Education in Fictional Dystopian Societies:
The Case of Veronica Roth's "Divergent"

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Abstract. Dystopian fiction is evolving in one of the most interesting literary genres for youth. Education in "Divergent" constitutes a domain of the society which affects directly the citizens and turns to be a catalyst for the establishment of the regime. This article focuses on the role and aspects of education and portrays some representations of the educational system in force in "Divergent", making possible associations with our social and educational worlds. Using the method of quantitative content analysis, we found that "ranking" and "training" have the most powerful presence in the novel. In this dystopian society, the concept and institution of education has a very different role of the one we would imagine in another more friendly and warless society. Based on our findings, we propose ways in which students can actually learn from dystopian fiction and make steps towards the change of their own educational system and society.

Keywords: dystopia, education, young adult fiction and literature, Divergent, philosophy

1   Introduction

Young adult fiction is one of the most developing domains of literature across the last half century. In the section of young adult literature, we can find a lot of dystopic novel[1], many of which have also been transferred to the cinema scene, like "Hunger Games", "Never let me go", "Maze runner", "The Mortal Instruments" and "Divergent series" and have been evolved into global published success stories introducing the readers in worlds so elaborately created that are seemingly real. This dystopic trend in the fictitious world has resulted in the creation of imaginary worlds so realistic forming an ideal source of information for the study of diversity in human societies and their various manifestations. It seems that the utopian thought is significant for education and this could lead us to a re-conceptualization of the notion of dystopia (Papastephanou, 2008). Along with the fascinating variety of dystopic novels comes the growing interest of researchers of dystopic fiction that addresses adolescents and young adults, thus people from 10 to 24 years old (WHO, 2014)[2]. There have been conducted a number of studies and analyses investigating aspects of the structure and nature of formed but still imaginary dystopic societies placed in fictitious worlds (Blouin, 2016; Holliday, 2014; Kimsey, 2011; Newgard, 2011; Simmons, 2012; Torrisi, 2015).

Making one more step towards our space of interest, there are also a bunch of studies and articles studying the social, political and psychological dimensions of "Divergent" (Basu, 2013; Blokker, 2014; De Souza & Roazzi, 2016; Griffith, 2015; Lashley, 2015; Morton & Lounsbury, 2015; Niemec, 2014; Paravano, 2015) but without taking into account the novel by an educational viewpoint. While taking into consideration all the research conclusions of these studies, this article will focus on the role and aspects of education and will portray some representations of the educational system in force in this dystopic society. Another goal of this article is to describe the impact this educational system has on the

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[1] Many of these novels are also ascribed to other literary genres, such as science fiction, fantasy, bildungsroman and survivor stories (Paravano, 2015: 122).

[2] There is lack of consensus in research about what ages of people should be considered to belong in adolescence and young adulthood. Contrary to the statement of WHO which is preferred in the article body, the United Nations Convention of the Rights of the Child defines youth as people between 15 and 24 years old (United Nations, 1989). In this article, we follow the statement by WHO so as to include a broader continuous of young people's ages.

central heroine of the novel book and the configuration of her personality. Despite the fact that education is not presented as a central issue of "Divergent", it seems that needs to be studied since it constitutes a domain of the society which affects directly the citizens and turns to be a catalyst for the establishment of the regime.

In "Divergent", Veronica Roth presents a dystopian and post-apocalyptic society that has divided its citizens into five factions (Dauntless, Abnegation, Erudite, Candor, Amity) each one of which has undertaken a specific social function and is signified by specific psychological characteristics, specific personality types of its members and specific beliefs and rules. Dauntless is known for its bravery, adventurous thinking and acting, capacity to overcome fear, physical fitness and its social and professional roles are mainly the defence and the maintenance of order for the whole town. Abnegation considers important selflessness and altruism, supporting others no matter what it takes for themselves and their professions start from government leadership to public service and social support, even to factionless people. Erudite's basic characteristics are the curiosity and need to learn new things; this faction supports knowledge and intelligence above all and its members work as teachers and scientists. Candor is known for its honesty and sincerity in all circumstances and its members are employed in the application of the laws. Finally, Amity is considered the faction where pacifism, social harmony and contact with nature are prevalent and its members work in the agricultural section or in the caretaking domain.

