

**RACISM
IN RALPH ELLISON'S *INVISIBLE MAN***



UNDERGRADUATE THESIS

*Submitted to the Faculty of Cultural Sciences Hasanuddin University as
Partial Fullfilments to Obtain an Undergraduate Degree in English
Literature Study Program*

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**ENGLISH LITERATURE STUDY PROGRAM
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LEGITIMATION

THESIS

RACISM IN RALPH ELLISON'S INVISIBLE MAN

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It has been examined before the Board of Thesis Examination on Friday, 23rd June 2023 and is declare to have fulfilled the requirements.

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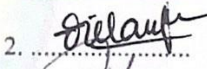

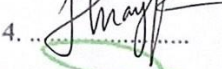
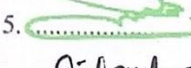
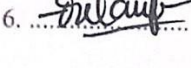
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AGREEMENT

On January 23rd 2023, the Board of Thesis Examination has kindly approved a thesis by Alicia Tenripada (F041191063) entitled *Racism In Ralph Ellison's Invisible Man* submitted in fulfillment of one of the requirements to obtain Sarjana Degree in English Literature Study Program, Faculty of Cultural Sciences, Hasanuddin University.

Makassar, 23rd June 2023

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DECLARATION

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STATEMENT LETTER OF ORIGINALLY

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Hereby, the writer declares that this thesis entitled *Racism in Ralph Ellison's Invisible Man* is written by herself. This thesis does not contain any materials which have been published by other people, and it does not cite other people's ideas except the quotations and references. If in the future it is proven that there is a part or all of the contents of this thesis are plagiarized, the author is willing to accept the sanction for her action.

Makassar, 26th June 2023

The undersigned,



Alicia Tenripada
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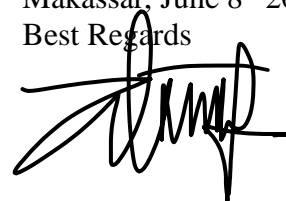
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Makassar, June 8th 2023
Best Regards



Alicia Tenripada

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ABSTRACT

Alicia Tenripada, 2023. *Racism in Ralph Ellison's Invisible Man*. Supervised by **Burhanuddin Arafah** and **A. ST. Aldilah Khaerana**.

The aim of this study is to discuss racial discrimination toward Afro-American people as reflected in Ralph Ellison's *Invisible Man*. The writer describes the relationship between the stories in the novel and the social conditions in America in the early 1930s in accordance with American history at the same time. This novel describes social protest by African-American to the government of America and white American in the 1930s.

The writer uses a descriptive qualitative method and a sociological of literature theory. The writer combined the important points in the novel, namely the intrinsic of novel and the occurrence of Afro-American society in twentieth century. After that, the writer tried to look for the relation of racial history of African-American in that period, therefore the sociology of literature theory has been used to understand the discrimination.

Based on the result, the writer concludes that this novel is a view personal author, Ralph Ellison. Every character and the event in this novel is talking about fact of personal author's life from his past memory like discrimination, struggle to achieve equity and negative impacts from white people experienced by Afro-American people in the South.

ABSTRAK

Alicia Tenripada, 2023. *Rasisme dalam Invisible Man karya Ralph Ellison*. Dibimbing oleh **Burhanuddin Arafah** dan **A.ST. Aldilah Khaerana**.

Tujuan dari penelitian ini adalah untuk membahas diskriminasi rasial terhadap orang Afro-Amerika yang tercermin dalam *Invisible Man* karya Ralph Ellison. Penulis menggambarkan hubungan antara cerita dalam novel dengan kondisi sosial di Amerika pada awal tahun 1930-an sesuai dengan sejarah Amerika pada waktu yang sama. Novel ini menggambarkan protes sosial oleh orang Afrika-Amerika kepada pemerintah Amerika dan orang kulit putih Amerika pada tahun 1930-an.

