail, he revealing some concepts that usually used in the study of sociology of literature as follows:

1. Sociology of the author includes:
 - a. Social Background;
 - b. Economic source;
 - c. Ideology;
 - d. Social integration.
2. Sociology of the works includes:
 - a. Contents of the literary works;
 - b. Purpose of the literary works;

c. Social Problem.

3. Sociology of the reader includes:

- a. Social background of the reader;
- b. Alteration;
- c. Social development (Saraswati, 2003:17).

From the above concept, we can conclude that the author is also a social worker. He can be studied as a social entity that: The author's biography, background knowledge, social background, author's economic situation, and social relations. The work uses Welleck and Warren's taxonomy for the sociology of writers and the sociology of literary works. Author Classification Sociology describes social context, economic context, ideology, social integration, and more. The sociology of literary works classification explains the relationship between social issues and their content of literary work, a purpose or message implicitly spoken in a literary work.

From the necessity of this research, this research applies sociology of literature. This is due to the range of the discussion is about social phenomenon which is reflected in one of literary work, *Enola Holmes: The Case of the Left-Handed Lady* novel. Hereby, this study uses sociology of literature as an umbrella to analyze *Enola Holmes: The Case of the Left-Handed Lady* novel as a whole.

2.1.2 Sociology of Literary Works

The sociology of literary works refers to the content, purpose, and messages of literary works, as well as the social issues involved in literary works. Welleck and Warren's perspective on the sociology of literary works encompasses

approaches that can be used for research. First, a general approach that can be used to study the relationship between literature and society is to study literature as a social document that presents literature as a realistic view of society. Secondly, Welleck and Warren conveyed that literary social documents can be used to explain social history summaries. Meaningful research also includes studying the novelist's artistic methods. We must have a realistic response to the representation of social phenomena in literary works. Third, based on Welleck and Warren, to study the extent to which particular social patterns and behaviors are reproduced in the novel, literary scholars must consider social structures other than the social archetypes of the literary work. You must have knowledge. Fourth, we need a linguistic approach. The closest literary background is language tradition and literary culture. This tradition is shaped by the relevant cultural context. Literature can relate, but not directly, to real economic, political and social situations (Saraswati, 2003: 15-16). The sociology of literary works deals with literature itself. Literary sociology studies literary works that have a social dimension. A literary work cannot be separated from social life, because it is the work of the author.

2.2 Social Problem

Social problems are different from the other problems in society, because social problems are closely related to social values and social institutions. The social problems have become the framework of the normative culture, relevant to the symptoms that disrupt the continuity of society.

According to Marxist theorists, social problems arise from the class inequalities inherent in the capitalist system. Marxist conflict theory also focuses on issues of alienation, powerlessness and meaninglessness in people's lives.

A social problem is an issue within the society that makes it difficult for people to achieve their full potential. Discrimination, poverty, crime, complicated bureaucracy, unfair law enforcement, unemployment, unequal opportunity, racism, are examples of social problems, so are substandard housing, employment discrimination. Social problems are also related to acts and conditions that violate the norms and values found in society. A social problem, such as discrimination, may negatively impact a person's life and health, along with the well-being of that person's family and friends. Social problem is a mismatch among the elements of culture or society, endangering the life of a social group, obstructing the fulfillment of desires of the citizens' fundamental social group, so causing a lameness in social ties. In a normal condition, there is integration and corresponding states on the relationships between the elements of culture and society. If among the elements occur the clashes, the social relations will be disrupted.

Thus, social injustice and discrimination are a social problem because although the people believe that everyone should receive fair and equal treatment, some groups are still denied of equal access to education, employment, and housing. Before this definition can be applied, however, someone must first examine the ideals and values of society, and then decide whether these goals are being achieved. From this perspective, sociologists and other experts thus decide what is or is not a problem because they believe they are the ones with the skills

necessary for measuring the desires and achievements of society (Lundberg, 1954: 34).

