A Sociology of Literature Study:

Acts of Anti-Racism as Reflected in Harper Lee's *To Kill A*

***Mockingbird* (1960)**

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A Sociology of Literature Study:

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Compiled and submitted by

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THESIS

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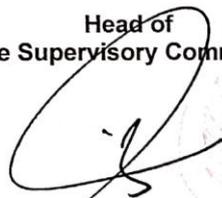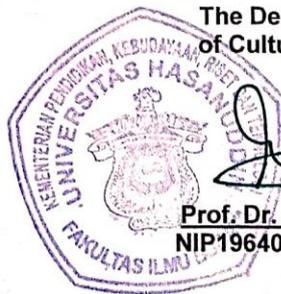
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Statement of Authenticity

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States truthfully that this thesis was the result of my own work, and it is not the work of others. If it is proven later that either some or entire part of this thesis is the work of others, I am willing to accept any sections for my dishonesty.

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ABSTRAK

AHMAD JAELANI ASHA. *Tindakan Anti-Rasisme sebagaimana Tercermin dalam To Kill A Mockingbird Karya Harper Lee* (dibimbing oleh Fathu Rahman dan M. Amir P)

Penelitian ini menyangkut tentang tindakan anti-rasisme yang ditampilkan dalam novel *To Kill A Mockingbird* karya Harper Lee. Tujuan dari penelitian ini adalah untuk mengidentifikasi dan menganalisa kondisi sosial Amerika bagian Selatan serta perilaku rasisme dan perlawanan terhadap rasisme yang tercermin dalam novel *To Kill A Mockingbird* karya Harper Lee. Metode yang digunakan dalam penelitian ini adalah metode deskriptif kualitatif dengan menggunakan pendekatan Strukturalisme Genetik oleh Lucien Goldmann untuk mengetahui jenis perilaku rasisme yang dilakukan oleh orang kulit putih terhadap orang Afrika-Amerika dan menguraikan tindakan antirasisme yang terjadi dalam novel tersebut. Hasil penelitian menunjukkan bahwa kondisi sosial yang terjadi dipengaruhi oleh krisis *Great Depression* yang berdampak pada perekonomian masyarakat di Amerika termasuk Amerika bagian selatan, terlebih lagi stigma lama yang berkembang di masyarakat bahwa orang kulit hitam hanya layak bekerja sebagai budak serta identik dengan kejahatan dan hal buruk lainnya membuat segalanya menjadi lebih rumit. Selain itu, ada tiga macam perilaku rasisme yang dilakukan oleh orang kulit putih terhadap orang Afrika-Amerika yaitu 1) Prasangka; 2) Diskriminasi; dan 3) Pengusiran terhadap orang Afrika-Amerika. Penulis juga menemukan tindakan perlawanan rasisme dalam novel yang dapat ditemui dalam karakter *Atticus Finch* yang bertindak sebagai pengacara untuk membela seorang pria kulit hitam yang dituduh sebagai pemerkosa wanita kulit putih. Tindakan lain melawan rasisme yang ditemukan adalah bagaimana *Atticus Finch* mengajari anak-anaknya tentang kesetaraan.

Kata kunci: Rasisme, Afrika-Amerika, Strukturalisme Genetik.

ABSTRACT

AHMAD JAELANI ASHA. **Acts of anti-racism as reflected in Harper Lee's To Kill A Mockingbird** (supervised by Fathu Rahman and M. Amir P).

This research concerns the acts of the anti-racism as reflected in Harper Lee's To Kill A Mockingbird. The research aims at identifying and analysing the social condition of the South America and the racism behaviours as well as the resistance against the racism as reflected in in Harper Lee's novel To Kill A Mockingbird. The research used the qualitative descriptive method with Lucien Goldmann's Genetic Structuralism approach to find out the kinds of the racism behaviours being committed by the white people against the Afro-Americans and elaborate the acts of the anti-racism occurring in the novel. The research results indicates that the social conditions which occur are affected by the Great Depression crisis influencing the people's economy in America including South America. Furthermore, the old stigma having developed in the society that the black people only deserve working as slaves and are synonymous with crimes and other bad things making everything more complicated. In addition, there are three kinds racism behaviours committed by the white people against Afro-Americans consisting of: 1) Prejudice; 2) Discrimination; and 3) Eviction towards Afro-Americans. There are also the acts against racism in the novel which can be encountered in Atticus Finch character serving as a lawyer to defend a black man having been accused as a white woman rapist. Another act against the racism found is how Atticus Finch teaches his children about equality.

Keywords: Racism, Afro-Americans, Genetic Structuralism.

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CHAPTER I

INTRODUCTION

This chapter contains introduction. It consists of background, identification of problems, scope of the problems, research questions, objective of the study, and significance of the study.

A. Background of Study

Various types of human life are described in literature such as economic, religious, political and even social. It includes the distinction of social status, or even racial discrimination. Racism, is the belief that human should be divided into distinct and exclusive biological entities known as "races"; that there is a causal link between genetic physical traits and traits of personality, intellect, morality and different cultural and activity characteristics; which some races are inherently superior to others (Smedley, 2021). In addition, novels as literary works are able to reflect the social conditions of society in detail and realistically. The novel reflects the way people think in dealing with problems in their environment (Sumardjo, 1981). Based on the statement above, one of the topics that is usually adopted into novels is about racism because it is one of the problems of life that actually occurs in human social life which is the distinction in skin color makes black skin a minority.

Furthermore, Fredrickson (in Al Hafizh, 2016) reveals racism as a belief that has two components, namely difference and power which cause one race to feel superior compared to other races that are different from them. Racism stems from

a mental attitude that views them as permanently different from us and without bridges. These different feelings then encourage racial communities who feel superior to dominate other racial communities. As a result of this unfair treatment, African-American have had problems and difficulties in going about their lives which are not only felt at the work or in their social status, but also suffered various forms of racism, both in the form of prejudice, discrimination and segregation. Oliver (2003) suggested that many Afro-Americans, especially men, have been stereotyped as stupid, violent and dangerous criminals. This expression demonstrates that the racism committed by whites against blacks is not only social, professional, and physical but also mental violence and cruelty.

