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## aA Pragmatic Study of Hate Speech in Some American Animated Movies

### A B S T R A C T

Language can be used to express positive thoughts and reflect positive perceptions of others. Language, on the other hand, might do the opposite. Hate speech is the language directed at a particular group of people. It incites hostility, violence, or discrimination against others based on a difference in race, religion, or gender, among others. People have become more interested in hate speech due to its impact on individuals and societies. It is argued that hate speech is common in American animated movies that are produced for the young and children. This renders such a phenomenon more dangerous. This study aims to answer the following questions: What are the motivations that incite hate speech in three different American animated movies? What are the pragmatic strategies used to convey it in the data under scrutiny? Which of these pragmatic strategies are the most prevalent? And has hate speech changed in terms of its motivations and pragmatic manifestation through time? This study develops an analytical framework be the basic apparatus for analyzing the data. This study uses Searle's theory (1975) and Culpeper's (1996, 2015) impoliteness. Three American animated movies from three different periods have been chosen: Cinderella (1950), Pocahontas (1995), and Zootopia (2016). The findings of this study have led to some conclusions. The most basic one is that each movie employs the same pragmatic strategies to convey hate speech, but its motivations are different.

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## دراسة تداولية لكلام الكراهية في بعض الأفلام الأمريكية المختارة

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## المستخلص:

يمكن استخدام اللغة للتعبير عن الأفكار الإيجابية وعكس الصور الإيجابية للآخرين. ولكن من ناحية أخرى، اللغة قد تفعل العكس. الكلام الذي يحض على الكراهية هو اللغة التي يتم توجيهها إلى بعض الناس المستهدفين. إنه يحرض على العداوة أو العنف أو التمييز ضد الآخرين على أساس اختلاف العرق أو الدين أو الجنس، بين الآخرين. أصبح الناس أكثر اهتمامًا بكلام الكراهية بسبب تأثيره على الأفراد والمجتمعات. يُقال إن كلام الكراهية شائع في أفلام الرسوم المتحركة الأمريكية التي يتم إنتاجها للشباب والأطفال. فأن هذا يجعل هذه الظاهرة أكثر خطورة. لذلك تهدف هذه الدراسة إلى الإجابة عن الأسئلة التالية: ما هي الدوافع التي تحرض على كلام الكراهية في ثلاثة أفلام الرسوم المتحركة الأمريكية مختلفة؟ ما هي الاستراتيجيات التداولية المستخدمة لنقله في البيانات الخاضعة للتدقيق؟ أي من هذه الاستراتيجيات التداولية أكثر شيوعًا؟ وهل تغير كلام الكراهية من حيث دوافعه وظهوره التداولي عبر الزمن؟ تطور هذه الدراسة إطاراً تحليلياً ليكون الأداة الأساسية لتحليل البيانات. إنه يستخدم نظرية سيرل (1975) لأفعال الكلام ونظرية كليبير (1996، 2015) لعدم التأذب. تم اختيار ثلاثة أفلام رسوم متحركة أمريكية من ثلاث فترات زمنية مختلفة: سنديلا (1950)، بوكاهونتاس (1995)، وزوتوبيا (2016). توصلت هذه الدراسة لعدة استنتاجات من أهمها ان لكلام الكراهية دوافع مختلفة، ولكن يتم استخدام نفس الاستراتيجيات لنقل هذا الكلام.

الكلمات المفتاحية: كلام الكراهية، أفلام الرسوم المتحركة، التداولية، أفعال الكلام، عدم التأذب.

## 1. Introduction

People are supposed to coexist with others in harmony and love. Sometimes, however, they reject others or are rejected by others. Language is usually expected to be a means of harmonious communication (Clark, 1996, p.3). Nevertheless, it may play other roles. It might be used to impart hate to some members of society. Bilewicz and Soral (2020, p.4) stated that HS causes harm when directed to others based on some differences in race, gender identity, sexual orientation, national origin, and so on (Fortuna et al., 2018, p.5). This phenomenon has bad consequences that endanger society's peace and security. It has a negative influence on individuals, too (Ekman, 1992, p. 169). It may lead to hostility, violence, exclusion, isolation, discrimination, murder, or silencing due to a refusal to accept others as they are. It is argued that HS is a common phenomenon in American animated movies (Weinstein, 1999, p.97). This study endeavors to investigate how HS is realized linguistically in three different animated movies in terms of the pragmatic paradigm. It utilizes the speech act theory of Searle (1975) and Culpeper's (1996, 2015) models of impoliteness. It tries to find out the factors that motivate HS in the contexts under consideration and the pragmatic manifestation of HS.

## **2. Literature Review**

This section introduces HS, its motivations, and its effects on the targeted people.