2.2.1 Socio-psychological

Socio-psychological refers to the intersection between social and psychological factors and their influence on human behavior, attitudes, and interactions. It explores how individuals' thoughts, feelings, and behaviors are shaped by social contexts and relationships, as well as how social systems and structures are influenced by psychological processes. It encompasses various topics such as social cognition, group dynamics, prejudice, conformity, attitudes, and interpersonal relationships. Understanding the socio-psychological aspects of human behavior can provide insights into individual and collective experiences within society.

Socio-psychological studies focus on the intricate relationship between social and psychological factors and how they impact individuals and society. It explores how social situations and interactions shape people's thoughts, feelings, and behavior, and how individual psychological characteristics influence social experiences.

In the field of socio-psychology, researchers explore various topics, such as social cognition, which investigates how individuals perceive, process, and interpret social information. This includes studying how people form impressions of others, make judgments, and attribute causes to behavior.

Group dynamics is another important area of study, which examines how individuals behave within groups. Researchers investigate topics like conformity, leadership, decision-making processes, and group cohesion. They explore how

social norms, roles, and power dynamics influence group behavior and individual actions within a group context.

Socio-psychological research also explores prejudice and discrimination, seeking to understand the cognitive and affective processes underlying biases based on factors such as race, gender, or age. Researchers investigate the origins of prejudice and the impact of stereotypes on social interactions and intergroup relations.

The study of attitudes is another significant aspect of socio-psychology. Researchers examine how attitudes are formed, changed, and influenced by social factors. They investigate factors like persuasion, cognitive dissonance, and the impact of social influence on attitude formation and expression.

Additionally, socio-psychology delves into interpersonal relationships, studying topics such as attraction, love, and interpersonal communication. It examines factors that contribute to relationship formation, maintenance, and dissolution, as well as the influence of social support and social networks on well-being.

By understanding the socio-psychological dimensions of human behavior, researchers gain insights into the complexities of social interactions, individual differences, and societal dynamics. This knowledge can inform various fields, including psychology, sociology, organizational behavior, and public policy, among others.

Socio-psychological problems refer to the specific issues that arise at the intersection of social and psychological factors within the context of social problems. Social problems are challenges or issues that affect society as a whole

or specific groups within it. These problems can range from inequality and poverty to discrimination and crime.

Socio-psychological problems within social problems involve understanding the psychological processes and dynamics that contribute to or are impacted by these social challenges. Here are a few examples:

1. **Prejudice and discrimination:** Socio-psychological factors play a crucial role in the formation and perpetuation of prejudice and discrimination. Understanding the psychological biases, stereotypes, and cognitive processes that contribute to these attitudes is essential for addressing these social problems effectively.
2. **Group conflict and polarization:** Socio-psychological dynamics are often at play in situations of group conflict and polarization. Factors such as ingroup-outgroup biases, intergroup competition, and the formation of stereotypes can escalate tensions and contribute to social division.
3. **Social inequality and mental health:** Socio-psychological factors can influence mental health outcomes within contexts of social inequality. Factors like social support networks, self-esteem, and the internalization of social hierarchies can impact individuals' psychological well-being in unequal societies.
4. **Public attitudes and behavior towards social issues:** Socio-psychological processes shape public attitudes and behaviors regarding social problems. Understanding factors like persuasion, social norms, and

cognitive biases can help in designing effective interventions and communication strategies to address these issues.

5. Community resilience and social cohesion: Socio-psychological factors contribute to community resilience and social cohesion in the face of social problems. Factors such as trust, social support, and collective effectiveness affect a community's ability to address and overcome social challenges.

Addressing socio-psychological problems within social problems requires a multidisciplinary approach, combining insights from psychology, sociology, and other relevant fields. By understanding the underlying psychological processes and social dynamics, interventions and policies can be designed to promote positive change and address social issues more effectively.

2.2.2 Social Class

Social class, as explained by Karl Marx in his seminal work, *Social Problems*, refers to a hierarchical system of society based on the ownership and control of the means of production. Marx's concept of social class revolves around the division of society into two primary classes: the bourgeoisie and the proletariat.