The racism felt by Afro-Americans can be seen in the novel *To Kill a Mockingbird* (1960) written by Harper Lee. In this novel, readers can feel the discrimination done by the white people. The novel, which was written by Harper Lee in 1960 and immediately became the best seller after its publication. In fact, this novel won the Pulitzer Prize. This novel also received appreciation from people around the world. The library of Journal in Southern America named this book as the "Best Novel of the Century". This appreciation is not excessive because this novel is able to convey many moral messages that can be learned from, without making the readers feel like they are being taught.

The reason why the researcher chose the topic "Act of Anti-Racism as Reflected In Harper Lee's *To Kill A Mockingbird* (1960)", because it portrays the racism against Afro-Americans that had influenced their social life and this was explained clearly in the contents of this novel through the story. This is very

interesting to analyze, therefore that later readers can obtain more information about the life experiences of Afro-Americans through literary works such as novels.

B. Identification of Problem

Literary works are formed as a response and reflection of social occurrences that exist in human life. In this context, the researcher believes that Harper Lee's *To Kill a Mockingbird (1960)* is one of the reflections of social events. Based on the context, the researcher found interesting problems in this novel to analyze as follows:

- The relation between black and white is mainly racism;
- Negative stereotype received by the Afro-Americans
- The Afro-Americans to be accused as the perpetrator of any crime.
- The white people who defend Afro-Americans was considered as taboo and they got negative treatment as well;
- The Afro-Americans seek for justice;
- The segregation committed by the white people to the Afro-Americans.

C. Scope of Problems

Based on the problems encountered; the researcher focused and limited the scope of this research to analyze social condition of Southern America in the 1930s, racism and the resistance upon it as reflected in *Harper Lee's To Kill a Mockingbird* by using Goldmann's Genetic Structuralism Approach.

D. Research Questions

The researcher formulated the problems such as:

1) What is the social condition in Southern America in Harper Lee's *To Kill A Mockingbird* (1960)?

2) What kinds of racism behavior do white people commit to Afro-Americans in Harper Lee's *To Kill A Mockingbird* (1960)?

3) How is the resistance upon racism reflected in Harper Lee's *To Kill A Mockingbird* (1960)?

E. Research Objectives

1) To explain what the social condition is in Southern America in Harper Lee's *To Kill A Mockingbird* (1960)

2) To describe racism behavior white people commit to Afro-Americans in Harper Lee's *To Kill a Mockingbird* (1960)

3) To elaborate the struggle against racism occurred in Harper Lee's *To Kill A Mockingbird* (1960)

F. Significance of the Study

This thesis aims to explain about resistance upon racism as reflected in Harper Lee's *To Kill A Mockingbird*. The researcher expects this study to be a useful reference for understanding the literature using Goldmann's approach to genetic structuralism. As for the readers, this research should be a reference for the next research and this thesis should be used as a source of knowledge on racism and the resistance of their occurrence as reflected in the novel.

CHAPTER II

LITERATURE REVIEW

This chapter consists of previous studies, theoretical background and conceptual framework.

A.   Previous Studies

Before conducting the research, it is important for the researcher to read some of the previous researches related to the problem for obtaining information and ideas that help the researcher to develop the basic concepts of this research. In addition to that, the researcher found four previous researches which were taken as references in developing and analyzing the research.

The first research was conducted by Ghozi (2008) of Universitas Islam Negeri Malang. His thesis is *Racism in James Mc Bride's Miracle at St Anna*. He describes racism and discrimination as a form of rejection of the different race. He describes the situation represented by the problem of racism at the time in the novel using genetic structuralism. As a study of genetic structuralism, his study viewed literary work from both the intrinsic and extrinsic aspect of the literary work. The study explored how the condition of racism at the time influences the author to create the novel. According to the researcher's analysis, the racism represented in the novel takes one main form, namely racism as a form of rejection. Racist attitudes are caused by the motive of exploitation, domination and minority group, the cause of skin difference, quality of IQ, struggle for equality.

The Second Research was done by Sastrawati, M, D. (2015) of Universitas Jember entitled *Criticism Against Racism in Harper Lee's To Kill A Mockingbird*. This research looks at racism in *To Kill a Mockingbird*. The analysis focuses on the society in the Southern America in the 1930s, black and white mindsets, and racism in the society. There are three topics discussed in this research; such as the novel's portrayal of racism, the condition of society in Southern America, and the novel's world view. This type of research is qualitative research. The theory uses Lucien Goldmann's genetic structuralism. The result of this research shows that racism is developed through the mentality of white people. Blacks are victims to white defects because they are considered the lowest class; while white people cannot control their minds, stubborn, irrational and selfish. When blacks are not white, whites think that 'darkness' is the symbol of evil. The setting explains what happened when it was the Great Depression that changed the lives of whites and blacks; and has built racism in the society of South America. Racism clearly causes injustices in law. The novel presents the repetition of the law's failure as historical events taking place in the decades 1930-1950. It was a sign of political relapse in South America. The research carried out by Sastrawati took the novel *To Kill A Mockingbird* as the object of her research which is similar to what the researcher is currently working on. However, her research only raises the influence of the great depression on social conditions in the novel while the current research analyzes more deeply the racism behaviors that occur in the novel along with the acts of resistance against these racism behaviors.

The third research entitled *A New Historicist Approach of Arthur Miller's Death of a Salesman* by Rahman, H. T (2016) of the University of the Middle East. This study explored the greatest tragedy of Arthur Miller's *Death of a Salesman*, using the new historicist approach as a primary methodology and the cultural approach as a secondary methodology. The result of this study is this tragedy was influenced by particular historical events such as the Great Depression, World War II, the Cold War, and the widespread of capitalism and the economic boom of the late 1940s.

Furthermore, research entitled *The Portrait of the Blacks in the Short Stories of Langston Hughes* was conducted by Natarajam (2018) of Alagappa University. Langston Hughes is one of the most anthological black authors. Many of his poems, stories, and essays are commentaries on undeniable suffering, endless amorous torture, and cruelty to Afro-Americans. The researcher explains how the stories Hughes wrote tell the gloomy life lived by blacks, the economic backwardness of minorities, and racial discrimination against blacks.