### **2.1 Definition of HS**

Defining HS is not an easy task. It is an irreducibly complex and controversial idea, and a notoriously difficult concept to define (Jassim and Ahmed, 2021, p.26). Various disciplines, such as social psychology, sociology, history, politics, and law are interested in studying this phenomenon (Paz et al., 2020, p.1). HS expresses, advocates, encourages, promotes, or incites hatred against a group of individuals distinguished by a particular feature or set of features. It is not the same as a lack of respect or even positive disrespect, dislike, disapproval, or a demeaning view of others (Brown, 2017, p.601). It implies rejection, a wish to harm or destroy, a desire to get the target group out of one's way, and a declaration of hostility against the other (p. 601). HS, which is labelled persecutory, derogatory, assaultive, or harassing speech, has been defined by Smolla (1990, p.195) as the generic term that has come to embrace the use of speech attacks based on differences in race, ethnicity, religion, sexual orientation or preference and so on. HS has usually some effects on its target receivers like silencing others, excluding them from social life, keeping them isolated from others, and the like. Its effect might reach to committing suicide, murder, or even genocide. It is worthy to mention that HS is usually directed to people who are merely different from the hater person. No real reason or action is made by the person who receives the HS.

### **2.2 Motivations of HS**

HS is a deliberate verbal attack on an individual or a specific group of people. It causes fear, worries, or hatred. It advocates inequality, harassment, hostility, and bullying. Navarro et al. (2013, p. 10) stated that certain circumstances in people's lives can trigger and intensify hatred, such as jealousy, failure, guilt, or insecurity. The act of HS attack is motivated by a difference in race, class, nationality, gender, religion, physical disability, and sexual orientation (Fortuna and Nunes, 2018, p. 5). For example, the race is how people are divided into categories based on certain physical attributes such as skin colour (Wren, 2001, p.142). Class concerns a group of people in society who share the same social, educational, and economic level (Romaine, 2001, p.67). Nationality is the legal sense of affiliation to a certain political nation-state (Edwards and Wass, 2014, p.12). Gender is the psychological, social, and cultural differences that exist between males and females (Wardhaugh, 2010, p.333). Moreover, HS might be motivated by what can be called a stereotypical image. Peffley et al. (1997, p. 31) define stereotypes as mental constructs that are based on the perceiver's knowledge, attitudes, and beliefs about others which make those others different. To sum up, differences in the above aspects may incite hatred toward others and motivate uttering words that bear hatred against those different others.

### 2.3 Effects of HS

HS is a negative phenomenon that causes several negative effects and losses for the targeted people and sometimes for all members of the community. It has the potential to drive people to extreme behaviours such as the act of murdering or declaring war or genocide. Since HS violates social norms, it poses a threat to social order (Soral et al., 2017, p.1). According to Gelber and McNamara (2015, p.2), HS might cause an assault on the dignity of people, so they would lose identity, self-respect, and trust. Gelber (2017, p. 619) and Weinstein (2017, p. 527) insist that HS incurs harm like denying someone a service or denying them a job on the grounds of their race or religion, for instance. According to Simpson (2013, p.724–726), HS advances a rival vision of a society where intolerance and discriminatory practices are acceptable. Hence, HS involves pain and real consequences such as loss of dignity, embarrassment, hatred, and isolation for members of target groups, as well as conditions for loss of security, and societal instability. The primary purpose of hate is to erase or destroy others, either psychologically (i.e., humiliating, cherishing emotions of revenge), socially (e.g., isolating, or ignoring), or physically (like killing, or torturing) with or without the goal of making the targeted people suffer (Fischer et al., 2018, p.311). HS is realized linguistically. This study activates the pragmatic paradigm.

### 3. The Pragmatic Manifestation of HS

Mey (2001, p.6) stated that "pragmatics is the study of the way human beings use language in communication". To Stalnaker (1972, p.383), pragmatics studies linguistic acts and their functions in their particularized contexts. Pragmatics is the field that is concerned with understanding how to identify hidden meanings in utterances that aren't directly stated (Ibrahim and Hussein, 2021, p.44). Two theories have been chosen to find out how HS is conveyed in American animated movies. These are the speech act theory of Searle (1975) and the impoliteness theory of Culpeper (1996 and 2015).

#### 3.1 SAs

Searle (1961, p.1) stated that speaking is performing acts such as making statements, giving commands, or asking questions. Thus, all linguistic communication involves SAs. In HS, things are done through words, such as making others isolated, acting violently, or committing suicide. Searle (1975, p.162-164) classified SAs into five categories. **Representatives** commit the speaker to the truth of the expressed proposition by asserting, or stating. **Directives** want the speaker to get someone else to do something, as in requesting, questioning, or commanding. **Commissives** are utterances that commit the speaker to some future course of action, like promising or threatening. **Expressives** express a psychological state such as insulting or belittling. **Declarations** are words or statements that change the world by causing immediate changes in the institutional state of affairs and relying on complex extra-linguistic institutions like declaring war.

### 3.2 Impoliteness

Impoliteness "comes about when: (1) the speaker communicates face attack intentionally, or (2) the hearer perceives and/or constructs behaviour as intentionally face-attacking, or a combination of (1) and (2)" Culpeper (2005, p.38). Five strategies of impoliteness are identified by Culpeper (1996, p.356). Four ones are relevant to this work. They are introduced as follows:

1. **Bald on record impoliteness** occurs when the face is not adhered to and the face-threatening act (FTA) is performed directly, clearly, and concisely.
2. **Positive impoliteness** addresses the positive face wants as in ignoring the other, or excluding him from an activity. Being unconcerned, or unsympathetic, using inappropriate identity markers, taboos or obscure/secretive language, seeking disagreement, making the other feel uncomfortable, and calling the other names are strategies that destroy the addressee's face/
3. **Negative impoliteness:** "the use of strategies designed to damage the addressee's negative face wants, e.g., frighten, condescend, scorn or ridicule, be contemptuous, do not treat the other seriously, belittle the other, invade the other space (literally or metaphorically), explicitly associate the other with a negative aspect (personalize, use the pronouns I and You). Put the other's indebtedness on record, and violate the structure of the conversation."
4. **Sarcasm/mock politeness:** "the FTA is performed with the use of politeness strategies that are insincere, and thus remain surface realizations".