In this peculiar world, we find a sixteen-year-old girl named Beatrice Prior, an Abnegation-born. As all adolescents of her age, she has to take the aptitude test which will determine her personal psychological characteristics and help her to choose the right faction for herself. This event is radical to every adolescent's life because once they choose a faction, they cannot take it back and choose another one; they have the key to determine their post-school future. If they achieve to meet the faction's demands on the initiation stage, they are forced to live factionless, therefore, poor and unsupported. As Beatrice is trying to find her own identity, her previously ordered world start to fall apart when she discovers in the aptitude test that she is divergent; a state where a person has the characteristics of more than one faction in the same time and cannot be automatically categorized in one. No one has to know her deviation of what's considered normal because that will mean her life end. Beatrice finally chooses Dauntless and here comes her newborn name: Tris. After her initiation, there goes a gripping witch hunt as with the second main character of the novel, they drop together into a battle to avoid war, to resist to this absurd and uncomfortable to change dystopic society.

2   Literal Dystopian Societies: How Do They Differ from Utopian Societies?

Before digging in the education of "Divergent's" dystopic society, we have to make sure of what dystopian fiction means, therefore, which characteristics a dystopian society features. And this has to be done, because dystopia is sometimes presented inside the fictitious world as a utopia by fictional sociopolitical leaders in order to maintain order and supervise citizens as they think of their constitution as an ideal one. In fact, dystopia has its main characteristics opposite to utopia, which has been concerning intellectuals since the time of ancient Greek philosophers like Plato (1982) who was the first to define it in his well-known 'Republic' [Politeia] or in his dialogues 'Timaeus' and 'Critias' (Kechagias, 2009). Almost a millennium later, Thomas More (1912) described in his novel Utopia (published in 1516) the form of a utopian society while simultaneously he formally created the corresponding literary genre. More was the first who tried to search for the deepest meaning of the concept of utopia spreading to politics, economics, religion, and culture.   Although the ancient Greeks were the ones who gave the name to the notion of the ideal society - in fact they had two words to describe it, utopia and eutopia[3] - More was finally the one who started a greater research around the idea of utopian society during the Renaissance ages.

As above mentioned, the concept of utopia is contrarily different of the concept of dystopia; utopia is a place, a society unhooked by the scourges of a real society with minimum negative tension between its

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[3] Eutopia differs from utopia to the point that former constitutes a redemptive environment where joy, wonders and even ecstasy prevail, away from the misery of the rest world (Sargent, 2003).

members, that's why the literary plot is flat without point of conflict and the utopian world serves as a paradigm of human positive development and ascent (Holliday, 2014: 9). In terms of literature, Papastefanou (2008: 92) defines utopia as "a literary genre of concrete dreamy pictures of the good life". Whilst contradictory to one another, dystopia is strongly linked to the concept of utopia, because of the interconnectedness that characterizes the two sides of a dipole. Specifically, dystopia is the exact opposite of utopia; it is an "imaginary place or condition in which everything is as bad as possible" and dystopian is determined as the "one who advocates or describes dystopia" (Oxford University Press, 1989). Consecutively, dystopia is mentioned as an unreal society where injustice and pain are prominent; it is usually a meta-apocalyptic society or a society with a totalitarian regime. Holliday (2014) mentions that a dystopian society in literature serves as the background of the hero to make his way to the escape while navigating us through this social form of degradation. In addition, dystopia is sometimes blurred with utopia in front of the eyes of the heroes as well as the readers, because leaders desire to hide the totalitarian characteristics of the regime they have imposed with the mask of an idealistic and peaceful society that in this way avoids wars and conflicts. This "dystopianism" may have been occurred due to an anti-utopianism, thus a strong belief for the inherent danger of attempting utopia (Papastephanou, 2008: 94) inevitably consequencing to a worse case of state.