Penulis menggunakan metode kualitatif deskriptif dan teori sosiologi sastra. Penulis menggabungkan poin-poin penting dalam novel tersebut, yaitu intrinsik novel dan kemunculan masyarakat Afro-Amerika di abad ke-20. Setelah itu, penulis mencoba mencari relasi sejarah rasisme orang Afrika-Amerika pada masa itu, oleh karena itu teori sosiologi sastra digunakan untuk memahami diskriminasi.

Berdasarkan hasil penelitian, penulis menyimpulkan bahwa novel ini merupakan pandangan pribadi penulis, Ralph Ellison. Setiap karakter dan peristiwa dalam novel ini berbicara tentang fakta pribadi kehidupan penulis dari ingatan masa lalunya seperti diskriminasi, perjuangan untuk mencapai kesetaraan dan dampak negatif dari orang kulit putih yang dialami oleh orang Afro-Amerika di Selatan.

CHAPTER I

INTRODUCTION

A. Background of the Research

The term "literature" can be used to describe works of art that are resulted from human ingenuity expressing itself through language. The author's expressions based on the events he or she has seen and experienced are included in the writing. To put it another way, literature depicts everyday life. Because it is relatable to everyday life, reading literary works is enjoyable for readers and lets them sympathize the characters.

Some experts point out that literature is a picture of the universe and human life, 'truth' or everything that the author wants to describe is the main criterion for literary works (Pradopo, 1994: 26). Then, (Klages, 2017: 58) states that the purpose of literature is to teach how to think objectively about people, things, and the world in general. The idea here is that literature emphasizing good behaviour teaches its readers to behave well, but literature that emphasizes negative behaviour teaches you that what literary characters do is wicked, wrong, and immoral therefore, it encourages the readers to not doing the same.

Invisible Man is a fiction novel. It represents African American literature. Many academics categorize the book as a protest novel. The aim of the book is to denounce racism and the veil of black people's invisibility. It talks about the discrimination that members of racial minorities experience in contrast to traditional White society. In this sense, *Invisible Man* is a bildungsroman or existentialist book. This reflects the character's internal transformational journey. Individuality, identity, and self-discovery are all included. "The novel can be

studied as an existential one for it deals directly with questions of individual existence, identity formation, and the meaning of life for a Black man confronted with racism and cultural stereotypes”, (Neimneh, Muhaidat, Al-Omari, & Al-Shalabi, 2012: 61)

The novel's author, Ralph Ellison, has vividly portrayed the social, educational, and labor system discrimination faced by Afro-Americans in the 1930s. In this study/research the author describes the discrimination and racism in the novel and compares it to the social situation at the time.

The writer analyzes the racism in the novel by using the sociology of literature theory that is proposed by Alan Swingewood. The writer assumes that sociological approach is suitable for the analysis. The place setting of the novel takes place in 1930, a time when the discrimination toward Afro-American people in America still strongly raised. The narrator's reflections on his earlier life serve as the opening to the narrative. He describes to the readers how he hoped to become a well-known speaker and educator. Readers are quickly made aware of how the system will treat the narrator's hopes, though, as the humiliating process of being awarded a scholarship to a particular state college is described in great detail. The narrator then encounters numerous instances in which he is mistreated, ignored, and shown disrespect due to the color of his skin. He is expelled from the college and moves to the North, where he eventually learns that the exceptional freedom he thought he had experienced in the South is actually the same. When the narrator reflects on his life, he acknowledges that it was "based upon the fallacious assumption that I, like other men, was visible," referring to his previous worldview. The narrator becomes more and more disillusioned with his race's social situation as time goes on. Despite his struggle to achieve equity, including being chased into a manhole by a vengeful

mob, the narrator manages to find a way to cope with his resentment and emotional pain. He does this by writing, and as he gives paper the account of his journey, he feels that life is still worthwhile. The man thus rediscovers his unconditional love for life. The latter is an excellent illustration of a fresh perspective on life that does not depend on judgment, prejudice, or superficial ideas of other people.