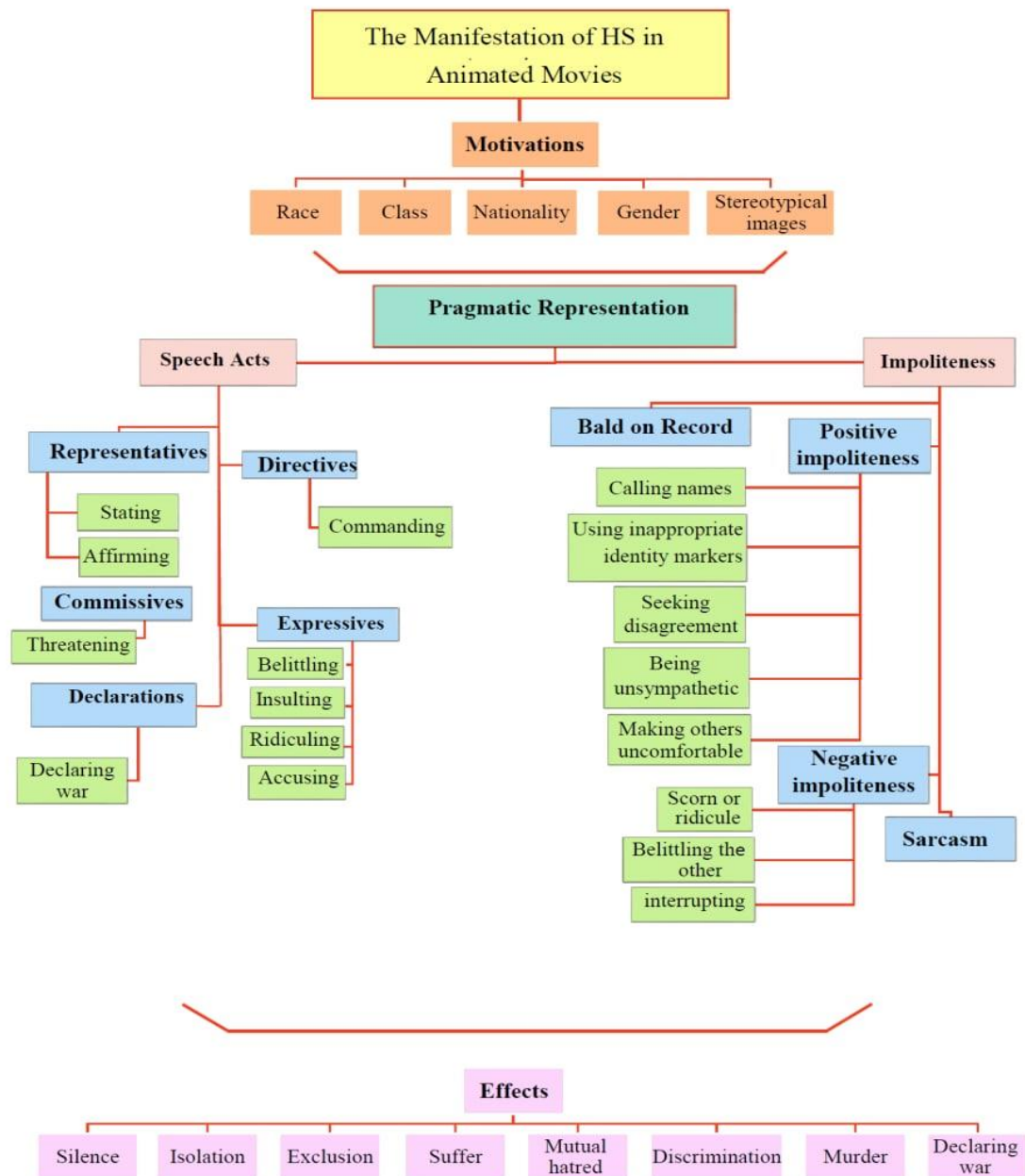
Sarcasm is "the use of words that mean the opposite of what you want to say" to insult someone (Merriam-webster Dictionary, n.d.). It is a form of social disharmony (Culpeper, 2003, p.1555). In 2015, Culpeper added the strategy of violating the normal structure of conversation as part of the negative impoliteness strategy.

### 4. Analytical Framework

This study develops an analytical framework that is based on the issues discussed in the previous sections. It introduces the motivations behind HS as identified in the data under scrutiny. These are race, class, nationality, gender, and stereotypical images. Since HS can be conveyed pragmatically, Searle's (1975) speech act theory and Culpeper's (1996, 2015) impoliteness theory are chosen to scrutinize HS in the data. The analytical framework is designed in Figure (1) as follows:

**Figure 1**

*The Analytical Framework of the current study*



## 5. Data and Analysis

This section introduces the practical part. It presents the data, its collection, description and analysis.