The bourgeoisie, comprising the capitalist class, owns and controls the means of production, such as factories, machinery, and land. They accumulate wealth and capital by exploiting the labor of the proletariat, who are the working class. On the other hand, the proletariat constitutes the working class, who do not own the means of production and must sell their labor power to the bourgeoisie

for a wage. They work to sustain their livelihood but often experience alienation and exploitation under the capitalist system.

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Marx argues that this class division leads to inherent conflicts and contradictions within society. The bourgeoisie's pursuit of profits and capital accumulation creates an exploitative relationship with the proletariat, resulting in alienation, inequality, and social injustice.

According to Marx, the struggle between these classes shapes the dynamics of history and society. He believed that the inherent contradictions within the capitalist system would eventually lead to its downfall, paving the way for a classless society, known as communism, where the means of production are collectively owned, and social equality prevails.

In summary, Karl Marx's analysis of social class elucidates the fundamental divide between the bourgeoisie and the proletariat, highlighting the exploitation and inequality inherent in the capitalist system and offering a vision of a future society based on communal ownership and equality.

In sociology, social class is a crucial concept that examines how societies are stratified based on economic and social factors. It is a framework that helps analyze the unequal distribution of resources, opportunities, and power among individuals and groups within a society.

Social class can be understood through a hierarchical structure, often categorized into distinct groups based on factors such as income, occupation, education, and wealth. These categories may include the upper class, middle class, working class, and lower class, among others. Each class represents different levels of economic well-being and social status.

The upper class typically consists of individuals with significant wealth, access to exclusive resources, and considerable influence in politics and business. The middle class comprises individuals with stable incomes, professional occupations, and a degree of economic security. The working class, also known as the proletariat, includes those engaged in manual or low-skilled labor, often facing economic uncertainties and limited social mobility. The lower class encompasses individuals who struggle with poverty and lack access to essential resources and opportunities.

Sociologists examine how social class impacts various aspects of people's lives, including education, health, employment opportunities, and access to public services. Social class can significantly influence an individual's life chances, shaping their social networks, life choices, and life outcomes.

Moreover, social class intersects with other social factors like race, gender, and ethnicity, leading to complex and interconnected forms of privilege or disadvantage. For instance, individuals from marginalized racial or ethnic groups

may experience compounded challenges due to the intersection of their social class and racial identity.

Sociologists also study how social class influences social mobility—the ability of individuals to move up or down the social hierarchy over time. In some societies, social mobility is relatively fluid, while in others, it may be more rigid, with limited opportunities for advancement.

Social class is not only about economic disparities but also about cultural capital and social capital. Cultural capital refers to the knowledge, skills, and cultural assets that individuals acquire through education and socialization, impacting their social standing and opportunities. Social capital, on the other hand, pertains to the social networks and relationships individuals build, which can provide access to resources and opportunities.

In conclusion, from a sociology perspective, social class is a fundamental concept that helps us understand how societies are stratified, and how economic and social factors shape people's lives, opportunities, and social statuses. It is a lens through which sociologists analyze inequality, social mobility, and the complex interplay of various social factors that influence individuals and groups within a society.

2.2.2.1 Racism

According to Silva (2006: 9-10), whites and people of color have different understandings of the term "racism". For most white people, racism is prejudice, and for most people of color, racism is systemic or institutionalized. Silva said

racism is the unequal treatment of subordinate groups against dominant groups and that there is an artificially created racial structure.

Racism is a set of institutional conditions of group inequality and an ideology of racial dominance, the latter characterized by a set of beliefs that inferior racial groups are biologically or culturally inferior to dominant racial groups. These beliefs are used to define and justify the discriminatory treatment of subgroups by society and to justify their lower status (Bobo & Fox, 2003: 319).

From the definition above, we can conclude that racism is an ideology that exists in multiracial societies, where there is a belief that certain racial groups are superior or superior to others. This dominant group may discriminate against their subordinates because they are racially prejudiced and are not against the idea of racial integration.

