



**ALIENATION AS A TRAUMATIC RESULT OF  
RACISM IN *WUTHERING HEIGHTS*, *TO KILL A  
MOCKINGBIRD*, AND *BELOVED***

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DEPARTMENT OF ENGLISH LANGUAGE AND  
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## THESIS APPROVAL PAGE

I certify that in my opinion the thesis submitted by Zaid Noori Taher ALmaraee titled *ALIENATION AS A TRAUMATIC RESULT OF RACISM IN WUTHERING HEIGHTS, TO KILL A MOCKINGBIRD, AND BELOVED* is fully adequate in scope and in quality as a thesis for the degree of Master.

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This thesis is accepted by the examining committee with a unanimous vote in the Department of English Language and Literature as a Master Degree thesis. 2021/1/26

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The degree of Master by the thesis submitted is approved by the Administrative Board of the Institute of Graduate Programs, Karabuk University.

Prof. Dr. Hasan SOLMAZ .....  
Director of the Institute of Graduate Programs

## **DECLARATION**

I hereby declare that this thesis is the result of my own work and all information included has been obtained and expounded in accordance with the academic rules and ethical policy specified by the institute. Besides, I declare that all the statements, results, materials, not original to this thesis have been cited and referenced literally.

Without being bound by a particular time, I accept all moral and legal consequences of any detection contrary to the aforementioned statement.

**Name Surname:** Zaid Almarae

**Signature:**

## FOREWORD

The thesis deals with racism and alienation in three novels. Racism and alienation as two societal problems, and their consequences and effects on the black community in general, and the African-American community in particular, are studied in this thesis. The literary works related to racism and alienation are the novels of *Wuthering Heights* by Emily Brontë, *To Kill a Mockingbird* by Harper Lee, and *Beloved* by Toni Morrison. Hence, this thesis is important and helps to understand and realize racism and alienation and their psychological, physical, and mental effects on blacks, African-Americans, and people of color.

The thesis begins with discussing different aspects related to the core of the study followed by introduction and chapters on the three novels. It also discusses trauma theme as closely related to the suffering of characters who have experienced racism and alienation. The information may overlap or differ in each chapter of this thesis, considering that it discusses a complex and intertwined topic related to human societies and their evolution, which is racism and alienation. Lastly, the thesis ends with a conclusion.

While writing and after completing this thesis, I sincerely thank my supervisor Asst. Prof. Dr. Nazila Heidarzadegan, who guided me in every step and every word I wrote in this thesis, I want to say thank you for your great efforts. I also thank my family, especially my dear mother, who gave me inspiration and vigor at every moment that I felt weak. I do not forget my special person who helped me in this task. I truly owe my thanks to you for your unlimited support.

## **DEDICATION**

This thesis is dedicated to my dear father Noori Taher, I miss you very much.



## ABSTRACT

This study investigates racism and alienation in the novels of *Wuthering Heights* by Emily Brontë, *To Kill A Mockingbird* by Harper Lee, and *Beloved* by Toni Morrison. These issues represent the main themes in these novels. Racism and alienation are prevalent issues in human societies, especially with the increase in human conflicts with the racial nature. The researcher discusses racism and alienation embodied in the conflict between white people and the rest of ethnic minorities, especially African-Americans, and people of color. The first chapter deals with the theoretical framework. It consists of two parts: Trauma narration of the three novels, and a review of previous studies. The second chapter argues the novel of *Wuthering Heights*, And how racism took its course in this novel, especially with the character of Heathcliff. The third chapter studies the novel of *To Kill a Mockingbird*, and how racism in Maycomb society is a rooted trait with many different connotations according to the different people. The fourth chapter discusses the novel of *Beloved*, which shows racism, slavery, and the resulting alienation with its psychological and physical harm, especially with the character of Sethe. The study finds that racism, slavery, and racial discrimination are the main causes that led to the alienation and the psychological and physical problems affecting blacks, African-Americans, and people of color. It was concluded that racism and alienation are two interrelated components in suffering of blacks, African-Americans, and people of color.