3   Dystopia in Literature; Real and Unreal, Imaginary and Non-Imaginary and the Role of Fiction

In general, literature illuminates people's relationships with each other and with themselves, raising moral and deeper issues of conscience. According to Plato (Republic, 411e, 595a 1 – 603b 8), fiction within literature provides a delusive aspect of reality, by exciting the passions of human beings and a mixture of reality and non-reality, producing an unreliable morality. A utopian or dystopian novel directs our attention to a fantastic world beyond the real one we live in. But this leaves the imagination free to point to dimensions of ideological or political life far away from normative ethics of our own common societies. A utopian novel provides a valuable world we should live in; a dystopian one, to avoid.

Utopian and dystopian novels could offer a valuable orientation in education theory, critique, a helpful and vital approach in contrast to our 'normative' realistic views of our contemporary philosophy of education. Though utopian places are no-places ('*topos*' in Greek language means 'place'), a kind of earthly paradises, places of negativity are usually being explored in dystopian literature. In the no-places of utopias there is neither tragic plot nor agony. But the dystopia constrains in many respects the development of the catastrophe, "the protagonist is in peril in a nightmare-land and the plot revolves around exciting questions of rescue or escape" (Sypnowich, 2018).

The utopian literary structure depicts an ideal aspect of human societies whereas this 'perfection' refers to "a sterile desert, unfit for human habitation" (Mumford, 1966: 10). The writer leads the plot to the limits of the human horizon to the kingdom of totalitarianism where the danger and fear prevail; utopia willingly seems to produce and welcome the opposite, the emergence of the reverse reign of dystopia. In two famous dystopian novels, Huxley's 'Brave New World', Orwell's '1984', utopia is portrayed as a dangerous illusion. Therefore dystopia seems to be preferred as an anti-utopian selection offering up pure 'reality' of the mankind's future. Even both utopian and dystopian fiction can give us the opportunity to rethink over our societies, dystopia bears more easily representations similar to the totalitarian ones that every human society has already faced to.

Despite the fact that dystopia in its essence is an imaginary reality, a whole separate world of ours, we cannot but point out the realistic elements that come to the surface and can also be found in our totally real society. For example, talking about "Divergent", we could portray in our world the hope[4] that things will turn up better - in the case of critical dystopia (Papastehanou, 2008: 95). Another resemblance of this literary world to ours (Jones, 2019: 5) is the disproportional to the actual needs interest for tests and ranks of one student compared to other students in the classroom, in the school, among other schools and the whole educational population. We could also point out the urgent need of

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[4] Hope, when paired with action, turns out to be a central keyword in dystopias (Simmons, 2012: 31).

some people to control others and show off their power – to the best of our knowledge, this is inevitable for both dystopias and real societies.

4   Methodology

The first part of the trilogy "Divergent" authored by Veronica Roth and also titled "Divergent" and specifically the e-book version (Roth, 2011) is the data source of the study. The method used for the novel analysis is the quantitative content analysis (Krippendorff, 2004· Neuendorf, 2016). But like in every content analysis of literature books (Huckin, 2003), the quantitative content analysis is not enough to explain constructively the way in each education or other sociopolitical structures are represented in the book (Kechagias, 2006). This is the case because literature is not just words on the paper, but live figures that have a certain ideological burden and need to be approached in a hermeneutical context as it is plausible to find meaning in the whole body of language and not just in the single word (Byrne, 2001; Szondi & Bahti, 1978). Even a complete sentence or a whole of sentences cannot give us the total essence of the text if we ignore the context (Kalogirou & Malafantis, 2014: 132) described in the rest of the novel. That's why we try in this study to combine the objectivity that the quantitative content analysis offers along with the critical interpretation the results and generally the literature world need (Huckin, 2003).