## **5.1 Data Collection**

Three animated movies: Cinderella (1950), Pocahontas (1995), and Zootopia (2016) are chosen to be the data of analysis in this research. They are chosen as being characterized by HS. They are selected from three different periods to find out how HS has changed in terms of motivations, pragmatic manifestations and effects.

## **5.2 Data Description**

The three animated movies are introduced here with a summary for their main themes as follows:

### **5.2.1 Cinderella (1950)**

Cinderella is a beautiful, kind, innocent girl. Her father married after her mother's death. He died soon after, and she was forced to live with her stepmother, lady Tremaine and her two daughters, Anastasia and Drizella. They made her work as a maid in the house. Cinderella loves to meet the prince. Her dream came true when the prince arranged a dancing ball. He wanted to choose a bridegroom. Cinderella's friends and a Fairy Godmother helped her to attend this ball. The pain and injustice she suffered ended when the prince finally chose her to be his wife.

### **5.2.2 Pocahontas (1995)**

Pocahontas is a story of the relationship between the Powhatan tribe and English settlers. American Indians lived in peaceful harmony with nature until European settlers came, bringing ecological destruction. Governor Ratcliffe, the blustering leader of the Virginia company, came in large ships with his white men and created a colony to get the gold in the area. The relationship between American Indians and the Europeans deteriorates as a result of their hatred for each other until the war was declared.

### **5.2.3 Zootopia (2016)**

Zootopia is the story of some anthropomorphic animals who lived together. Hopps, the rabbit, dreams to become a cop. She finally succeeded to be the first police officer female rabbit despite being rejected by others. As a rabbit, she is seen as venerable and not eligible to be a police officer.

## **5.3 Data Analysis**

Fifteen extracts are found to be characterized with HS in the three animated movies chosen for the analysis. Due to space limitations and to avoid repetition, only twelve extracts are put in the qualitative analysis: three extracts from Cinderella, five from Pocahontas, and four from Zootopia. The unit of analysis is the utterances that have been scrutinized under the pragmatic paradigm. The data are analyzed qualitatively in terms of the analytical framework developed by the study. The quantitative analysis includes all the HS extracts in the three movies. The quantitative analysis uses frequency and percentage equations to support the findings.

### ***1. Cinderella's (1950) Extracts***

#### ***Extract (1)***

Cinderella: Your Grace? Your Grace, please, wait. May I try it on?

Drizella: It's Cinderella. From the kitchen.

Anastashia: Ridiculous. She's out of her mind.

**Context:** This conversation occurs between Cinderella, her two stepsisters, Drizella and Anastashia and Duke. When Cinderella asks the Duke who brought the shoe so that the girls would try it on, Drizella introduces Cinderella as a maid who works in the kitchen. The other sister says that Cinderella is not eligible to try the shoe. Her desire to do so is ridiculous.

**Pragmatic analysis:** HS in this extract is motivated by class difference. Drizella and Anastashia find themselves higher in social class. They are the ladies while Cinderella is the maid. They issue an expressive speech act of insult, as Meibauer (2016, p. 157) explains. Drizella wants to express her negative evaluation of Cinderella. Drizella and Anastashia intend to insult her and they want to show this insult to others. In terms of impoliteness, the positive impoliteness strategy has been utilized as an identity marker has been used to address Cinderella. Drizella did not say 'she is Cinderella' to refer to her as a respectable human being. Cinderella has been silenced and kept isolated. She has been deprived of the right every girl has in this regard which is to try the shoe on.

#### ***Extract (2)***

Stepmother: And, by royal command, every eligible maiden is to attend.

Drizella: Why, that us!

Anastasia: And I'm so eligible.

Cinderella: That means I can go, too.

Anastasia: Her, dancing with the prince! I'd be honoured, Your Highness.

Would you mind holding my broom?

Cinderella: Well, why not?

**Context:** The stepmother informs her daughters about the party. Cinderella heard about it and she expressed her desire to attend the party with them. They began to make fun of her. Anastasia and Drizzle view Cinderella as not an eligible girl to attend the party.

**Pragmatic analysis:** Here, the motivation for HS is the class difference. Anastasia believes that Cinderella has no right to dance with a prince. She is a maid. Anastasia performs the indirect expressive speech act of ridicule. The felicity conditions of this act are set by Mehdi (2020, p. 132). This act is explained as follows: Anastasia wants to offend Cinderella via her words. Anastasia thinks that Cinderella is not eligible to dance with the prince as she is a maid. Anastasia's utterance employs the positive impoliteness strategy of making the other person feel uncomfortable. She laughs at Cinderella and underestimates her and her desire. Moreover, Anastasia exploits negative impoliteness by belittling Cinderella. Another positive impoliteness strategy, which is of seeking disagreement about Cinderella's decision

to go to the ball, is utilized. They try to exclude Cinderella from going to the party. Sarcasm has been used as well in that Cinderella cannot dance with the prince because they consider her a servant from a lower class. They use the word "broom" to refer to Cinderella who has been isolated from a normal situation in which she wants to get involved. It is attending the prince's party.