**Keywords:** Alienation, Racism, Slavery, Blacks, African-Americans

## ÖZ

Bu çalışma, *Wuthering Heights*, *To Kill A Mockingbird* ve *Beloved* romanlarındaki ırkçılık ve marjinalleşme konularını incelemeyi amaçlamaktadır. Bu konular, bu romanlardaki ana temaları temsil etmektedir. İrkçılık ve Yabancılaşma, özellikle farklı etnik gruplar arasındaki çatışmaların tırmanmasıyla yaygınlaştı. Araştırmacı, ırkçılık ve yabancılaşmayı, beyazlar ve diğer etnik azınlıklar, özellikle Afro-Amerikalılar ve beyaz olmayan insanlar arasındaki çatışmayı somutlaştırarak tartışıyor. İlk bölüm teorik çerçeve ile ilgilidir. İki bölümden oluşur: Üç romanın travma anlatımı ve önceki çalışmaların gözden geçirilmesi.

İkinci bölüm, bu romanda özellikle Heathcliff karakteri ile *Wuthering Heights* romanı ve ırkçılıktır. Üçüncü bölüm *To Kill A Mockingbird* romanı inceliyor, ve Maycomb toplumundaki ırkçılığın, farklı insanlara göre birçok farklı çağrışımları olan köklü bir özellik olduğunu. Dördüncü bölüm, ırkçılık ve köleliği ve bunun sonucunda ortaya çıkan yabancılaşmayı psikolojik ve fiziksel zararlarıyla, özellikle de Sethi karakteriyle anlatan "*Beloved*" romanını tartışıyor.

Çalışma, ırkçılık, kölelik ve ırk ayrımcılığının ötekileştirme ve siyahiler ,Afro-Amerikalılar üzerindeki psikolojik ve fiziksel etkilere yol açan ana nedenler olduğunu belirlemiştir.İrkçılık ve ötekileştirme konuları, siyahilerin, Afrikalıların ve beyaz olmayanların çektiği acılar ile ilişkili iki kavramdır.

**Anahtar Kelimeler:** ötekileştirme, İrkçılık, kölelik, siyahlar, Afro-Amerikalılar.

## ARCHIVE RECORD INFORMATION

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## **SUBJECT OF RESEARCH**

In order to understand the racist practices against blacks, African-Americans and people of color, and in order to understand the impact of this racism on the above-mentioned groups and what they suffer from alienation and permanent trauma as a result of racism, this study was conducted to show that racism is the main cause of alienation and the traumatic psychological effects that blacks, African-Americans and even people of color suffer from.

## **PURPOSE AND IMPORTANCE OF THE RESEARCH**

Due to the importance of the topics of racism and alienation in literature and because of the suffering of different groups and races of mankind from these problems, the need for such a study arose to discuss racism and alienation in: *Wuthering Heights*, *To Kill a Mockingbird*, and *Beloved*. Hence, the purpose of the study is to discuss and analyze the close connection between racism and alienation in the suffering of African-Americans and black people in general, and people of color in particular.

## **METHOD OF THE RESEARCH**

Trauma theory was applied to this study. Through the theory of trauma and its application to the three novels, the psychological pressure and suffering experienced by the characters of the black race were discussed. Emphasis was placed on the questions of memory, forgetfulness, and narration. Thus, it contributed to uncovering several details of the suffering of characters who were traumatized by racism and alienation.

## **HYPOTHESIS OF THE RESEARCH / RESEARCH PROBLEM**

Each of the three novels contains clear racism in all its forms that leads people who are exposed to racism into a state of alienation and psychological harm. Racism and alienation can be considered among the human issues that arose from a long time and continued to aggravate (forming dangerous) against the different races and minorities around the world. Blacks, African-Americans and people of color are among these groups and categories that have been subjected to racial discrimination

and alienation. The primary effect of racism on blacks, African-Americans, and people of color appears through the alienation and psychological harm that they experience as a result of this racism. The black race can be considered the most biggest victim of racial discrimination and oppression. Consequently, literature has become one of the means by which readers review and recall the racism and alienation that the black race suffers in general.