Twelve (12) categories of words along with their derivatives or participle words were utilised in order to categorize the data found. The words which were to comprise the centre of content analysis were determined after relevant research of the words that are closer to education (and to teaching and learning) as regards to their expression or meaning (Collins English Dictionary, 2016). In the following table, we present the categorizing keywords and the relative words to them that were utilised in the content analysis:

Table 1. Categories and sub-categories of the content analysis.

Keyword – Category	Words / Relevant words
Educate	education
Instruct	instruction(s) / instructor(s)
School	School
Teach	teach / teacher(s) / teaching(s)
Learn	learn / learning(s)
Lesson – Class	lesson(s) / class(es)
Knowledge	knowledge
Train	train / training
Rank	rank / ranking(s)
Fail	fail / failure
Textbook	textbook(s)
Homework	homework

After indexing each category with its reports in the book, the critical interpretation of the results in the context of the whole novel is taking the lead in order to explain the magnitude on the basis of which the institutions and functions of the (social and ideological) norms presented in "Divergent" are charged. Thus, according to the results, we explore critically the educational system and the moral values and patterns promoted to the members of the dystopic society as desired and achievable.

5   Results

In the following figure is represented every word category which comprises of one or more words-subcategories. All the reports of the searched terms are 200.
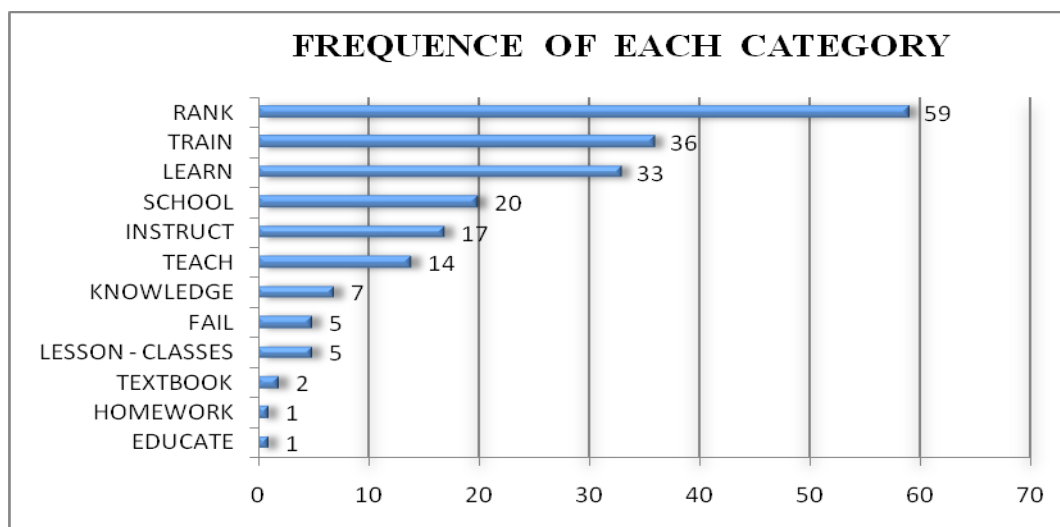
Figure 1. Representation of each word category

The most presented terms are found in the word categories of "rank" and "train" with 59 times (29.5%) and 36 times (18%) respectively. Afterwards, the category of "learn" is presented in "Divergent" 33 times (16.5%). The term "school" is reported 20 times (10%) whereas the term "instruct" shows up 17 times (8.5%) and the term "teach" and all its derivatives and participle appeared 14 times (7%). Furthermore, we have the term of "knowledge" which appears 7 times (3.5%) and the term "fail" with 5 times (2.5%). The term "educate" is presented only 1 time (0.5%) in contrast to the terms of "lesson" and "classes" (those two in the same category) which showed up totally 5 times (2.5%). Finally, the separate word categories "homework" and "textbook" appeared 1 time (0.5%) and 2 times (1%) correspondingly. The above frequencies are subsequently represented in percentage.