The writer chooses Ralph Ellison because of his efforts to achieve equality with other people in marginalized Afro-American society. He realized that his personal perspective will appeal to both Afro-Americans and Mainstream Americans because he had witnessed the wide range of Afro-American communities in the United States. His efforts resulted in a novel in which the protagonist's journey immerses the reader in the life of a young, intelligent Afro-American (Mahoney, 2015: 57). Ralph Ellison is an Afro-American writer, his life and career are reflected in the story's main character. Ellison took part in the Harlem Renaissance and published his first and only book, *Invisible Man*, at this time. Ellison had a demanding and challenging life. He was raised in poverty and continued to do so into adulthood. But in the heyday of the Harlem Renaissance. As the writer experienced, white people discriminate against Afro-American. He has been subjected to some forms of discrimination since he was a child due to his darker skin than the others. His companions used to call him with offending epithet rather than his genuine name. Ellison was being invisible through his life and causes his lack of identity, hospitalization, and being ignored by the rest of society. Ellison steals electricity and this is ignored. His feelings are ignored when he gave a speech and memorial to honor a murdered friend. Ellison did his effort to achieve equality for his identity.

Since slavery and the colonial era, African-American society has experienced marginalization and slavery. Slavery in the United States was a particularly cruel and capitalist institution: people as property without human rights Slavery was an essential part of the economy of the 18th and 19th centuries: Black slaves built much of the economic power of the nation, built the capital (Olivier, 2012: 1). Through this study, Ellison wants to clearly demonstrate marginalizing activities like discrimination that experienced by the main character because the narathor disagrees with discrimination toward him.

Ellison illustrates the potent social and political forces that work to keep Afro-Americans "in their place," denying them the "inalienable right to life, liberty, and the pursuit of happiness" guaranteed to all Americans (Washington, 2010: 19). To put it another way, Ellison's life experiences are similar to those in the novel, which makes it interesting to analyze.

By conducting this research, the writer expects to provide some life lessons and be able to assist the reader in learning more about the life experiences of Afro-American through literary works. In this research the writer focuses on the discrimination and racism toward an Afro-American itself. Therefore, the writer has formulated this research entitled **Racism in Ralph Ellison's *Invisible Man***

B. Identification of Problems

After reading the novel "Invisible Man," some issues can be identified.

They are as follows:

1. Racism between White and Afro-American in Ralph Ellison's *Invisible Man*.
2. Erosion of Afro-American identity in Ralph Ellison's *Invisible Man*.

3. Exploitation of Afro-American people in Ralph Ellison's *Invisible Man*.
4. Internal conflict between Afro-American themselves in Ralph Ellison's *Invisible Man*.
5. Social life of the society in Ralph Ellison's *Invisible Man*.

C. Scope Of Problems

Based on the problems identification mentioned above, the writer has limited the scope of this research to focus on the analysis of the discrimination and racism by using the sociology of literature theory. The writer identifies the main problem in the novel is the discrimination experienced by the main character in Ralph Ellison's *Invisible Man*.

D. Research Questions

1. What is racism reflected in Ralph Ellison's *Invisible Man*?
2. How do the Afro-American people struggle to achieve their equality as reflected in Ralph Ellison's *Invisible Man*?
3. What is the impact of racism toward Afro-American people in America as reflected in Ralph Ellison's *Invisible Man*?

E. Objectives of Research

In this study, the writer examines certain objectives goals to be attained according to the statement of problems such as:

1. To describe the racism reflected in Ralph Ellison's *Invisible Man*?
2. To elaborate the struggle of Afro-American people to achieve their equality.

3. To find out the impact of racism toward Afro-American people in America as reflected in Ralph Ellison's *Invisible Man*.

F. Sequence of Chapters

The writing consists of five chapters. In the first chapter, the writer begins with an introduction which includes the background of the research, identification of problem, research questions, objective of research, and sequence of the chapter. The second chapter explains the approach used by the writer and explanation of the previous study and the differences between the previous study and this study. The third chapter consists of methodological design, data collection, and research procedures. The fourth chapter explains the findings, deep analysis of the novel which covers the intrinsic elements of the novel such as; character, social setting, plot and theme. This chapter also explain the extrinsic elements such as forms of racism, struggle for equality and the impact of racism. The fifth chapter consists of the conclusion and suggestions.