The current study discusses three important novels, the authors of these novels seek to show the suffering of blacks, African -Americans, and people of color because of racism and alienation. This study will have a serious approach in determining the racial environment in the three novels and its reflections for society in general and the characters in particular. On the other hand, readers have an essential chance to re-evaluate their accepted point of view and beliefs regarding the world around them, especially in matters of alienation, racism, slavery; while, simultaneously, the readers have another chance to widen up their horizons to new understanding and perspectives.

## INTRODUCTION

This thesis seeks to study racism and alienation and their traumatic effects in the novels of *Wuthering Heights* by Emily Bronte, *To Kill A Mockingbird* by Harper Lee, and *Beloved* by Toni Morrison. The authors of these novels seek to show the features and aspects of racism and alienation in their societies by studying racism and alienation and their traumatic effects.

Racism is a set of wrong practices whereby a certain group of people are treated in a different and tyrannical way and their rights are stripped (taken by whites) and controlled by others as soon as they belong to another race or religion. Racism is one of the prevalent social problems of our time, knowing that it has existed since ancient times and has caused people to be separated and wars have broken out. The oppressed group is exposed to the most extreme degrees of discrimination, marginalization and tyranny only because of the difference in religion, race, even color, and other differences that people have established and adopted in the application of their racism, such as language, customs, beliefs, cultures, and social classes.

When talking about racism, it is natural to mention the racist practices that people with black skin are exposed to in general. Blacks, African-Americans, and even people of color are among the groups that have suffered and are still suffering from racism and its destructive effects. Because of their differences in race and color, they have become vulnerable to persecution, discrimination, and psychological and physical harm. The features of racism against blacks, African -Americans and other vulnerable groups are summarized in the conflict between them and whites. Because of the whites' possession of power and influence, this contributed to strengthening their power and control over blacks, which increased the harassment and violations against them. On the other hand, racism can be considered one of the forms of this influence that whites use in order to increase their control over blacks, and African-Americans since they believe that blacks are inferior and therefore they should be under the control of whites. Because of racism, discrimination and persecution, these oppressed groups suffer from psychological and mental consequences and traumatic effects that continue with them even after they get rid of the racist approach that governs them. As mentioned earlier, racism has caused several problems and results that have a traumatic

impacts on characters and societies that have suffered from racism. One of these results that affecting blacks, African-Americans, and other groups that have been exposed to racism, such as people of color, is alienation and its devastating psychological impact.

Alienation is one of the most devastating consequences that black people experience due to racism. This study aims to investigate the topics of racism and alienation and their psychological and mental impact on blacks, African-Americans and even people of color. Thus, in this research, the issues of racism and its consequences such as alienation will be portrayed through the novels of *Wuthering Heights*, *To Kill a Mockingbird*, and *Beloved*. In each one of these novels, racism and slavery and the resulting consequences takes different dimensions that depict society, its struggles and divisions. Racism leads characters and protagonists to alienation, and severe psychological and physical crises. Through literature and particularly through the novel, the writers of these novels seek to express racism and alienation in their societies in a literary way that addresses these issues and seeks to show the suffering of oppressed groups and races.

Alienation and racism as social problems have a correlation with literature in general and with novels, in particular. In addition to that Chukwumezie (2014, pp:14-17) argued that a novel is a form of a documented product of society and occurs within the society, which is same as alienation and racial prejudice as social factors and products. The novels discussed in this thesis, which mainly address alienation and racism, are *Wuthering Heights* by Emily Brontë, *To Kill A Mockingbird* by Harper Lee, and *Beloved* by Toni Morrison. In these novels, authors address alienation, racism, and racial prejudice from some aspects. The authors needed to provide the readers with necessary information regarding alienation which result in ever present racial prejudice in society and daily life. Alienation or racial prejudice is possible to be experienced by every single person around the world.