Table 2. Percentage % of each word category presented

CATEGORY	N	%	TERMS
RANK	59	29.50%	Outranked, rank, ranking(s), ranks(s)
TRAIN	36	18.00%	Training, train
LEARN	33	16.50%	Learning, learn
SCHOOL	20	10.00%	School
INSTRUCT	17	8.50%	Instructions, instructor(s)
TEACH	14	7.00%	Teach, teacher(s), teachings
KNOWLEDGE	7	3.50%	Knowledge
LESSON - CLASSES	5	2.50%	Lesson, classes
FAIL	5	2.50%	Fail, failure
TEXTBOOK	2	1.00%	Textbook
EDUCATE	1	0.50%	Education
HOMEWORK	1	0.50%	Homework

Along with the total amount of terms representation in the whole category, we studied the separate forms of represented terms of the same category. We did not consider the plural form of the word as a separate one. Contrarily, the addition of the gerund –ing was considered as a distinctive one, because it may change the act and meaning of the word used. However, this grammatical word form continues to be a part of each corresponding term category (e.g. the word ranking(s) is a part of the term "rank" and the word "instructor" is being a part of the term category "instruct"). Therefore, the following bar presents each separate word of each category.
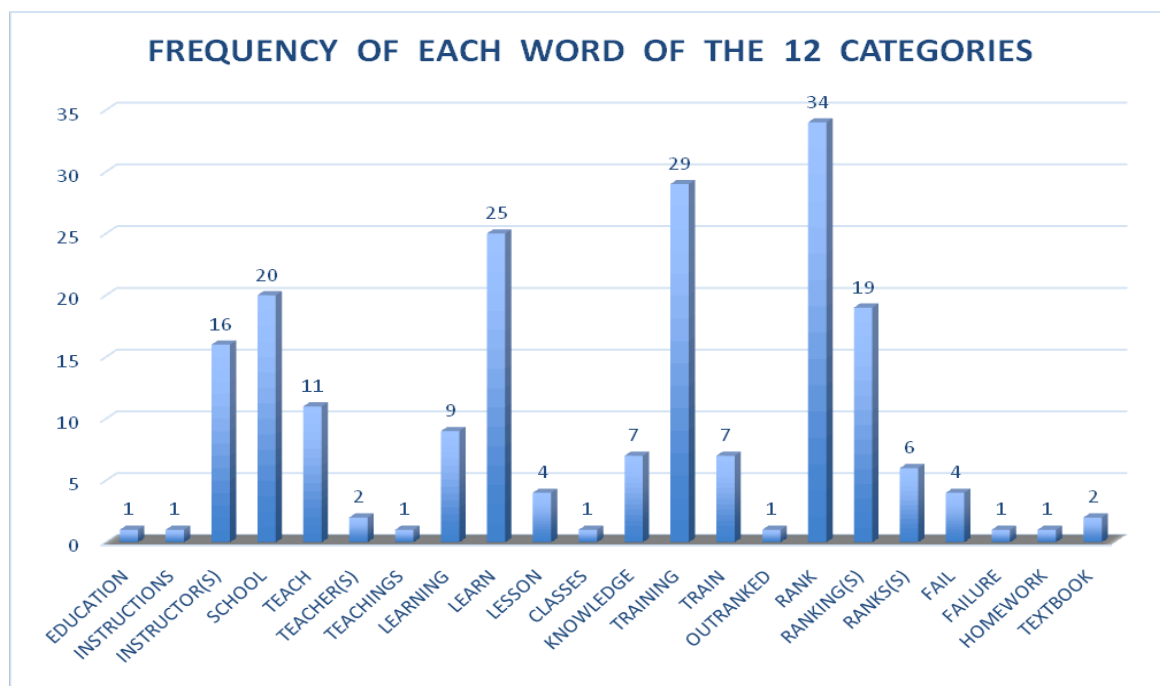
Figure 2. Frequencies of each word of each term category separately

In order to construct a hermeneutical explanation as regards to the frequency of each word to their participles, we are going to arrange them this way: the word "instructions" is presented 1 time while the word "instructor(s)" is recorded 16 times. Respectively, the action that represents the verb "train" is presented 7 times when the action itself as a noun for 29 times.