**Extract (3)**

Stepmother: Silence! Time for vicious practical jokes. Perhaps we can put it to better use. Now... Let me see. There's the large carpet in the main hall. Clean it! And the windows, upstairs and down. Wash them! Oh, yes... and the tapestries, and the draperies.

Cinderella: But I just fin...

Stepmother: Do them again! And don't forget... the garden... then scrub the terrace... sweep the halls... and the stairs... clean the chimneys. And of course, there's the mending, the sewing, and the laundry. Oh, yes, and one more thing. See that Lucifer gets his bath.

**Context:** In this extract, Cinderella's stepmother wants her to do a lot of work when she wants to go with them to the party. These orders keep Cinderella very busy, so she will not be able to attend the party.

**Pragmatic analysis:** In this extract, HS is motivated by the difference in class. This utterance is considered a command. The felicity conditions of this directive speech act are set by Searle & Vanderveken (1985, p. 201). The stepmother commands Cinderella to do a lot of housework. The stepmother is in a position of authority over Cinderella and she can command her. The stepmother attempts to make Cinderella do the required housework alone. The stepmother employs a bald on-record impoliteness strategy because the hatred is clear when she continues to impose her authority commanding Cinderella to give several commands. When the stepmother interrupts Cinderella's speech, she is using a negative impoliteness strategy to violate the structure of the conversation. Cinderella has been excluded from the party and prevented from attending it.

**2. Pocahontas's (1995) Extracts**

**Extract (4)**

Powhatan: Kikata, what do you see?

Kikata: these are not men like us but strange beasts with bodies that shine like the sun and weapons that spell fire the thunder they proudly hurt like ravenous wolves Consuming everything in their back.

**Context:** This extract is between Powhatan (Pocahontas' father) and Kikata (the village's shaman). Powhatan is worried about the arrival of the British settlers on their land. He asks Kikata about them, and Kikata starts to talk about them negatively.

**Pragmatic analysis:** In this extract, HS is motivated by a difference in the race. The representative speech act of negative stating is employed. Searle (1969, p.66) sets the felicity conditions of this speech act. These conditions are explained as follows: Kikata believes that

the British settlers are not human beings and they are beasts. This is an actual state of affairs for her. In terms of impoliteness, Kikata employs more than one strategy. He utilizes a positive impoliteness strategy of using inappropriate identity markers. He describes the European settlers as beasts. Here, the discrimination results from the hatred which is based on the differences in race and nationality, i.e., between the American Indians and the British settlers.

***Extract (5)***

Ratcliffe: lies all of it murderous thieves there's no room for their kind in civilized society out.

John: this is their land.

Ratcliffe: This is my land I make the laws here and I say anyone who so much as looks at an Indian without killing him on site will be tried for treason and hanged.

**Context:** Here, there are two major characters: Ratcliffe (a British governor) and John (an English adventurer and explorer). Ratcliffe has travelled to the Powhatan tribe in search of gold, as part of his plan to get wealth and higher status. He has a negative attitude toward American Indians.

**Pragmatic analysis:** HS is motivated by racial and national differences. In this extract, Ratcliffe uses the expressive speech act of insulting. Ratcliffe intends to insult the American Indians with words such as *thieves*. Besides, he issues the commissive speech act of threatening. In this utterance: "*I say anyone... will be tried for treason and hanged*", he threatens them. The felicity conditions of this act are introduced by Searle (1969, p.65). Ratcliffe's intention to threaten the other settlers is serious. With his authority over them, Ratcliffe insists on letting them kill every Indian person they meet. In terms of impoliteness, the negative impoliteness strategy is used. Ratcliffe belittles the American Indians that they are thieves and he claims that they have no place in a civilized society. The American Indians suffered a lot from the hatred of the British settlers and this hatred led to declaring war eventually.

***Extract (6)***

Ratcliffe: Thomas,

Thomas: yes, sir

Ratcliffe: and if you happen to see any Indians, shoot them oh and Thomas you've been a slipshod sailor and a poor excuse for a soldier don't disappoint me again.

**Context:** Ratcliffe talks to Thomas (John's best friend and settler). He asks him to shoot any American Indian who may come across his way.

**Pragmatic analysis:** In the above extract, the motivation for HS is the different nationalities of American Indians and British settlers. Ratcliffe employs the directive speech act of command. Ratcliffe has authority over his soldiers; he commands them to fight and shoot any American Indian they encounter. Ratcliffe continues to dominate his followers asking them to

kill American Indians. The bald-on-record impoliteness strategy is obvious in his direct orders to his followers. A positive impoliteness strategy is used by showing an unsympathetic state of affairs. Thomas is the soldier who is asked to kill any American Indian in front of him. After that, Thomas kills one of the American Indians. This event is regarded as the beginning of their fight. This means that HS has been elevated to the edge of declaring war. This is one of its effects.

*Extract (7)*

Thomas: We've got to save him! He'd do the same for any of us.

Ben: Thomas is right! We've got to do something.

Ratcliffe: And so we shall! I told you those savages couldn't be trusted, what can you expect from filthy little heathens.