The authors of the mentioned novels attempted to explain the phenomena of alienation and racism through their experiences in the environments they lived. For instance, Emily Brontë addressed these two aspects in her novel *Wuthering Heights*. The novel was controversial mainly due to the unusually sharp depiction of physical



and mental cruelty and challenged the strict ideals of Victorian society concerning the religious hypocrisy, social classes, morality, and gender inequality. The novel suggests that behind the emotional relationship between Heathcliff and Catherine, and the ambiguity of Heathcliff's character, there lie great beliefs and perceptions about human race, how human societies are perceived and represented, and about the mission of different cultures and "races" in the global system (Hasabelnaby, 2004: 1).

On the other hand, Harper Lee referred to racism and alienation, which occurred in Alabama, USA in the Depression period. In her novel, *To Kill a Mockingbird*, the author used Maycomb County as the novel's setting, presenting the country as having firm rules. The citizens of the county cannot welcome any diverse aspect different from their own beliefs, which make racial prejudice increase in the society against those different from them such as Africans.

The last novel is *Beloved*, by Toni Morrison which deals with the racial injustice against African-Americans. Morrison talks in this novel about the atrocity of racism and slavery against African-Americans and how these racist practices that were taken by whites against African-Americans have affected them psychologically and physically.

Through these novels, the researcher focused on three different environments and time periods, which revealed the suffering of African- Americans, and people with racial differences such as people of color. *Beloved* by Toni Morrison argues about the racism of white society against African-Americans, *Wuthering Heights* by Emily Brontë which deals with the issue of ethnic and class-based conflicts in British society in the nineteenth century, and *To Kill a Mockingbird* by Harper Lee is about racial injustice and its deep roots in American society.

### **Trauma Theory**

Trauma theory in literature is a group of psychological studies in the twentieth century specializing in examining the effects of multiple causes of trauma such as assault, rape, wars, famine, and imprisonment on people. It has evolved as a cross-cutting field of study that includes literature, psychology, history, and philosophy with an emphasis on memory, forgetfulness, and narration as three important questions

about trauma in detail. In this context, the researcher seeks to study and analyze the three novels in the light of trauma theory.

It can be said that Freud found in the literature something that he did not find in the other fields, it can describe the trauma and events associated with it, which he cannot explain in other scientific areas. Literature is very similar to psychoanalysis because both are interested in studying the complex relationships and connections between knowledge and non-knowledge and this highlights the close relationship between literature and trauma theory, because literature can accommodate all forms of oppression and trauma that can be experienced. There are various studies and research through which we can study and explore the theory of trauma which are used by the researcher in writing and completing this research. Many critics have applied trauma theory in their research on Jews who survived from the Holocaust and it has also been applied to those who have been traumatized like Palestinians and others. This invites the researcher to review the literary texts in *Wuthering Heights*, *To Kill a Mockingbird*, and *Beloved* which clearly demonstrate the trauma. In general, trauma theory is concerned with studying the psychological effects of war, rape, or imprisonment and etc. The study of trauma theory has evolved over time to include literature, history, and philosophy with a focus on aspects of memory, forgetfulness and narrative. The importance of trauma theory in literary studies comes through its detection of tragic events or wars and others as the researcher mentioned above about the Holocaust and the Palestinians under occupation.

Trauma studies explore the lasting impact of trauma to humans in different ways. Trauma theory is very important in literary studies. It focuses on aspects that examine human psychology. Through trauma, the researcher seeks to analyze the novels of *Wuthering Heights*, *To Kill a Mockingbird*, and *Beloved* through different aspects and goals by explaining the impact of trauma on the characters and the deep suffering resulting from those traumas.