After reviewing the relevant research studies above, the researcher found similarities and differences between the previous study and the current studies regarding the topic and the approaches. Those previous studies show that the research topics focus on racism. The objectives of the studies are mainly the same, especially on the racial discrimination felt by people of color. Although the theme of this research is similar to previous studies, the researcher used different object and method. In this research, the researcher analyzed the novel *To Kill a Mockingbird* by Harper Lee with the approach of genetic structuralism. The

researcher analyzed the novel with the theme of racism. Related to the topic, the researcher was not limiting the research to solely on racism, but the researcher also focuses on the social condition of Southern America in the 1930s as depicted on the ovel and the resistance towards racism as reflected in Harper Lee's *To Kill a Mockingbird*.

B. Theoretical Background

Background is an important point in doing research of literary work. This point was used as references in doing the research. The researcher used genetic structuralism approach in analyzing *Acts of Anti-Racism As Reflected In Harper Lee's To Kill a Mockingbird* (1960).

1. Sociology of Literature

Sociology of literature is a literary theory that analyzes a literary work based on its social relations. Literary works are also considered as an expression of the author. The foundation of this theory is the sociology of literature. Sociology of literature research pays more attention to national literature and modern literature, especially novels. Roucek and Warren (2009:18) states that sociology is the study of the relationship between humans in groups. This research is of great interest to researchers who want to see literature as a mirror of people's lives.

It can be concluded that the sociology of literature is a study of a literary work on its relationship to society, namely society as a reader of literary works, society as the creator of literary works, and public acceptance of a literary work.

Sociology of literature research discusses the relationship between the author and social life, both aspects of the form and content of literary works.

Sociology of literature is the science of group relations in human life. The goals of sociology are the same as those of other social sciences, but one sees social events in one's own way. From the understanding of material and culture into the essence of the formation, cooperation and life of all groups (Bouman and Wahyuningtyas in Santoso, 2011: 20). Soekanto (in Santosa and Wahyuningtyas, 2011: 21) shows that sociology functions to understand human behavior, because the role of human life is influenced by its social subsystem. Basically, the social subsystem including elements in society and the life produced by them. What really matters is its dominant position in the analysis, so that the expected goals can be achieved optimally.

In the sociology of literature, concepts related to literature must be very clear, while concepts related to sociology play the most complementary role. If researchers were more specific, they would be more sensitive, and there would be sociology of poetry, sociology of novels, sociology of drama, and so on. The literary method that considers this social aspect is called the sociology of literature, which uses textual analysis to find out its structure, which is then used to gain a deeper understanding of social phenomena outside of literature (Damono in Al-Ma'ruf and Nugrahani, 2017: 99).

Wellek and Werren (2014: 3) show that literature is a creative activity and a work of art. Literary works are basically created from the reality of people's lives that occur and are made by the author to be enjoyed, understood, and

utilized by the community. In line with that, literature is a work of conveying messages through language media. The foundation of this theory is the sociology of literature.

Literary works have a social function in accordance with the social conditions of society at the time of the creation of the work. In other words, how far the social values in the literary work are related to the existing social values. The social function has three important things that must be considered, namely literature functions as a reformer of society, literature functions as a medium of entertainment, and the relationship between literature as an educator by entertaining (Damono, 2002: 4). Furthermore, according to Kalleberg (2007), it can be concluded that belief in the cultural and social environment must be analyzed analytically in a historical context, because sociology is not explained in detail, it will lead to ambiguous opinions in certain contexts.

Santosa and Wahyuningtyas (2011: 24) state that literary works are unique because they are a combination of the author's imagination and complex social life. Therefore, it is often said that literary works can be considered as a mirror of the social life of the community because the problems described in literary works are problems that exist in the life of the author as a member of society. It is not surprising that there is an interrelation and interaction between the author and his community and of course the nature of the relationship between literature and the community in which the author lives (Soemardjo in Santosa and Wahyuningtyas, 2011:25).

Endraswara (2011:26) proposes that sociology of literature is applied by combining two different disciplines, sociology and literature, literally must be supported by two different concepts, namely the concept of sociology and literary concepts. The problem that needs to be considered is its dominance in the analysis so that the intended goals can be achieved optimally. In the sociology of literature, it is clear that concepts related to literature are supposed to dominate, while concepts related to sociology function as complementary. It would be even sharper if the researchers were more specific, so that the sociology of poetry, sociology of the novel, sociology of drama, and so on would emerge.

2. Lucien Goldmann's Genetic Structuralism

Genetic structuralism is a combination of intrinsic elements (in the novel) and extrinsic elements (reality). Based on genetic structuralism, the literary work is a significant structure (Goldmann, 1981:75). Genetic structuralism attempts to find structure in the novel and structure in society.

Goldmann states in his book: "the literary work is critical insofar as it displays the author's creativity and originality in his relation to society" (1981:24). There is a relationship when the intrinsic parts are combined with the extrinsic parts as reality. The importance of originality relates to the socio-historical context. Genetic structuralism not only finds structure in the novel, but also when and why the novel was written. The foregoing structures relate to in which the novel is produced and what the novel's depiction is. If the novel

describes a society of the time and presents people's thoughts of the same class, it will produce a world view.

Goldmann (in Faruk, 2012:71) explains that the novel is a story about searching for authentic values within the world. It explains the meaning of literary work in general in the context of the theory of genetic structuralism. First, the literary work is an expression of worldview, and second; To articulate the vision of the world, the author must create characterizations, objects, and relationships between them. It means that the worldview makes the structure consistent with each other. The worldview is virtual in the social group that has the same feelings and ideas when judging something that may evoke a different perspective than another group because of the social conditions faced by a collective subject.

Genetic structuralism in literary sociology has provided much work in the search for what is particularly human. The theory compares the structures of the novel with the reality that is taking place in the novel, as Goldmann (1981:24) explains. Genetic structuralism tries to find the structure of the text in its meaning. Goldmann (in Faruk, 2012:56) believes that the literary work is a structure; it means that the literary work is a historical product and is a continuous historical process. Genetic structuralism describes a life system that exhibits regularity and integration.