**Context:** In this extract, Thomas informs Ratcliffe that John has been captured by the American Indians. Ratcliffe uses many abusive words to describe them.

**Pragmatic analysis:** In this extract, HS is driven by the differences in race, nationality, and class (in terms of civilized/educated vs. not educated). Ratcliffe accuses the American Indians of being untrusted. The expressive speech act of accusation and its felicity conditions are set by Ribeiro (2012, p. 164-165). Ratcliffe predicts that American Indians are responsible for the arrest of John. This is bad for Ratcliffe. He is sure they made the act of arrest. As far as impoliteness is concerned, Ratcliffe employs a positive strategy. He calls American Indians savages. He calls the filthy people. This is an insult as well. Ratcliffe employs a positive impoliteness strategy by using abusive words against Indians. The British settlers hate the American Indians and they discriminate against them. The effect of this HS led to declaring the war.

*Extract (8)*

Ratcliffe: Drive them to our shore. They're not like you and me. Which means they must be evil. We must sound the drums of war.

Englishmen: They're savages, savages. Dirty shrieking devils, now we sound the drums of war.

Ratcliffe: the skins are hellish red they're only good when dead they're firm and as I said and worse yes barely even humans, savages drive them from our shores.

**Context:** This extract is between Ratcliffe and the Englishmen (the settlers). Ratcliffe tries to fuel the fires of war with the help of Native Americans. Consequently, the Englishmen start to talk about the American Indians offensively.

**Pragmatic analysis:** The difference in race and nationality prompts HS in this example. Ratcliffe intends to belittle the American Indians by saying that they are not normal human beings and that they are evil. When the Englishmen use abusive words like "savages," "devils, and "dirty" towards American Indians, they are engaged in an act of insult. They want to insult American Indians as a reaction to the hatred they have received over time. The

repeated use of the word savages realizes the representative speech act of negative affirming. This speech act meets the felicity conditions set by Searle (1969, p. 66). The Englishmen think and affirm that the American Indians are savages and uncivilized. In addition, there is a declaration speech act of declaring war. Two impoliteness strategies are used in this extract. First, Ratcliffe and his soldiers use negative impoliteness by belittling the American Indians. Second, the positive impoliteness strategy is utilized by calling the American Indians savages and devils. Due to this hatred and discrimination, the British settlers declared war against American Indians. The recurrent instances of HS resulted in a mutual kind of hatred as the American Indians began to show hatred for the British. Ratcliffe believes the American Indians are savages who should be killed.

### *3. Zootopia's (2016) Extracts*

#### *Extract (9)*

Hopps: And I can make the world a better place, I am going to be... a police officer!

Grey: Bunny cop! That is the stupidest thing I ever heard.

Hopps: It may seem impossible to small minds - I'm looking at you, Gideon Grey.

**Context:** This conversation occurs between the two characters, Hoops (the bunny) and Grey (the fox). Hopps expresses her desire to become a cop. Grey embarrasses Hopps saying that this is the stupidest thing.

**Pragmatic analysis:** Grey's motivation for HS in this extract is based on the difference in gender and the negative stereotypical image he portrays about Hopps. Grey performs the expressive speech act of belittling. He introduces Hopps as an inappropriate one to become a police officer because of her physical status. He views Hopps as weak since she is a female rabbit. He ignores Hopps' desire to be a cop. He regards this desire as negative and she is not suitable for such a job. Grey believes that Hopps is not important and he wants to communicate this to everyone. Grey employs the impoliteness strategy of sarcasm. He mocks Hopps, claiming that she does not fit to be a cop due to her being a bunny. A negative impoliteness strategy of belittling is utilized as well. Hopps has been isolated and she cannot ask for her rights. She is excluded from being a cop like everyone else. This is the effect of HS that she received from others.

#### *Extract (10)*

Major Friedkin: One-thousand-foot fall!

Hopps: Whoa!

Major Friedkin: You're dead, carrot face! Frigid ice-wall! You're dead, farm girl!

Major Friedkin: You're dead! Dead, dead, dead!

Hopps: Whoa!

Major Friedkin: Filthy toilet! You're dead, fluff-butt! Just quit and go home fuzzy bunny.

**Context:** This extract is between Hopps and Friedkin (polar bear, trainer of the Zootopia Police Academy). Hopps tries to win to become a cop. She joins the Zootopia Police

Academy several times to become a cop. Friedkin wants to dismiss her because he sees her as a weak and venerable little animal. Despite this, she succeeds to join the police department.

**Pragmatic analysis:** Here, HS is inspired by the negative stereotypical images already set in human minds. Rabbits are seen as weak. Friedkin expresses his refusal to accept Hopps into the Police Academy. He uses an expressive speech act of belittling. Many offensive words are used in this extract, including dead, carrot face, farm girl, fluff-butt, and fuzzy. He damages Hopps' feelings and social status. Friedkin regards Hopps as unimportant and she is not able to become a cop like others. She belittles Hopps in front of all others to show that she is not suitable for this job. The repetition of "You're dead" also underlines the negative affirming act in this extract. The negative impoliteness strategy is represented by Friedkin's ridiculous words that attack Hopps' negative face. Fredkin's use of words such as "fluff-butt" illustrates the positive impoliteness strategy of calling names to attack Hopps' positive face. The trainer at the Police Academy mistreats Hopps. She is excluded from the job due to prejudice which is based on negative perceptions about rabbits.