2.2.2.2 Discrimination

Discrimination refers to the unjust or prejudiced treatment of different categories of individuals, especially on the grounds of characteristics such as race, age, sex, religion, or disability. It involves actions or behaviors that disadvantage a group or individual based on their perceived membership of certain social or demographic categories. Discrimination can take many forms, from individual prejudice and stereotyping to systemic and institutionalized bias, manifesting in social, economic, and political spheres of life. Its effects can lead to social exclusion, economic disadvantage, psychological distress, and health disparities among affected groups.

The concept of discrimination as a social problem has been extensively studied, revealing various aspects, causes and consequences.

The study of discrimination goes back decades, and Gordon Allport's "*The Nature of Prejudice*" (1954) is considered a pioneering work. Allport explained that prejudice is antipathy based on flawed and inflexible generalizations. This perspective shed light on the psychological aspects of discrimination and emphasized individual cognitive processes.

The development of social identity theory added a new dimension to the discourse, proposing that discrimination is, in part, a result of our inherent tendency to affiliate with certain groups, which often leads to bias in favor of one's own group and against the 'out-group' (Tajfel & Turner, 1979). This perspective combined psychological and sociological perspectives, illuminating how societal structures and group dynamics may instigate discriminatory behavior. More recent sociological perspectives have shifted focus towards systemic discrimination, which suggests that discrimination is intrinsically interwoven into societal institutions (Feagin, 2000). This systemic bias is apparent across various sectors including education, the workplace, and law enforcement.

Discrimination is not always overt. Research has revealed the existence of 'subtle racism' (Pettigrew & Meertens, 1995), a less noticeable but equally harmful form of discrimination. This more covert form of racism can be harder to detect and challenge due to its indirect nature, often cloaked by socially acceptable behavior.

Empirical research has documented the adverse impacts of discrimination on the affected individuals and groups. Stress is a key consequence, which often manifests in both mental and physical health problems (Pascoe & Smart Richman, 2009). Discrimination also results in socio-economic issues such as unemployment and social exclusion (Pager & Shepherd, 2008).

Anti-discrimination laws and policies have been established worldwide to mitigate this social issue, yet evidence shows discrimination continues to pervade societies (Quillian et al., 2017). The persistence of discrimination, particularly in sectors such as housing and employment, underscores the enduring nature of this problem.

In summary, this literature review highlights the complexity of discrimination as a social problem. This forms the basis for the next chapter dealing with our research methodology and analysis of current signs of discrimination.

2.2.2.3 Gender Inequality

Gender inequality is a pervasive social issue that arises from the unequal treatment, opportunities, and expectations individuals face based on their gender. It encompasses various aspects of life, such as education, employment, political representation, and access to resources, and it predominantly affects women, although it can also impact men.

Historically, societies have adhered to traditional gender roles, where women were assigned domestic duties and men held positions of power and

authority. These deep-rooted norms and stereotypes have perpetuated discrimination and imbalances in power dynamics.

In many parts of the world, women continue to face challenges in accessing quality education and equal opportunities in the workforce. This often results in a gender pay gap, where women earn less than men for similar work. Moreover, the underrepresentation of women in leadership roles further reinforces gender disparities.

Gender inequality is not solely a women's issue; it affects everyone. Expectations of masculinity can lead to pressures for men to suppress emotions and conform to rigid gender norms, which can be detrimental to their mental health and well-being.

Addressing gender inequality requires challenging societal norms and dismantling discriminatory practices. It involves promoting gender diversity and inclusion, fostering equal opportunities for all genders, and establishing supportive policies and legislation. Empowering women through education, economic opportunities, and political representation is essential for creating a more equitable society.

To achieve lasting change, individuals, communities, and governments must work together to raise awareness, challenge biases, and advocate for gender equality. By recognizing the importance of gender equality and promoting inclusivity, we can build a more just and harmonious world for everyone, regardless of their gender.

Karl Marx, a renowned philosopher, economist, and sociologist, analyzed various social problems, including gender inequality, from a Marxist perspective. Marx's theory focuses on class struggle and the role of economic factors in shaping society. While he primarily emphasized the exploitation of the working class by the capitalist class, his ideas can also be applied to understand gender inequality as a social problem.