CHAPTER II

LITERATURE REVIEW

A. Previous Study

Previous related studies is a significant reference that assists the writer in analyzing the issue of this study. The writer has found several previous related studies that used similar object or approach with this study.

The first study is written by Liza Yaszek (2005) entitled “An Afrofuturist Reading of Ralph Ellison’s *Invisible Man*”. In Yaszek’s study, she discussed about Afrofuturism appropriates the narrative techniques of science fiction to put a black face on the future. She finds that in the novel, Ellison uses these tropes and references to signify a number of dystopic futures where blackness is technologically managed.

Yaszek comes to the conclusion that *Invisible Man* novel depicts an Afrofuture, with Afro-American people being able to use electricity and painting buildings better than white people. The objective of this research differs from Yaszek's analysis. Yaszek focused on technology for Afro-American people in the future, whereas the author of this research focuses on discrimination against black people in the early 1930s, as depicted in the novel. Although there is not much of a connection between this study and the Yaszek analysis, the writer learns more about Afrofuturist reading through the Yaszek analysis, which helped them better comprehension of the novel.

The second study was conducted by Jordan Crosby Lee (2013) entitled "Jazz temporality and narrative: Jordan Crosby Lee a reading of "Invisible Man"

by Ralph Ellison." Lee talked about the complicated connection between jazz, temporality, and narrative form in Ralph Ellison's *Invisible Man* in his thesis. He concludes Ellison's writing has not been unsuccessful; rather, it has been an aesthetic composition similar to Louis Armstrong's. In the same way that a jazz listener who tries to capture or stabilize a steady beat fails to grasp swings and syncopation, we will fail to grasp the text if we attempt to pin it down. The focus of the investigation is the distinction between the writer's analysis and Lee's. Lee conducts her object analysis on jazz music, which is depicted in the book, while the author analyzes society.

The third related previous study was conducted by Alyssa Sellers (2012) in her study entitled "Destruction as a Necessity for Creation in Ellison's *Invisible Man*" In Sellers's study, the author talked about how people in the real world hide their true identity by pretending to be someone else. In *Invisible Man*, the author makes a figure called "invisible man" to show that the main character has changed into someone else. According to Sellers' conclusion Ellison speaks out against all those who attempt to impose limiting ideologies and roles on others. In his novel *Invisible Man*, he examines the universal human struggle of finding one's identity while living in a world built on socially constructed ideologies and stereotypes. Through his novel, he reveals that the only way to liberate oneself from a certain role is to become "invisible," destroying the socially constructed self to allow for the nothingness required for the creation of the true, complex, and ever-changing self. He does this by utilizing the many aspects of improvisational performance.

The writer uses Alyssa Sellers analysis to examine how the main character, "The Narrator," reacts to society. According to the sellers, "The Narrator" needs to change into someone else so that he can fit in with society. The author's analysis of "The Narrator" character is enhanced by the ways in which the character reacts to society.

The writer's analysis and Sellers differ in their perspectives on the research. The writer focuses on how the society's real identity is portrayed in the novel, while the sellers focus on how the society becomes someone else in the face of discrimination.

The writer also finds a thesis in the faculty of humanities library that used a sociology approach to analyze the literary work. A thesis titled "Discrimination as seen in William Shakespeare's *The Merchant of Venice*" was written by Ilham Maizal in 2009. He focused on describing discrimination in Venice during the 16th century in his analysis. He compares the historical facts with the issues of religious, legal, social, and economic discrimination that are depicted in the protagonist of *The Merchant of Venice* in the play.

B. Sociology of Literature Theory

The sociology of literature is a specialized area of study which focuses its attention upon the relation between a literary work and the social structure in which it is created. It reveals that the existence of a literary creation has the determined social situations.

George Lukács in Selden (2005: 89) states that the novel reflects the reality, not by donating the mere presence to surface but also by giving an

overview of the real life a clearer, more complete, and more dynamic. This theory explains that *Invisible Man* can be seen as the image of reality that was adapted into a fiction novel photographing social life of black people.