**Extract (11)**

Mr. Big: I told you never to show your face here again, but here you are, snooping around with this... What are you, a performer? What's with the costume?

Judy Hopps: Sir, I am a co-

Nick Wilde: Mime! She is a mime! This mime cannot speak! You can't speak if you're a mime!

**Context:** The conversation occurs between Mr. Big (male shrew and criminal leader), Nick (fox, con artist), and Hopps. Mr. Big and Nick try to humiliate Hopps who went to investigate the disappearance of Emmitt (the otter).

**Pragmatic analysis:** Mr. Big's motivation for his HS is the differences in race and class. He issues a commissive speech act of threatening. Mr. Big has the power to issue this act as he is a criminal leader. Everybody fears him. He is serious in issuing this act as he has already told Nick not to show up here. Mr. Big and Nick intend to insult Hopps. They claim she is a performer. She is a mime. Nick employs the representative speech act of affirming. He affirms his belief for all others to make her look bad by repeating the word 'mime' three times. In this extract, a bald on-record, negative and positive impoliteness are used. When Mr. Big said, "I told you never to show your face here again", he tells Nick directly that he does not want to see him. Nick employs the negative impoliteness strategy by violating the structure of conversation when he interrupts Hopps. It is a positive impoliteness strategy when Nick calls Hopps names using the word "mime". Hopps has been discriminated against as a result of HS.

**Extract (12)**

Nick Wilde: Tell me if this story sounds familiar. Naive little hick with good grades! And that dream of becoming a big-city cop? She's a meter maid. You're from Bunny burrow, is that what you said? So how about a carrot farmer?

Hopps: Hey, hey! No one tells me what I can or can't be.

Nick Wilde: Well, you can't. You can only be what you are. Sly fox, dumb bunny. [...]. And that's not wet cement. You'll never be a real cop. You're a cute meter maid, though.

**Context:** Nick tells Hopps a story about someone who wants to be a police officer. He is referring to her indirectly. However, she replied that she has made up her mind to do what she wants to be. Nick does not accept her as a police officer. He continues to underestimate Hopps' social position.

**Pragmatic analysis:** Nick's hatred is motivated by the difference in gender and his negative stereotypical images of Hopps as a female rabbit. He expresses this hatred by using the expressive speech act of belittling. He intends to belittle Hopps with his words. Nick wants to show everyone that Hopps is not important. He expresses his belief in her. In terms of impoliteness, a negative impoliteness strategy of ridiculing is employed when Nick ridicules Hopps calling her "carrot". Nick rudely speaks with Hopps, using abusive words like "naive". He employs a positive impoliteness strategy by being unsympathetic to her. Hopps suffered from Nick's abusive language with her.

## 6. Statistical Analysis

This section is dedicated to the statistical analysis of the data. The results of the analysis are summarized in the Tables below.

Table (1) shows the macro SAs found in the data. Expressives are the most commonly used ones, followed by directives, representatives, commissives, and declarations.

**Table 1**

*Macro SAs.*

Macro Classification of SAs in the Three Movies						
Cinderella			Pocahontas		Zootopia	
Macro SAs	Fr.	%	Fr.	%	Fr.	%
Representatives	0	0%	2	18.18%	2	22.22%
Directives	1	33.33%	1	9.09%	2	22.22%
Commissives	0	0%	1	9.09%	1	11.11%
Expressives	2	66.66%	6	54.54%	4	44.44%
Declarations	0	0%	1	9.09%	0	0%
<b>Total</b>	<b>3</b>	<b>99.9%</b>	<b>11</b>	<b>99.9%</b>	<b>9</b>	<b>99.9%</b>

### \*Fr. Frequency

*Note.* Macro SAs are used to express HS in some American animated movies.

Table (2) presents the micro SAs that are found in the three movies. The most frequent ones used to convey HS is the expressive speech act of insulting, followed by belittling, affirming, threatening, commanding, stating, ridiculing, accusing, and declaring war.

**Table 2***Micro SAs.*

<b>Micro SAs in the Three Movies</b>						
<b>Cinderella</b>			<b>Pocahontas</b>		<b>Zootopia</b>	
<b>Micro SAs</b>	<b>Fr.</b>	<b>%</b>	<b>Fr.</b>	<b>%</b>	<b>Fr.</b>	<b>%</b>
<i>Stating</i>	0	0%	1	10%	0	0%
<i>Affirming</i>	0	0%	1	10%	2	25%
<i>Commanding</i>	1	33.3%	1	10%	0	0%
<i>Threatening</i>	0	0%	1	10%	1	12.5%
<i>Belittling</i>	0	0%	1	10%	3	37.5%
<i>Insulting</i>	1	33.3%	3	30%	2	25%
<i>Ridiculing</i>	1	33.3%	0	0%	0	0%
<i>Accusation</i>	0	0%	1	10%	0	0%
<i>Declaring war</i>	0	0%	1	10%	0	0%
<b>Total</b>	<b>3</b>	<b>99.9%</b>	<b>10</b>	<b>100%</b>	<b>8</b>	<b>100%</b>

*Note.* Micro SAs are used to express HS in some American animated movies.