According to Marx, the capitalist mode of production perpetuates class divisions and exploitative relationships between the bourgeoisie (capitalist class) and the proletariat (working class). However, Marx also recognized that gender plays a crucial role in shaping these class relations. He observed that women, as a group, experienced a unique form of exploitation and oppression within the capitalist system.

In capitalist societies, women were relegated to domestic roles and unpaid reproductive labor, taking care of the household and raising children. This division of labor reinforced their economic dependency on men, creating a power imbalance within the family and society. Women's unpaid labor, which contributed to the reproduction of the labor force, remained undervalued and invisible in the capitalist system.

Marx argued that the exploitation of women's labor was not limited to the household but extended to the workplace as well. Women were often relegated to low-paid and precarious jobs, facing discrimination and limited opportunities for career advancement. This phenomenon, known as the "feminization of labor," served to maintain a cheap and disposable workforce, benefiting the capitalist class.

Moreover, Marx highlighted that the capitalist system perpetuates the objectification of women, treating them as commodities to be used for advertising and profit-making. This objectification further reinforced gender stereotypes and contributed to the marginalization of women in society.

To address gender inequality, Marx proposed a revolutionary transformation of the capitalist system. He envisioned a society based on socialism or communism, where the means of production would be collectively owned, and the class divisions would be eliminated. In such a society, Marx believed that gender equality could be achieved by dismantling the oppressive structures of patriarchy and ensuring that all individuals have equal access to resources and opportunities.

While Marx's analysis of gender inequality is valuable, it is essential to recognize that subsequent feminist scholars have further expanded and nuanced this perspective. Contemporary discussions on gender inequality often incorporate intersectionality, recognizing the interconnectedness of various forms of oppression based on race, class, sexuality, and other factors. By considering multiple dimensions of inequality, modern theories continue to advance the understanding and pursuit of gender equality in our ever-evolving societies.

From a sociologist's perspective, gender inequality refers to the unequal treatment, opportunities, and social expectations that individuals experience based on their gender identity. Sociologists study how societies construct gender roles, norms, and values, which lead to disparities in various aspects of life, including education, work, family, and politics.

Sociologists recognize that gender is not solely a biological characteristic but a social construct that varies across cultures and historical periods. Gender roles and expectations are shaped by cultural norms, beliefs, and socialization processes. These norms define what is considered appropriate behavior for men and women, often leading to the reinforcement of traditional gender stereotypes.

One crucial concept in understanding gender inequality is patriarchy. Sociologists observe that many societies are organized around patriarchal structures, where men hold more power and decision-making authority than women. This power imbalance influences access to resources, economic opportunities, and political representation, leading to disparities between genders.

In the workplace, gender inequality manifests in the gender pay gap, where women tend to earn less than men for similar work. Sociological studies also reveal occupational segregation, with certain fields dominated by one gender, leading to disparities in job opportunities and career advancement.

Gender inequality is not limited to the workforce; it also affects family dynamics. Sociologists explore how traditional gender roles impact division of household labor and caregiving responsibilities. These expectations often burden women with unpaid domestic work, limiting their participation in other spheres of life.

Education is another area where gender inequality can be observed. Sociologists examine how gender biases and expectations influence educational attainment, subject choices, and career aspirations. Stereotypes about certain subjects being more suitable for one gender can lead to limited opportunities and perpetuate gender disparities in various professions.

To address gender inequality, sociologists advocate for societal changes that challenge traditional gender norms and promote gender equity. This involves advocating for policies and initiatives that support work-life balance, equal pay, and women's representation in leadership positions. Additionally, promoting gender-inclusive education and challenging gender stereotypes in media and advertising are essential steps toward fostering a more equal society.

By analyzing the complex interplay of social, cultural, and economic factors that contribute to gender inequality, sociologists provide valuable insights that can inform strategies to create more inclusive and equitable societies for all genders.