According to Swingewood “Sociology is essentially the scientific, objective study of man in society, the study of social institutions and of social processes; it seeks to answer the question of how society is possible, how it works, why it persists” (Swingewood, 1972: 11). Based on the quotation above, it could be assumed that if a person wants to analyze the literary work by using sociology of literature theory, he or she has to relate with the situation in the work with social condition at the time the novel was written. As Swingewood states:

“The sociological study of literature is thus a fairly late arrival, for although there are today well developed sociologies of religion, education, politics, social change, even of such an imprecise area as ideology, there is virtually no established corpus of knowledge called the sociology of literature” (1972: 13).

Although then it would seem that literature and sociology are not wholly distinct disciplines, but on the contrary, they complement each other in our understanding of society, historically they tend to remain apart.

Sociological approach is a general understanding of why and how the problem develops, of how people get affected by them and what are involved in dealing with them. In other words, sociological approach is an approach to find the meaning of imaginary in literary works that learns about the society, social classes, love affair, religion, nature, etc. sociological approach can be used to developed that the author sees within society, which is deliver in his/her own style.

There are three perspectives that proposed by Swingewood as follows:

1. “The most popular perspective adopts the documentary aspect of literature, arguing that it provides a mirror to the age” (1972: 13).

On this perspective literature is viewed as direct reflection of various facets of social structure, family relationship, class conflict and population composition.

2. “The second approach to a literary sociology moves away from the emphasis on the work of literature itself to the production side, and especially to the social situation of the writer” (1972: 17).

From the quotation above it can be conclude that the writer and his work related each other.

3. “A third perspective, one demanding a high level of skills, attempts to trace the ways in which a work of literature is actually received by a particular society at a specific historical moment” (1972: 21).

The third perspective is concerning with the paradigm of the people to the literary work. This perspective is influenced by the historical event.

According to Swingewood’s three perspectives above, the writer applies the first perspective that views the literary work as social document which have the reflection the work was written. This perspective seems to be possible to be applied in Ralph Ellison’s *Invisible Man*. Furthermore, Ralph Ellison’s *Invisible Man* is a suitable object to be analyzed by using sociological approach as a theoretical framework. This work contains the social condition in American society and the issue of discrimination toward Afro-American society such as in educational system, labor system and social community.

C. Intrinsic Element

Intrinsic elements are the building blocks that exist in literary works. These elements are the elements that exist in the literature itself such as themes, plots, settings, characters and characterization.

1. Theme

The theme is the primary message that the author wants to get over to the reader (Rollins, 2010: 5). This theme may include the author's opinions or thoughts on a particular subject. Typically, this theme is expressed through the usage of the story's symbols, actions, and characterizations. By examining the elements or events in a story, we can identify the theme because it typically holds the meaning that the story is attempting to realize.

2. Plot

A set of interconnected occurrences or events that take place in a story can be viewed as the plot. The cause-and-effect concept, which states that every occurrence in a story is influenced by a reason and will affect other events, is present in this plot. If a new event has a major effect that will have an impact on other occurrences, it can be characterized as a plot. If an incident had no consequences, it was simply that—an incident. According to (Rollins, 2010: 5), a plot is an action plan in a story, play, or movie. In other terms, the plot is a plan for the actions in a narrative. The plot has several sections, namely exposition, rising action, climax, falling action, and resolution. (Rollins, 2010: 5) explains for dividing the plots into:

- a. Exposition (the beginning of the plot) includes the introductions of the main characters and the location of the story. Typically, this section introduces the main character and gives some backstory on the story.
 - b. Rising action is the section of a story where the reader learns more about the main character and when the conflict first appears. Additional character information is provided in this section. The origins of the conflict were initially evident in this section.
 - c. Climax is the highest point in the story, which occurs when the main conflict culminates in a battle, argument, physical action, or an extremely emotional moment. This section tells the culmination of the story's problems where the main conflict is getting out of control and causing big problems.
 - d. Falling action is part of the deal with the result of the climax. This is the turning point of the conflict. When the conflict has peaked at the climax, in falling action the conflict decreases again and at this time the character will be dealing with the result of the climax.
 - e. The ending of the plot segment is the resolution. This section tells the end of a story. Here is told the end of the conflict and the characters. Both good and bad outcomes are possible in this text.
3. Setting

The setting can be thought of as the surroundings of the story's characters. The location and time of a tale can be used to determine the setting. According to (Rollins, 2010: 5), the setting refers to the time and place where the story is being conveyed. It can be observed

from a particular nation, city, or location in the narrative. Additionally seen from the time frame in which the narrative is told. Furthermore, settings can be determined by observing how people interact with one another and how they reveal their humanity to the spectator when appropriate.