The exact opposite in presented with the verbs "teach" (11 times) and "learn" (25 times) who have a high frequency compared to their derivative nouns ("teacher(s)" and "teachings(s)" and learning" respectively). It is a curious incident that not once has the word "learner" been on the ground. The same is observed with the comparison of the verb "rank" (34 times) and its nouns "ranking(s)" (19 times) and "rank(s)" (6 times). The term "fail" and its derivative "failure" is not quantitatively present, but even a quick glance on the book would give the impression that it is fairly presented through other means and words.

Observing the frequency of each derivative and/or participle word, it is obvious that the reports found are mostly referring to people that have a certain qualification (e.g. "instructor") or to the structure (e.g. "school") that supports the instructions that are put on the way rather than the educational system and the nature of education itself. This can be explained by the fact that the leaders and members of the five factions who are responsible for the education the initiates have to go through, adopt a very stiff way of thinking as regards to the education that has to take place.

6   Discussion

Roth achieves something very special in her "Divergent" novel: while the reader thinks of the faction he would definitely or almost definitely belong in according to their own perception of character strengths and personality formation (see also Basu, 2013), they simultaneously think of the power they would have (or not) to take a big step and choose another faction of the one they had been raised in. How many of us would have the strength of abandoning our family and choose a totally different life course besides gabbling about the faction that matches better according to the perception we have constructed for ourselves? How many of us would be afraid of being divergent and how many of us would definitely not be divergent because of the manipulation and brain washing we would have passed through?

Besides these very important existential questions, we notice that in "Divergent" the concept and institution of education has a very different role of the one we would imagine in another more friendly

and warless society. That's why the word "education" is only 1 time presented in the whole of the book; because education is not a priority here; training has taken its place and all is about the testing[5]. Learning process (Stefanopoulou & Kechagias, 2018) has taken another form and masks indeed the absolute necessity of the readiness and practice. Layering to Basu's (2013: 20) concepts on the discussion about "Divergent", we see that the danger of categorizing people into "pre-existing identity types" impacts the formation of education addressed as long as the personal identity formation which is part of this educational procedure. Ranking has the most powerful presence in the book because that's what the whole world of teenagers close to initiation are interested about; how to be above other so as not to live factionless. As such, knowledge is not thoughtful by learners (Stefanopoulou & Kechagias, 2018), it's only assimilative and utilitarian.

Ranking is directly linked to the corresponding social roles (the higher the rank, the more the professions the Dauntless member can choose from; the lower the rank, the fewer the opportunities to choose, maybe not at all; for example, leadership is on the top while security is at the bottom) and reminds of practices implemented historically by totalitarian regimes with nothing but the known results whatsoever. Consequently, the substance of what is called education in "Divergent" is suppressed in practice and some guidance. It is understandable that this is not a healthy view of education, even in this stripped and altered form. The protagonists are undoubtedly encouraged (or forced) to make connections between knowledge and action (Morton & Lounsbury, 2015: 53) but in a very violent and absolutist way.

Instructions are meant literally in the novel; they are exactly what the word says; instructions are given to initiate members so as to learn the practical way of how things (must) go in this faction. The term of the "instructor" is presented several times but we notice that it does not correspond the meaning we give to this word, which is much more linked to the educative basis of the instructions, to mentoring (Kechagias & Antoniou, 2019). While the mentor refers to a supportive person who provides encouragement and emotional or mental help to the learner in their difficult periods of time (Kechagias & Antoniou, 2019: 106), this is not the case for the "instructor" meaning in "Divergent". Paradoxically and due to the love affair that links them, "instructor" Four is gradually transformed for Tris into a "mentor" - this time, adopting the supportive and educational meaning of the word.