The analysis of the theory of genetic structuralism should not only find an intrinsic element, but also the social background as an extrinsic element in the creation of the novel. It is important to study the social background in relation to

the collective consciousness that supports the human fact, because the search for the human fact is necessary as a first step in finding the collective theme in the novel. According to Faruk (1988), in the elaboration of the novel, a significant structure is built on the basis of knowledge and science. Significant structure here is the structure in the novel that briefly explains the connection between literary work and society, but is scientifically inseparable. A meaningful structure is influenced by human thinking and the conscious behavior of an author when writing the novel. The structure can be changed by some factors such as environment and knowledge. Knowledge often influences the way of thinking. The theory of genetic structuralism helps to analyze a structure in the novel for its meaning as explained by Goldmann (in Faruk, 2012:65) in detail below:

a.   **World View**

In genetic structuralism there is a relationship between a structure of literary work and a structure of society. Sometimes the literary work differs from the society, but both have the same structure. The structure cannot be separated from the worldview, which is the worldview as a whole of idea, feeling and aspiration associated with the members of the groups. Hence, one group is distinct from another social group (Faruk, 2012:65). For genetic structuralism, the vision of the world is an environment, style, and mindset of a social group that distinguishes it from another social class.

The worldview develops in this society as an effect of social status. As is well known, the structure of literary works is not realistic, but

imaginative and full of engineering. The problem presented in the literary work reflects the real problem of society. The world view connects the social structure in society with the social structure in the literary work. To discover the worldview in society, an author must find the human fact which is being described in the novel because the worldview is a coherent entity and the connection determines which worldview is demonstrated in the novel by an author. The world view basically has the content of history and social fact. The subject of the social fact is a collective subject. In developing the worldview, you need to know all the parts that help form the worldview by seeing the human fact, the transindividual subject, and the significant structure (Faruk, 2012).

1) Human Fact

The human fact arises as a result of the behavior of the subject, which can change the social history. The turning point in social history came about through the collective subject. Facts that man has produced as a result of the relationship between man and the world that surrounds life. Hence, it will achieve equilibrium in relation to the world surrounding people (Faruk, 2012: 58). The human fact is a basis of genetic structuralism (Goldmann, 1981:40). It means that the relationship between the social structure and the literary work is linked through worldview.

In the search for the vision of the world, the human fact becomes an important part in order to preserve the social fact in the formation of the social structure. Human facts refer to all human behavior that is characteristic of

human needs. Everything that man needs in social life, delivered in the form of hope, suggestion or criticism in order to change social conditions (Goldmann, 1981). Indirectly, the change in social status also influences the change in social status within the literary work. This means that the social structure and the literary structure will change. The human fact is closely related to the world view. The human fact happens from individual aspects like politics, economics and others. The individual subject can change the social condition when the individual subject becomes a trans-individual subject after the reform of the world view. The worldview is an aspiration of a social group that shares the same ideas that explain how people express an opinion on the world problem. An author is an individual person who becomes a collective subject because the author represents a group of people. Human thought forms the human social structure, which grows in society as a response of the collective subject to social conditions. The human fact constitutes the equivalence between human life and the world that surrounds it.

2) Transindividual Subject

The analysis of the literary work contributes to the search for the meaning of the work. An important part is a subject as an actor in the social community. Transindividual subject here is a collective subject that is part of a particular community. This means that the author writes as an individual, but what the author writes is represented by the social group. The author is part of the

community and the author has an idea to judge something against another group, which is also the idea of the authors group.

Goldmann (1981:20) states that the collective subject can explain a set of mental categories that make up the cultural in the production of the work. The literary work as a result of activity has man and his environment, Goldmann (1981:97). Humans always have behavior. Through behavior, man can change social class in society. Each class has the same feelings and thoughts. Goldmann (1981: 41) proposes that when the community can create a new and universal perspective on human life, the social community is appropriated as a collective subject. It can be proven social-historically and is similar to the members of the community, it is called social class.

b. **Significant Structure**

Significant structure is how socio-history is presented in the form of a literary work. Human reforms socio-history from time to time through continuous processes. The transformation of socio-history is influenced by the humanities. The structure of meaning, in turn, is a tool for understanding the humanities (Goldmann, 1981:14). It signifies the extent to which science is evident from the shift in socio-history. Based on the above statement, socio-history is made by people and always changes along with the knowledge of society change. Knowledge is also influenced by human thinking. The literary work itself represents human thoughts that illustrates human social structure. A meaningful structure can be modified by human social structure. Although

the content of the literary work differs from reality, both have the same structure.

The literary work builds a worldview that describes the problem between human relationship and the environment. The problem is dynamic because it reflects the real problem. The structure of history produces social history. In the relationship between humans and the environment, two processes take place between them.

The equivalence and coherence between humans and the environment through the continuous process of structuring (assimilation) and destructuring (accommodation) (Goldmann, 1981:16). Structuring is the act of conscious behavior that an author performs in writing a literary work. Conscious behavior here is the actions that an author has done or just wanted in the literary work. Humans have true awareness of how they interpret their position in society and how they aspire and feel in relation to one another and the environment.

Goldmann (1980:56) mentions that the structuring process is an outcome of the subject (individual and trans-individual subject) relating to its environment in order to provide coherent responses. In reference to the previous statement, the literary work describes human action and human relationship with something else in life that surrounds it. It could happen because society and literary work are homologous. This means that both have a similar origin but different form. Man tries to adapt his thoughts and behavior to the conditions of his environment. People consciously draw the

influence of knowledge and science. Therefore, the story can be changed depending on the mindset of a particular group of people and new insights from the social community. It means that the historical process of life is changing. The conscious aspect of life of a group turns out to be the essential factor that transforms cultural and historical life.

3. What is Racism

Before understanding the birth of racism in Southern America, it is essential to comprehend the definition of racism itself. Samovar (in Arni, 2014) adds that Racism is the belief in superiority that allows one person to mistreat another group based on race, color, religion, country of origin. From the statement above, the researcher concludes that racism is discriminatory behavior that occurs in a particular race and this occurs due to the doctrine that says that a race is superior to other races.