4. Character and characterization

Characters have a crucial role in a story. The plot will be affected by the decisions and actions of each character. (Rollins, 2010: 5) stated that character is an imagined figure or creature from a work of fiction (play, film, or story). According to (Culler, 2007: 34-35) A character's core identity develops as a result of action and conflict with the outside world, but it is suggested that this identity is the reason for and even the source of those conflicts. Therefore, characterization can be interpreted as a set of actions performed by characters in living their world. These actions will also affect the conflict and plot of the narrative

Furthermore, Characters can be divided into two categories major characters and minor characters. (Stanton, 2007: 33) defined major characters as those who are connected to every event in the plot. Additionally, these events alter the character or our perception of the character. From this, it may be inferred that the main character is a figure who significantly influences the plot. Minor characters are the opposite of major characters. It can be said that minor characters are supporting figures whose presence is not highlighted. The minor character is present if it is related to the major character. Minor

characters nevertheless have an impact on the plot. Both the presence of minor characters and the presence of major characters aid in the plot's development. Minor characters nonetheless play a crucial part even though their impact is not as significant as major characters.

Characterization is the process of giving the characters in a story personality. In another way, characterization refers to a group of behaviors carried out by fictitious characters in a narrative. Therefore, we can pay attention to the actions, words, ideas, and descriptions of the characters in the story to determine their characterization.

D. Racism

Racism is analytically distinct from racial discrimination and racial inequality. Racial discrimination concerns the unequal treatment of races, whereas racial inequality concerns unequal outcomes (in income, education, health, etc.). While racism is often implicated in both processes, contemporary racial inequalities and forms of discrimination are not always the immediate result of contemporary racism (Pager and Shepherd, 2008). At root, racism is “an ideology of racial domination” (Wilson, 1999: 14) in which the presumed biological or cultural superiority of one or more racial groups is used to justify or prescribe the inferior treatment or social position(s) of other racial groups. Through the process of racialization (see Section Racism as a Social Process), perceived patterns of physical difference – such as skin color or eye shape – are used to differentiate groups of people, thereby constituting them as ‘races’; racialization becomes racism when it involves the hierarchical and socially

consequential valuation of racial groups. Racism is the treatment of two different races differently. Since the time of the slaves and the colonists, racial discrimination in the US has been a significant problem. Asian Americans, Native Americans, Latinos, and African Americans do not enjoy the same legal privileges and rights as White Americans that are sanctioned by racism. The history of racism in America begins with the slave trade. Slave trade has existed since Columbus first set foot on the New Continent. Millions of Afro-American men were kidnapped and transported to America to work. They were afflicted with disease, thirst, and hunger. Due to their low social status, the masters of the Afro-American people assumed that they would work continuously and accept any type of work that was given to them.

The Civil War between the North and South, which lasted from 1861 to 1865, was the bloodiest and most destructive of all the wars in the country. After the Civil War, when the North was ultimately victorious, Afro-American slavery came to an end in the United States. The practice of slavery was ended in the 1860s, but its effects persisted. Particularly in the South, the Afro-American people were not easily assimilated into the vast American culture. This sort of phenomenon is still present today. American racism is reflected in many aspects such as education, employment, voting rights, immigration, citizenship, and others.

The first important aspect of American racism is Education. In the first century following the founding of the United States, white and Afro-American students were not co-ed in either public or private schools. The predicament persisted until the presidency of Dwight Eisenhower. Even though the relevant

law was already in effect, there was still racial discrimination in education. As a result, there are still a majority of white students who are in good schools.