Aristotle (2005) is confirmed here when giving a definition of "education" in his Politics; he says that it depends on the regime in force as education is used only to create a form of citizenship that accepts and aims to the conservation of this regime. In "Divergent", education and constitution or regime are on the same train, as in every (dystopian or not) society; apart from a basic body of knowledge (about the origin of factions and science courses) that also has the same target mentioned above, every faction has designated its own educational standards and implementations so as to serve the values that this faction glorifies.

Divergence is a central issue of the novel. But is it really divergence, something abnormal like it is presented by the factions' norms or is it just the essential, inevitable and unique ambiguity of human nature (Simmons, 2012: 23)? Divergence has a very outstanding role not only in the dystopian society of "Divergent" but also in our society, in every society. Associations between real and imaginary dystopian societies lead us to the use of *analogical thinking* (Jones, 2019); a useful tool when thinking about education in "Divergent" and education in the real world. Raising awareness and advocating for social change while starting from two separate worlds where similarities and differences are found, encourages students to focus on the critical evaluation of their educational world and take action against the educational problems need to be fixed. Students can be "motivated and empowered by the prospect of addressing a real problem in the world" (Morrell, 2002: 76).

7   Conclusion Remarks: Dystopian Literature in the Service of Education

John Dewey (1859-1952), the famous philosopher and educational reformer, one of the founders of the 'New School' outlined Utopian schools: "The most Utopian thing in Utopia is that there are no schools

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[5] This result is also confirmed by the psychological study of De Souza & Roazzi (2016) who investigated the psychological value of the factions' system as regards to the personality types presented. For the consistency of factions' system with the core virtues referred across the years, see also Niemec (2014).

at all. Education is carried on without anything of the nature of schools" (Dewey, 1933 – The New York Times). Dewey addresses the normative question of what kind of schools we would like to have for our children; as well as he could ask to rethink the issue of how we would like to live in common, in line with human nature, in the basis of the reality of social dynamics. Contemporary philosophy and the epistemology of education fields discuss ways to avoid the spectrum of totalitarianism in our societies, by enhancing human-led values teaching in our schools not theoretically but in a practical way. In addition scholars in their ongoing debates illuminate the 'normative' status of indoctrination and suggestions of emancipation in our education systems.

As Russell declares: "I should wish to see a world in which education aimed at mental freedom rather than at imprisoning the minds of the young in a rigid armor of dogma calculated to protect them through life against the shafts of impartial evidence". (Russell, 1957: 7 In: Elder & Paul, 2012). Harvey Siegel (2004) argues that "the believer who believes non-evidentially is the prisoner of his/her convictions (…) trapped in a set of beliefs which he/she did not fair-mindedly choose, but can nevertheless not escape". Like prisoners in a dystopian novel, students and teachers are trying to find ways to get out of the platonic cave, where freedom illustrates the sense of autonomy and reality of the human beings.

Of course dystopian literature per se does not provide us a vivid option of freedom and autonomy. Nevertheless it gives the reader opportunities to rethink how the world, the man and his education might otherwise be; also "some kind of utopian imperative, such as the quest for human flourishing" and beyond all "dystopia, at its best, reminds us its opposite, and keeps the question alive: what is the good life?" This attitude stands for an active, resisting, critical and engaging reader who adopts the questioning stance (Kalogirou & Malafantis, 2012).