Samovar (in Arni, 2014: 20) mentions that racism is generated by cultural, economic, psychological and historical factors. Racism is derived from certain groups called ethnic groups and racial groups. From these two groups, people have an identity; identity to reveal to others where he came from, from which racial group his father and mother belong to, and from which ethnic group the culture and civilization that raised him as a social human being (Liliweri, 2005: 5). Furthermore, Liliweri (2005:29) adds, this racism problem generates various attitudes and effects in society, including racial violence, which is an act of threatening and intimidation against individuals or groups of specific races.

It can be inferred that racism is caused by various factors such as economical, psychological, cultural, and even historical factors which generate several impacts in society such as the act of threatening and intimidating individuals or groups of races.

4. The Birth of Racism in Southern America

Racism is a debatable term among people all over the world. According to Adawiah (2015), The emergence of racism often provokes people's fanaticism towards members of their race. Fanaticism will cause people to treat people all over the world differently. Some people consider their group to be better than other groups. Thereafter, they will consider their group as superior to the others. People who consider themselves superior think they have special rights among the inferior races. This condition is then known as racism.

According to Giddens (2006), racism is a system of domination that operates in social processes and social institutions; others see it as operating in individual consciousness. In summary, racism is a negative treatment which is reserved by a group which considers its group as the superior which has the best condition in many aspects, such as biological, economic and educational aspects.

In addition, Weber and Hassler (In Britannica, 2022), when the American Civil War ended in 1865, the period of Reconstruction began in the Confederate States of America and reintegrated into the Union. As part of this reintegration, states were readmitted to the Union to abolish the constitution of slavery. The 13th Amendment to the United States Constitution was passed, abolishing slavery in the United States. The end of slavery meant freedom for

approximately 4 million Afro-Americans in the Southern American. President Abraham Lincoln wanted to improve the lives of the former slaves before he was assassinated.

Lincoln was replaced by Andrew Johnson. However, according to Weber and Hassler (In Britannica, 2022), he was adamant about protecting states' rights, which is why he opposed giving southern Afro-Americans even limited suffrage, as it meant violating states' jurisdiction. Another important element at the start of reconstruction was the fact that, although the southern states of the United States were obliged to support the abolition of slavery, they had no obligation to grant more freedoms to the Afro-Americans. Therefore, the southern states of the United States were free to pass any laws that restricted the freedom and economic opportunities of newly freed Afro-Americans. Thus began the introduction of the Black Code.

The Black Code was introduced to ensure the continuity of the white supremacy created by the institutions. It was also introduced to ensure a stable supply of cheap labor. For example, the Homelessness Act, which states that an African-American could be declared homeless if they were unemployed and did not have a permanent residence. If someone was homeless, they had to go get a fine. Those who could not close the fine were required to serve a period of work (Blackmon, 2008).

Stewart (1998) states that Black Codes also limited economic freedom and opportunity for Afro-Americans. Some states, for example, limited the type of property Afro-Americans could own. In other cases, Afro-Americans were

prohibited from practicing certain professions. Other restrictions imposed by southern states in the United States as part of the Black Codes included prohibiting Afro-Americans from carrying firearms or testifying in court, unless the cases in question were involving Afro-Americans. Interracial marriage was also prohibited.

The Black Codes, sometimes called the Black Laws, were laws that governed the behavior of Afro-Americans. Kent (1832: 258) explains that "in most of the United States there is a distinction in political privilege between free whites and coloreds without African blood; and in no part of the country are the latter made, indeed, participate on an equal footing with whites in the exercise of civil and political rights". Although Black Codes existed before the Civil War and many northern states had them, it was the southern states of the US that codified such laws into everyday life. The most famous were adopted by Southern states in 1865 and 1866 after the American Civil War to limit the freedom of Afro-Americans and force them to work for little or no pay (Kent, 1832: 258).

In addition, Middleton (2005) states that before the war, various state such as Connecticut, Ohio, Illinois, Indiana, Michigan, and New York enacted laws to discourage free blacks from living in those states. They had been denied the same political rights, including the right to vote, the right to attend public schools and the right to receive equal treatment of law. Some of the northern states, those that had them, repealed such laws around, at the same time that the Civil War was ended and slavery was being abolished by a constitutional amendment.

For the first two years after the Civil War, white dominated Southern legislature and adopted Black Codes which was modeled based on the earlier slave codes, and the "Black Codes" name was given by black leaders and republican organs according to historian Reynolds (1905: 27). The Black Codes were part of a larger pattern of whites trying to maintain political dominance and oppressing freedmen, newly emancipated Afro-Americans. They were particularly concerned with controlling the free movement and labor of freedmen as slavery had been replaced by a system of free labor. Although the freedmen were emancipated, their lives were severely restricted by the Black Codes.

Black Codes in the antebellum South heavily regulated the activities and behavior of blacks, especially free blacks who were not considered citizens. Chattel slaves basically lived under the complete control of their owners, so extensive legislation was not required. Ranney (2006) mentions "All Southern states have placed at least minimal limits on the punishment of slaves, such as making the killing or mortally wounding of slaves a crime, and some states have given slaves limited rights of self-defense." Since slaves could not appeal to the courts, the bailiff, or testify against a white man, this meant little in practice.

Furthermore, As the abolitionist movement gained strength and the Underground Railroad helped runaway slaves to flee north, concern for blacks among white northerners increased. According to Forte (1998: 579), Territories and states near slave states did not welcome freed blacks. But north of the Mason-Dixon line, anti-black laws were generally less severe. Some public spaces were segregated, and blacks generally did not have the right to vote. In

Oregon, blacks were prohibited from settling, marrying, or signing contracts. In Ohio, blacks required a discharge certificate and a bond of good conduct.