Employment is another reflection of racism in America. The majority of Afro-American people in America work as carpenters, miners, soldiers, cleaners, or in heavy industry factories performing dirty, taxing, and unskilled tasks. The wages of Afro-American people are typically low. The majority of Afro-American people do not work in management, technical fields, or as professionals in the legal, medical, or governmental spheres. Even though there has been a significant increase, the proportion of Afro-Americans working high-paying jobs is still quite low in comparison to their share in the United States.

The third form of racism is living standard. Living conditions have been crucial in America. It has to do with things like education, employment, services, and so forth. According to the Civil Rights Act of 1968, Afro-American people have the same options for where to live as white people do. The racism in the standard of living appears to have diminished and vanished. But in reality, nothing has changed. Only 27 percent of the 119 Atlanta apartments surveyed in this study provided equal opportunity for Afro-American and white residents. 45 percent of people say they will give white people priority. Two distinct societies exist within the American society as a result of racial discrimination in living standards (Ragin and Rubinson 2009).

The History of Racism Afro-American in The Twentieth Century

Racism is a social issue that exists everywhere. Racism is a unique component of this century that has a significant impact on politics and the economy. Regretfully, racism is a major cause of political conflict and war. This favors racial and pressure pressure in America. America had been growing

throughout the 20th century. It helped to establish new cities, advance industry, increase racial unrest, create social organizations, and trigger World Wars I and II. The advancement of technology leads to the development of the factory industrial system and the system of labor division. The increase of industrial product can fulfilled societal needs. For the time being, the industry has improved economic conditions in America. However, the condition of Afro-Americans is unaffected by this condition. Afro-American Americans fall into poverty. A large portion of the reason that hundreds of thousands of Afro-American people relocated to the North in this century was due to shifting economic conditions. Because machines are most effective on large tracts of land, mechanization of Southern agriculture drastically reduced the need for field labor, which led to the displacement of tenant farmers and sharecroppers.

There are important elements in racist development such as race, prejudice and racialism. Below are explanation of the important elements:

a. Race

Race is a human group with some observable, common biological features. The most notable of these is skin color, but racial groups also differ in other discernible ways, such as eyelid shape and the color and texture of hair. Invisible subtle differences between them exist as well, such as blood type. Despite the fact that race is a biological concept, racial distinctions only matter for intergroup relations to the extent that people give them a cultural context.

b. Prejudice

Prejudice is the term for preconceptions about individuals who belong to a particular racial, ethnic, religious, or other social category. Prejudice is an attitude that makes a person more likely to have favorable or unfavorable

thoughts, perceptions, feelings, and behaviors toward a group or any of its members. Contact between two groups with equal standing will lessen prejudice. One purpose of prejudice is to elevate one's own group's standing at the expense of another. Every time a minority confronts the dominant group, competition for jobs, properties, and wealth tends to increase prejudice.

c. Racialism

Racialism is a concept or belief that holds the idea that a race's biological characteristics are related to its cultural and intellectual characteristics. There has been discrimination. While discrimination is the practice of treating people unfairly, prejudice is a set of attitudes.

A great migration happened In urban industrial areas where there was a need for factory labor between 1914 and 1924, about one million Afro-American people moved there. In this century, Afro-American people have migrated north due to shifting economic conditions, discrimination, and violence. It is thus established that immigration to this country is rising, and that the races from which it is rising most rapidly relative to other American races are those whose members are the poorest and least educated. The committees use the case of the nation with a coal-mining industry as an illustration of the practical effects of unrestricted immigration. Afro-American people were employed at such low wages and in such large numbers that they have replaced the American citizens who previously carried out this class of work. In other words, the continued influx of four hundred thousand people per year into the labor market, half of whom are unemployed and most of whom perform the lowest form of labor, has a very significant impact on lowering wages and upsetting the labor market. Additionally, the transition of sources of the immigration is unfavorable, and is

bringing to the country people whom it is very difficult to assimilate and who do not promise well for the standard of civilization in the United States, a problem as serious as the impact on the labor market.