Table 3 demonstrates the impoliteness strategies found in the extracts. The most frequently used strategy is positive impoliteness, followed by negative impoliteness, bald-on-record impoliteness, and sarcasm.

**Table 3***Macro Impoliteness Strategies.*

<b>Macro Impoliteness Strategies in Three Movies</b>						
<b>Cinderella</b>			<b>Pocahontas</b>		<b>Zootopia</b>	
<b>Macro strategies</b>	<b>Fr.</b>	<b>%</b>	<b>Fr.</b>	<b>%</b>	<b>Fr.</b>	<b>%</b>
Bald on record	1	16.66%	3	20%	1	9.09%
Positive	3	50%	7	46.66%	5	45.45%
Negative	1	16.66%	5	33.33%	4	36.36%
Sarcasm	1	16.66%	0	0%	1	9.09%
<b>Total</b>	<b>6</b>	<b>100%</b>	<b>15</b>	<b>100%</b>	<b>11</b>	<b>100%</b>

*Note.* Macro impoliteness strategies are employed to express HS in some American animated movies.

Table 4 shows the most frequent micro strategy of impoliteness in the data which is the negative impoliteness strategy of calling names. It is followed by belittling, using inappropriate identity markers, ridiculing, being unsympathetic, interrupting, seeking disagreement, and making others uncomfortable.

**Table 4**

*Micro Impoliteness Strategies*

<b>Micro Impoliteness Strategies in Three Movies</b>						
<b>Cinderella</b>			<b>Pocahontas</b>		<b>Zootopia</b>	
<b>Micro strategies</b>	<b>Fr.</b>	<b>%</b>	<b>Fr.</b>	<b>%</b>	<b>Fr.</b>	<b>%</b>
<i>Calling names</i>	<b>0</b>	<b>0%</b>	<b>3</b>	<b>37.5%</b>	<b>3</b>	<b>37.5%</b>
<i>Using inappropriate identity markers.</i>	<b>1</b>	<b>20%</b>	<b>2</b>	<b>25%</b>	<b>0</b>	<b>0%</b>
<i>Seeking disagreement.</i>	<b>1</b>	<b>20%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>
<i>Be unsympathetic.</i>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>12.5%</b>	<b>1</b>	<b>12.5%</b>
<i>Make others uncomfortable.</i>	<b>1</b>	<b>20%</b>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>
<i>Ridiculing.</i>	<b>0</b>	<b>0%</b>	<b>0</b>	<b>0%</b>	<b>2</b>	<b>25%</b>
<i>Belittling.</i>	<b>1</b>	<b>20%</b>	<b>2</b>	<b>25%</b>	<b>1</b>	<b>12.5%</b>
<i>Interrupting.</i>	<b>1</b>	<b>20%</b>	<b>0</b>	<b>0%</b>	<b>1</b>	<b>12.5%</b>
<b>Total</b>	<b>5</b>	<b>100%</b>	<b>8</b>	<b>100%</b>	<b>8</b>	<b>100%</b>

*Note.* Micro impoliteness strategies are employed to express HS in some American animated movies to express HS.

Table 5 illustrates the most common motivations for inciting HS in these movies across different periods, as well as the effects of HS on the intended targets.

**Table 5**

*Motivations and Effects of HS.*

<b>Movie</b>	<b>Motivations of HS</b>	<b>Effects of HS</b>
<b>Cinderella (1950)</b>	Differences in class.	Isolation, exclusion, and silence.
<b>Pocahontas (1995)</b>	Differences in race, nationality, and class.	Discrimination, suffering, mutual hatred, war, and murder.
<b>Zootopia (2016)</b>	Differences in gender, race, and negative stereotypical images.	isolation, silence, suffering, exclusion, and discrimination.

*Note.* The motivations and effects of HS in some American animated movies.

## 5. Discussion

Analysis reveals that many negative SAs are utilized in HS. Insulting and belittling are highly employed than other SAs. Any human being wants to keep his face saved. Positive impoliteness addresses the hearers' positive face, which is the desire to be respected. In the data, two positive strategies which are using inappropriate identity makers and calling others names abound to damage the addressee's face. Different ways are utilized to express HS. In the movie of Cinderella, HS appears in a simplified, provocative, and indirect way. In Pocahontas and Zootopia, HS is portrayed in a direct and insulting manner without any attempt to mitigate the intensity of the hate.

## 6. Conclusions

This study has reached the following conclusions:

1. In American animated movies, HS is motivated by differences in race, class, nationality, gender, and stereotypical images.
2. Using pragmatic strategies such as SAs, and impoliteness when conveying HS.
3. The negative SAs like belittling, or insulting are utilized in expressing HS throughout the three movies and through the different periods.
4. Impoliteness characterizes HS in the three movies. Addressing others with explicit or implicit HS is inherently impolite.
5. HS is indirectly expressed in the 1950s. It becomes more direct in the 1990s and 2000s.
6. Similar pragmatic strategies are utilized to convey HS in the three movies, while the motivations and effects of HS are different throughout the three movies.

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