Jones (2019) suggests that we not assume that interesting fictional worlds can teach students things about the real ones. If this is the case for ordinary[6] fiction, how about fictional dystopias where worlds distinctly and structurally differentiated are constructed? Therefore, how can students learn about the actual world from a book that does not represent reality? Morton & Lounsbury (2015: 55) mention that cognitive mechanisms and planning processors can be activated in readers to design their own plans and accomplish their own actions in a procedure of identification and empathy to the heroes. Papastephanou (2008: 95) shows the way for making our students learn by fiction as her view is in accordance with our findings of "Divergent" serving a real educational system: "A discussion of dystopian elements in educational reality can function as a directive of utopian thought toward alternative futures". All of these confirm what Mar and his colleagues (2011) say and find us in total agreement: a novel that imposes its real power on the reader may trigger unprecedented thoughts, plans, goals and even political actions to be in an alignment with the characters that make the reader empathize with them.

Another way to acquire true knowledge about the real-world circumstances from dystopian fiction is to justify the suppositions the reader picks up from the novel and try to evaluate them under the prism of the real society (Jones, 2019: 4). For example, how far is "Divergent" from our society and its social and educational inequalities in an international level? How is this evaluated on a national level? Can the results from the content analysis resemble our society and in what ways? The justified similarities function as a basis for youth to take a step forward and work to eliminate the dystopian features truly found in the real society. Consequently, dystopian fiction can teach us how to use the acquired knowledge to create a distinctive change (Kalogirou & Malafantis, 2012).

The will for change is inert to the world of dystopia so as it is in the real going world. Critical thinking about achieving utopia may urge us from political inertia to social action (Morton & Lounsbury, 2015; Simmons, 2012) but also protect us from mischievous steps that may end up in "dystopian distortions" (Papastephanou, 2008: 95). Another argument comes from Trites (1998) who claims that exploring forms of power by reading may not have a direct and material change to the adolescent or young adult, but it gives them hints for understanding better the continuous on which power and powerlessness and other characteristics (such as total arrogance or total selflessness) are translated into action and consecutively into real world understanding.

Critical pedagogy can serve the best out of utilizing "Divergent" as an educational tool; this framework offers the essential means for students to raise awareness of themselves as "social subjects who have power" (Kalogirou & Malafantis, 2014: 132) and have the strength to discuss "the complex

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[6] The word "ordinary" is used for describing fiction not categorized in the literary genre of dystopia.

social realities" (ibid). Dystopian features (in our society, in the dystopian society, in whichever society) call students to find their road to agency (Morton & Lounsbury, 2015: 53). Kalogirou and Malafantis (2014) also suggest that only if students understand thoroughly enough the specific factors that have dominated them and ended them up in an oppressive situation can make them go for a substantial social change. Critical pedagogy can address issues of power, inequity, oppression and injustice, which makes it perfect for the negotiation of a better society starting from the case of "Divergent" and the transformation of the society raising its tolerance and its openness to diversity (ibid). Critical Pedagogy can help us pose important questions that need answers if we want students to be activated, such as "Who suffers and why? Who benefits from the social/economical/political circumstances?" (Kalogirou & Malafantis, 2014: 134). Critical literacy can help critical pedagogy to make "students and teachers interrogate the world, unmask ideological and hegemonic discourses, and frame their actions, in the interest of the larger struggle for social justice" (Darder, Baltodano, & Torres, 2009: 279).

8   Suggestions for Further Research

Following content analysis for the rest two books of the trilogy, one could also compare the results with quantitative and qualitative research methods in other dystopian novels. In addition, the research interest may focus on the classroom implementation of "Divergent" from a mostly educational rather socio-political (although inertly connected those two aspects) point of view. As "Hunger Games" been utilized and addressed into the classroom terrain (Lucey, Lycke, Laney, & Connelly, 2013; Simmons, 2012), teachers may like to test whether "Divergent" also promotes for fighting for injustice and domination getting started from the educational field. Critical Pedagogy and the promotion of critical thinking in general is one of the ways teachers could try to implement "Divergent" in classroom since through its lens, students will be able to actively leave their mark in the ongoing political world (Morton & Lounsbury, 2015: 54) "to negotiate the present and anticipate tomorrow" (Kalogirou & Malafantis, 2014: 145), thus confronting the blemishes of a possible dystopian society and building up social progress.

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