2.3 Left-Handed

The subject of left-handedness has intrigued scientists, psychologists, and laypeople alike for centuries. This chapter aims to shed light on the origins and implications of left-handedness, providing an in-depth exploration of this complex phenomenon.

Left-handedness, defined as a consistent preference for using the left hand over the right for tasks such as writing or eating, is observed in approximately 10% of the global population. This statistic has remained surprisingly consistent across cultures and generations, hinting at a biological underpinning. However, the exact causes remain elusive.

Several theories have been proposed to explain the prevalence of left-handedness. Genetic factors are believed to play a significant role. A study by

Medland et al. (2006) suggested that genes may account for approximately 25% of the variation in hand preference. The rest appears to be influenced by various environmental factors. This "complex trait" model is widely accepted in current scientific literature.

Another theory suggests that left-handedness might be a result of a difference in brain lateralization. As per the widely accepted theory of lateralization of brain function, the right hemisphere, which controls the left side of the body, is dominant in left-handed individuals. However, this theory does not hold universally true. Some left-handed individuals exhibit reversed brain lateralization, while others display no clear hemispheric dominance.

The womb environment is another factor believed to influence handedness. Pre-natal factors such as exposure to hormones and stress have been studied for their potential effect on determining hand preference, although the results have been inconclusive.

It is essential to note that while many of these theories focus on biological determinants of left-handedness, societal and cultural factors cannot be overlooked. Cultural norms and societal pressures have historically stigmatized left-handedness, leading to active discouragement or retraining in some parts of the world. This cultural bias has waned in recent decades, leading to a more unbiased observation of true hand preference distribution.

In summary, the origins of left-handedness are likely multifactorial, involving complex interplay between genetics, environmental factors, and brain lateralization. Further research is required to tease out the specifics of these

influences. As our understanding improves, we hope to develop a more inclusive and accepting societal attitude towards left-handed individuals, respecting this as just another aspect of the rich diversity of human experience.

Left-handedness is not just a physical attribute, but it is also linked with unique cognitive characteristics. Anecdotal and scientific evidence suggests that left-handed individuals may display cognitive strengths in certain areas compared to their right-handed counterparts.

Creativity is one such area often associated with left-handedness. Multiple studies, including those by Faurie & Raymond (2004), have suggested that left-handers may demonstrate a stronger ability for divergent thinking, a key element of creativity. This could be attributed to the distinctive neurological wiring and increased cross-hemispheric communication in left-handed individuals.

Spatial abilities, particularly mental rotation and navigation skills, have also been linked to left-handedness. Titze et al. (2010) found that left-handers perform better in spatial tasks, especially in those requiring dynamic transformations.

Interestingly, the language processing in left-handed individuals is typically more bilaterally distributed than in right-handed individuals. This could potentially provide resilience against language-related impairments following brain damage.

The following chapters will explore the discrimination, emotional, and societal implications of left-handedness, broadening our understanding of this fascinating aspect of human variation.

2.3.1 Emotional and Psychological Aspects of Left-Handedness

Alongside cognitive implications, research has also delved into emotional and psychological aspects associated with left-handedness. Findings suggest that left-handers may be more prone to certain mental health challenges such as mood disorders, but these findings are often inconsistent and need further validation.

On the positive side, recent research points to left-handers being more adaptable to new situations. This could be a result of having to adjust in a world predominantly designed for right-handed people.

Historically, left-handedness has been stigmatized, with societal norms and cultural contexts often portraying it as deviant or unlucky. However, in recent decades, perspectives have shifted towards more acceptance and understanding. Still, left-handers continue to navigate a world primarily designed for right-handed individuals, facing challenges in using everyday tools or devices. This "right-handed" world has led to the so-called "right-hand bias" in product and environment design.

In conclusion, while left-handedness is often viewed merely as a hand preference, it is a multifaceted attribute with cognitive, emotional, and societal implications. As our understanding deepens, a more nuanced approach towards

left-handedness in education, societal norms, and product design can help create an inclusive world for all. Future research should continue to explore this rich and relatively uncharted territory of human diversity.