Wilson (1965: 58) says that when the war ended, the US Army introduced Black Codes to regulate black behavior in society at large. Although they charged with protecting blacks from a hostile environment in the South, the Freedmen's Bureau also attempted to keep blacks in place as laborers so production could resume on plantations so the South could revitalize its economy. The Freedmen's Bureau worked with Southern authorities to round up black 'vagabonds' and place them in contract work. In some places it assisted owners in maintaining control of young slaves as apprentices. (Richardson, 1969: 370)

According to Stewart (1998: 2259), white Americans' pre-existing belief in black inferiority influenced postwar attitudes, and white racial dominance remained culturally ingrained. Whites believed that blacks were destined for servitude and would not work unless physically coerced. For their part, free blacks no longer felt compelled to show conspicuous deference to whites. The enslaved also strove to create a semi-autonomous social world, removed from the plantation and the gaze of the slave owner. The racial divisions created by slavery became immediately clearer. Blacks also bore the brunt of Southern anger at defeat in the war.

Another important part of the codes were the annual employment contracts that blacks had to fulfill and present to the authorities to avoid charges of vagrancy (Wormser, 2003: 8). Forehand (1996: 59) adds that Strict penalties for

theft also served to trap many people in the legal system. Previously, blacks on a plantation were part of the domestic economy and could use more or less all available supplies. After emancipation, the same act committed by someone working the same land could be called theft, resulting in arrested and forced labor.

According to Encyclopedia (2018), in 1876-1965, The Jim Crow Laws was applied. In addition to that, Jaynes (2005: 864) mentions that it was triggered in January 1865 when the congress proposed an amendment to the Constitution abolishing slavery in the United States and ratified it on December 18, 1865 as the Thirteenth Amendment.

Furthermore, Milewski (2017: 47) states that during the Reconstruction period of 1865–1877, federal laws in the southern United States provided civil rights protections for freedmen, enslaved Afro-Americans, and the minority blacks who had been free before the Civil War. During the 1870s, Democrats gradually regained power in Southern legislatures after using insurgent paramilitary groups such as the White League and Red Shirts to disrupt Republican organization, expel Republican officials from the city, and intimidate blacks, to suppress their actions. Poll extensive voter fraud was also used. In one instance, a coup or riot on the North Carolina coast resulted in the violent removal of democratically elected leaders and Republican Party officials who were being persecuted or harassed. For years gubernatorial elections were hotly contested in Louisiana, with violence against black Americans increasing during campaigns beginning in 1868. (Perman, 2009: 138)

The 1877 compromise to gain Southern support in the presidential election (a corrupt deal) resulted in the government withdrawing the last of the federal troops from the South. White Democrats had regained political power in every southern state (McFeely, 2001: 6). These whites, redemptive Southern governments applied Jim Crow Laws that officially segregated the country's population. The Jim Crow Laws were a manifestation of authoritarian government specifically targeting one racial group. (Parker, 2019: 22)

According to Dittmer (1980: 108), regarding Jim Crow, the 1912 presidential election was heavily skewed against the interests of African-American. Most black Americans still lived in the South, where they had been disenfranchised and unable to vote at all. While poll taxes and literacy requirements barred many poor or illiterate from voting, these regulations often had loopholes that exempted European-Americans from meeting the requirements. In Oklahoma, for example, anyone who was eligible to vote before 1866 or was related to someone who was eligible to vote before 1866, exempted from the literacy requirement; but the only men who had the right to vote before that year were white or Euro-American. European-Americans were effectively exempted from literacy tests, while black Americans were effectively singled out by law. (Tomlins, 2005: 195)

Jim Crow Laws and etiquette system were backed by violence, real and threatened. Myrdal (1944: 560) adds that black people who violated Jim Crow standards, such as drinking from the living water fountain or trying to vote, risked their homes, their jobs, and even their lives. Whites could physically beat

blacks with impunity. Blacks had few legal remedies against these assaults because the Jim Crow criminal justice system was all-white: police, prosecutors, judges, juries, and prison officials. Violence was crucial for Jim Crow. It was a method of social control. The most extreme forms of Jim Crow violence were lynching. Lynchings were public, often sadistic, mob killings. Furthermore, Myrdal (1944: 560) explains that most of Lynch Laws victims were hanged or shot, but some were burned at the stake, castrated, beaten with sticks, or dismembered. By the mid-1800s, whites were the majority of victims (and executioners); however, in the period of radical reconstruction, blacks became the most frequent victims of lynching. This is a first indication that lynching was used as a tool of intimidation to keep black people 'in their place'. The vast majority of lynching took place in southern and border states, where resentment against black people was deepest. According to social economist Myrdal (1944: 560-561): "The southern states are responsible for nineteen-tenths of the lynching. More than two-thirds of the remaining tenth took place in the six states immediately bordering the south".

Under Jim Crow, all sexual interactions between black men and white women were illegal, illicit, socially repugnant, and fell under Jim Crow's definition of rape. Myrdal (1944: 561-562) refutes this belief in the following way: "There are many reasons to believe that this figure has been inflated by the fact that a mob which accused of rape is immune from all further investigation; from the broad southern definition of rape which includes all sexual relations between black men and white women; and the psychopathic fears of white

women in their contact with black men". most blacks were lynched for claiming civil rights, violating Jim Crow etiquette or laws, or as a result of race riots.

Myrdal (1944: 561) affixes that after 1945, the Civil Rights movement gained widespread support and attacked Jim Crow nationally. The Supreme Court held that the de jure segregation of schools based on race was unconstitutional in 1954, but de facto this continued into the 1970s. President Lyndon B. Johnson urged Congress to pass the Civil Rights Act of 1964 which overturned Jim Crow Laws on the segregation of restaurants, hotels and theaters. The Voting Rights Act ends discrimination in union, state, and local elections.

From the explanation above, the researcher concludes that the introduction of the Black Code was to ensure the continuity of the white supremacy created by the institutions which then replaced by the Jim Crow Laws and etiquette system that were backed by violence and threat. Blacks who violated Jim Crow standards risked their homes, their jobs, and even their lives. Lynchings were public, often sadistic, mob killings. After 1945, the Civil Rights movement gained widespread support and attacked Jim Crow nationally until the voting rights act ended discrimination the state.

5. Southern America in the 1930s

The setting of the novel *To Kill a Mockingbird* was in 1930, when racism was very close to human life. Racism was a status issue here in the 1930s, the era that can be characterized as the Great Depression, the most traumatic era in American history (Haggarety, 2010:81). At that time, many problems changed the lives of Americans economically, politically and socially.