Afro-American continued to be a social issue in American society at beginning of the twentieth century. Afro-Americans have become participants and survivors of World War I. Moreover, due to humanism, these Afro-Americans are still not accepted by white Americans. With the exception of hiring them as laborers, White Americans reject training Afro-Americans to be war enemies. Whites had put pressure on racial and discrimination practices through rioting and protest. Afro-American patriotism is a result of this reaction. They were pleased with themselves for being Afro-Americans. The novel idea had succeeded in the interim. like the concepts put forth by Marcus Garvey, W.E.B. Dubois, and Booker T. Washington. One of Marcus Garvey's ideas was that the government should own all Afro-American people worldwide and unite them under a single citizen. This idea gained traction because many people think that racism in America is an unresolved issue that has been around for a long time.

Afro-American nationalists like Garvey were inspired by this idea to defend their race. Afro-American nationalist Marcus Garvey, who was born in Jamaica, was significant in the early 1920s. Garvey was a flamboyant costume enthusiast and charismatic racial separatist who promoted Afro-American pride and opposed integration with whites. Early in his career, Garvey was unable to escape Harlem's growth. A neighborhood called Harlem can be found in New York City, on Manhattan Island. The majority of its residents are Afro-American. Afro-American people encountered de facto segregation in housing

and education once they arrived in the cities. Nonetheless, employment options existed, especially throughout World War II and the ensuing economic boom. Afro-American communities flourished in many urban centers during the 1930s and 1940s. At that time, Harlem in New York provided as a hub for musical and artistic talent. Yes, life in the North became just as oppressive and difficult as that which was experienced in the South as more and more relatively unskilled and uneducated Southern migrants moved into northern cities and as employment opportunities declined.

While Afro-American Americans were living in poverty in the 1920s, America as a whole was experiencing prosperity thanks to advances in technology, standard of living, and the manufacturing sector. The expansive Social Security Act, which provides government pensions to the elderly, the Indian Reorganization Act, which permits Native American tribes to own land, and the Soil Conservation and Domestic Allotment Act, which supports farmers, were all part of the 1935 to 1936 New Deal legislation. In 1936, Roosevelt is elected president. Afro-Americans' economic and social conditions have improved, segregation and discrimination still exist. The Civilian Conservation Corps upheld strict segregation in the Southland. African-American tenant farmers and sharecroppers suffered because of the Agricultural Adjustment Act.

Race riots in Harlem have been instances of mob violence between groups of various racial and ethnic backgrounds. These riots have typically involved Afro-Americans and whites. White workers in northern cities during the Civil War attacked freed Afro-American workers out of fear of job competition. Before federal troops could restore order in Detroit in 1943, racial tensions over housing and employment between Afro-American and White

workers erupted, resulting in the deaths of twenty five Afro-Americans and nine Whites. A new form of racial violence emerged by the 1960s. Typically, these outbreaks took place in Afro-American neighborhoods where Afro-American citizens took to the streets in what started as social protest but frequently turned into rioting, looting, and arson. Afro-American owners of properties and businesses were also victimized, despite the fact that a large portion of the theft was targeted at white landlords and business owners. In contrast to earlier racial disturbances, there were few white people present, save for polite police officers and firefighters. After Martin Luther King was killed, rioting broke out in about 150 cities, and it reached its peak in 1968. At that time, rioting in Afro-American neighborhoods was at its worst.

Kennedy established the Committee on Equal Employment Opportunity in 1961 to fight discrimination in the workforce and in society. The social, economic, and political conditions changed but felt very late. The 1963–1967 race riots had an impact on Alabama, Georgia, Louisiana, and Mississippi. These nations had eradicated racism, segregation, and all forms of discrimination. But one million Afro-Americans continue to live in poverty. It had both unemployment and employment opportunities. In addition, the emphasis on appearances has pushed people away from White society. The circumstances signify the white community's refusal to accept Afro-Americans in society. That situation also represents haughtiness as proof of the racism practiced by white people. *The History of Racism Afro-American in The Twentieth Century*, the writer concludes from three sources there are “African Americans in the Twentieth Century” (EH.Net Encyclopedia, 2002), *Encyclopedia Americana* (1992) and “The Growth of America” (Rebekah Liebman, 1996).