The Great Depression era had a major impact on American life in general. This was caused by several factors, Maziorinis (2007) states six factors which follows: 1) the economic aspect affected World War I: 2) war-related economic and geopolitical changes, particularly in central and south-eastern Europe; 3) the fall of the gold standard; 4) the imbalances of the world financial war and the German financial war; 5) US stock market crashed; and 6) the lack of global financial leadership and the application of misguided economic policies. To explain, Germany spent a lot of money in World War I to pay for technology, transport and infrastructure repairs from Belgium to France. The condition was also changing the economic landscape in other countries like Canada and the United States. The situation forced them to spend all their gold supplies and printed money to pay the bankrupts' bills. Belgium, France and Britain borrowed money from the United States. The power of Europe ran up huge debts to pay for the war needs, forcing the government to abandon the gold standard and printed money in the countries. In addition, the condition accounted for inflation in Europe and the United States. High inflation and rising prices were bringing US power down.

According to Lowenstein (2015), Between 1929 and 1932, world gross domestic product (GDP) fell by about 15%. In comparison, global GDP fell less than 1% during the Great Recession of 2008-2009. Some economies began to recover in the mid-1930s, but in many countries the negative effects of the Great Depression continued until the start of World War II. Devastating effects have been seen in both rich and poor countries, with falling personal incomes, prices,

tax revenues, profits and prices. International trade fell by more than 50% in the US unemployment rose to 23%, reaching 33% in some countries. (Frank, 2007: 98)

According to Hayes (2021), The two classical economic theories of the Great Depression are the Keynesian (demand-driven) and the monetarist explanation. There are also various heterodox theories that downplay or reject Keynesian and monetarist explanations. The consensus among demand-side theories is that a massive loss of confidence led to a sudden drop in consumer and capital spending. As panic and deflation set in, many people believed that by keeping out of the markets, they could avoid further losses. Holding money became profitable as prices fell and a given amount of money bought more and more goods, exacerbating the fall in demand. Monetarists believe that the Great Depression began as an ordinary recession, but the decrease in the money supply significantly aggravated the economic situation, causing the recession to become the Great Depression.

Whapples (1995: 139) attributes the cause of the crisis to 1) a reduce of money supply and hence a banking crisis, credit crunch and bankruptcies, 2) insufficient private sector demand and tax spending and 3) tightened passage of the Smoot-Hawley tariff bill, which otherwise was a rather 'normal' recession would have been. Underspending, a shrinking money supply and marginal debt led to falling prices and more bankruptcies.

The monetarist explanation comes from the American economists Friedman and Schwartz (1963). They argued that the Great Depression was caused by the

banking crisis, which resulted in the disappearance of a third of all banks, a decline in bank shareholders' wealth and, more importantly, a 35% monetary contraction in what has been dubbed "The Great Contraction". This led to 33% of fall in prices by not lowering interest rates, raising the monetary base, and injecting liquidity into the banking system to keep it from collapsing, the Federal Reserve passively watched the transformation of a normal recession into the global economic crisis. Friedman and Schwartz (1963) argue that the downward turned in the economy that began with the stock market crash would have been just an ordinary recession had the Federal Reserve taken aggressive action.

In addition, Krugman (2007) adds that The Federal Reserve allowed some large public banks, most notably the Bank of New York in the United States, to collapse, causing widespread panic and ran among local banks, and the Federal Reserve stood by as the banks collapsed. Friedman and Schwartz argued that if the Fed had made emergency loans to these key banks, or simply bought government bonds in the open market to provide liquidity and increase the money supply after the key banks collapsed, the entire remainder of the banks would not have been after the big ones fell, and the money supply would not have fallen as far and as fast as before.

One of the reasons the Federal Reserve did not act to limit the decline in the money supply according to Freidel (1973) was the gold standard. At the time, the amount of credit the Federal Reserve could issue was limited by the Federal Reserve Act, which required 40% gold backing of Federal Reserve Notes issued. By the late 1920s, the Federal Reserve had nearly reached the limit of allowable

credit that could be backed by the gold it held. This credit came in the form of Federal Reserve sight notes. A 'gold pledge' is not as good as 'gold in hand', especially if they only had enough gold to cover 40% of the outstanding Fed notes. During the bank run, a portion of these bills of exchange were redeemed for Federal Reserve gold. Since the Federal Reserve had reached its allowable credit limit, any reduction in the gold in its vaults had to be accompanied by a further reduction in credit. On April 5, 1933, President Roosevelt signed Executive Order 6102, which made private ownership of gold certificates, coins, and bars illegal and reduced Federal Reserve pressure on gold. (Freidel, 1973)

According to Lynch (2022), when the Great Depression hit, Europeans and Africans were living in the United States. Long ago, Africans were slaves. They were bought by white people to help them work on the farm. Whites needed a lot of people to support their produce in agriculture because whites from Europe were a new population in the United States. Whereas whites were used to living well and never worked hard. That was why the whites needed more power from other men and they chose the blacks to do their business between America and Europe. Whites thought Africans were stronger than them. Blacks could work as hard as monsters. In addition, a collaboration between whites and other whites were formed. The racist condition covered people's life in the Great Depression era.

Furthermore, Lynch (2022) adds that the difficulties in the economic aspect supported the growth of racism well. Racism came with the Great Depression era because black people in America were still considered underclass due to their

history. This means that when people were under economic pressure, they needed many laborers to grow their surplus crops. Blacks did not have their own land, so blacks had always been laborers and worked for whites, although they were no longer slaves like they were long ago. The situation strongly suggested in white people's minds that black was not the same as them, black was bad, black was dirty, black was low-class and so on (bad opinion). In the midst of economic decline, racism was growing rapidly along with the needs of people, especially whites. Most workers in South America were black. The severity of racism became visible when they had specific codes for everyone there which was called as 'Black Code' as mentioned before.

Indeed, a law in the Great Depression era had the power to compel every person in Southern America to obey it. The condition was reminiscent of the political situation at the time. In the 1930s, people obeyed the law that the government made long ago. They did not create new roles for people to live in peace. Only the governmental and legal system before the 1930s applied. There was no difference in judgment when people in Southern America were punished for their crimes. Some factors like class and race became persecutors to uphold justice. When the defendant's trial was presented, the jurors were rural, relatively poor farmers and hade a limited knowledge, all white (Haggarety, 2010: 86). Their attitude toward the breed influenced every decision they made. Although at that time the United States system of government was democracy and every people could deliver what they set out to do, there was a shift in society. The issue of race influenced the mindset of people in Southern America.

6. Harper Lee

Harper Lee is an American novelist who is famous as the author of the novel *To Kill a Mockingbird* which was published in 1960. The novel won the Pulitzer Prize in the following year after it was released. Beside of that, Lee also received numerous awards and honorary degrees, including the 2007 Presidential Medal of Freedom, awarded for her contribution to literature (Chappel, 2016).

Harper Lee was born on April 28, 1926, in Monroeville, Alabama as the last child of Frances Cunningham and Amasa Coleman Lee (Anderson & Nancy 2007). According to Oldenburg (2015), Lee's mother was a housewife while her father was a newspaper editor, businessman, and attorney, and also served in the Alabama state legislature from 1926 to 1938.

In 1949, Lee moved to New York City to work in a bookstore, then as an airline reservations agent while writing several long stories in her spare time (Anderson, 2007: 336). Her first novel was published on July 11, 1960, entitled *To Kill a Mockingbird*, which became an instant bestseller and received widespread critical acclaim, including the Pulitzer Prize for Fiction in 1961. This Novel remains a bestseller, selling over 40 million printed copies and it was voted as "The Best Novel of the Century" in a poll conducted by Library Journal in 1999 (Maslin, 2006). According to sparknotes (in Strom, 2015), the title of To Kill a Mockingbird has very few literal links to the plot. However, it does have a lot of symbolism in the book. In this tale of innocence destroyed by evil, the "mockingbird" represents the idea of innocence. So, "To Kill A Mockingbird" means "To Destroy Innocence".

The second novel of Lee is *Go Set a Watchman* which was published in 2015. Lee took the novel's title from a verse in the Bible. It denotes to Jean Louise Finch's vision of her father Atticus Finch as Maycomb's moral compass (Garrison, 2015) and has a theme of disenchantment as she discovers the extent of zealotry in her home community. *Go Set a Watchman* addresses the racial tensions which set in the 1950s. This novel also excavates the complex relationship between father and daughter (Alter, 2015)

Based on the article in The Guardian (2016), Lee passed away in her sleep on the morning of February 19, 2016 at the age of 89 and her funeral was conducted at the First United Methodist Church in Monroeville on February 20. The service was attended by close relatives and friends.

C. Conceptual framework


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│   Harper Lee's To Kill a Mockingbird     │
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        │  Genetic Structuralism │
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          │  Writer's World View │
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| Social Condition in Southern America | Racism Behaviors in Southern America | Resistance Against Racism |

Acts of Anti-Racism as Reflected in Harper Lee's *To Kill A Mockingbird* (1960)
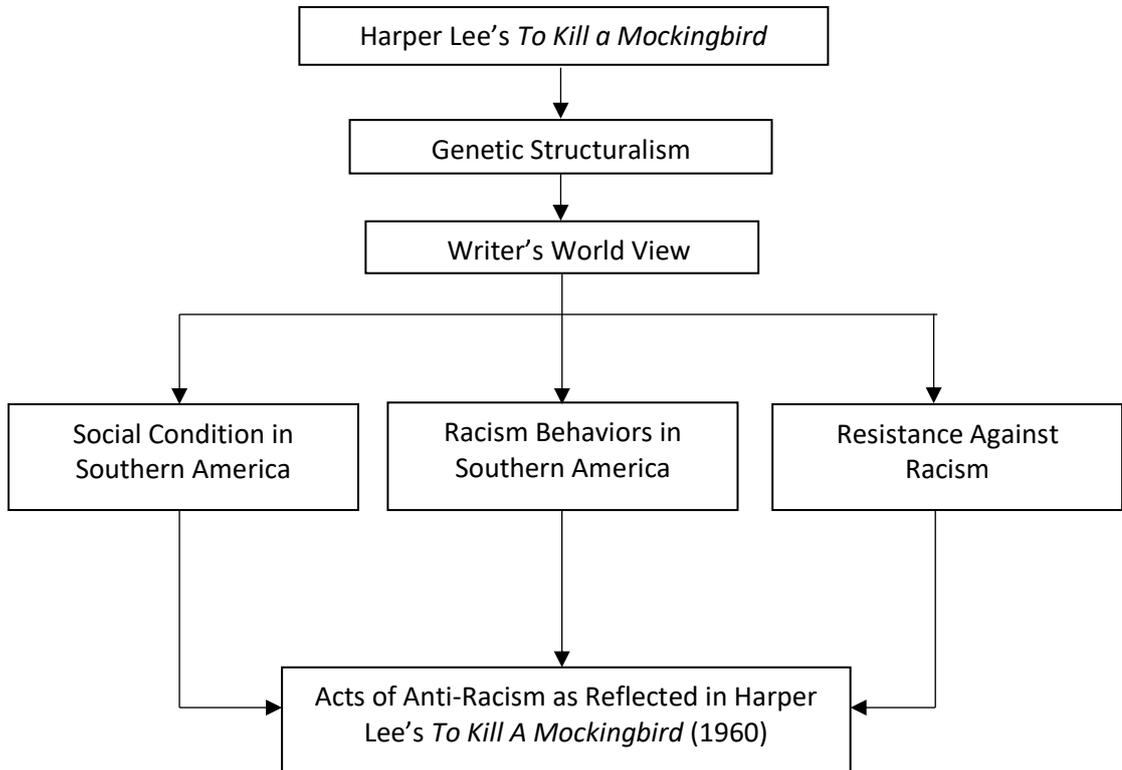
Figure 1: Conceptual Framework

Through Harper Lee's *To Kill A Mockingbird*, the researcher used Lucien Goldmann's genetic structuralism approach to conduct this research by reading and analyzing the plot and every dialogue of Harper Lee's novel. This led to what kind of racism behavior occurred as well as the resistance for its occurring which is featured in Harper Lee's *To Kill A Mockingbird*.