## CHAPTER ONE

### THEORETICAL FRAMEWORK

This chapter studies the theory of trauma and its impact on the characters and environments of each novel. The chapter begins with a discussion of the trauma theory in *Wuthering Heights*, *To kill a Mockingbird*, and *Beloved*. The discussion is extended to include the study of trauma and its impact on characters and conflicts of the three novels. The second part of the chapter covers the study of previous studies that dealt with topics related to the themes of racism, racial discrimination and alienation in the three novels.

#### 1.1. Trauma Narration of the Three Novels

In this section, the three novels will be discussed in relation to the trauma theme.

##### 1.1.1. A Trauma-Analytic Reading of *Wuthering Heights*

*Wuthering Heights* is characterized by conflicts and incidents that may have resulted from the past. From this point of view, Heathcliff and the rest of the characters especially Catherine considered as characters who suffered from trauma in the novel because their past is the main source of their trauma. Emily Brontë wrote *Wuthering Heights* which is her only novel to materialize the psychological and physical conflicts between the characters. These conflicts resulted from racial and social motives. It is worth noting that these conflicts and rebellions were reflected on the psychological side of most of the characters, especially Heathcliff and Catherine. It caused permanent trauma that accompanied these two characters to the end of their lives and made their lives hostage to the thoughts and memories of the past. *Wuthering Heights* is a psychological study of the characters in the novel and their behaviors especially Heathcliff, whose behavior is divided between love and revenge (Abdulkareem, 2011, pp.3-4). Therefore, the focus will be on Heathcliff and Catherine as the main victims of trauma in the novel. Since his arrival at the Heights, Heathcliff has struggled to overcome the racist approach of others and faced problems in his relationship with Catherine. Also, Catherine, who loves Heathcliff but wants to marry Edgar. This

duality causes her a state of self-alienation and trauma. To clarify the turmoil and trauma states in the novel, Emily Brontë has also been able to film epileptic seizures and hallucinations that often befall Catherine “Catherine’s hallucinations and dreams increase until she died” (Boghian, 2015: 65). These disturbances and epileptic seizures that afflicting Catherine are also forms of trauma in the novel. The author relies heavily on unexpected reactions from all characters. The reader cannot guess what will happen next. Characters fluctuate according to the conflict in life, even the beloved may turn into an enemy.

*Wuthering Heights* has intertwining themes and conflicts that revolve around two main characters, Heathcliff, and Catherine. The two characters experienced traumatic experiences resulted from their life circumstances. These traumatic experiences caused them physical, emotional, and psychological harm. The relationship between Heathcliff and Catherine can be described as unique because of the complexity it contains. However, there are many traumatic events in the novel which show us the main characters in the novel in total turmoil such as epileptic seizures of Catherine. In fact, Catherine appears in several situations that indicate she is in a state of complete disorder, from hallucinations, loss of thinking and ending with her illness, where Nelly once described her as crazy “and I shall never forget what a scene she acted when we reached her chamber: it terrified me” (Brontë, 1847: 112). Catherine’s suffering results from her trauma and inability to accept her choice to marry Edgar and leave Heathcliff, the one to whom she belongs. Hence, the memories of Heathcliff haunts Catherine. Her thinking of Heathcliff caused her to be disorganized and unable to distinguish between past and present. Memories play an important role in the novel as Catherine almost does not distinguish between present and past. she is a married woman but always thinks about Heathcliff and her memories with him. Although, it was Catherine who wanted to get married to become the first lady in the neighborhood, over time she began to regret her decision to marry Edgar due to her spiritual connection to Heathcliff, and this shows the trauma and psychological distress that Catherine suffers from. All these disturbances revolve around the implications of the decision. Catherine’s decision to marry Edgar is the main cause of her suffering. The troubled condition that Catherine experienced reveals the extent of her psychological, physical, and mental damage, which made her vulnerable to death and collapse.

On the one hand, Heathcliff's traumatic condition results from the racist treatment he was subjected to at Mr. Earnshaw's home and from the trauma he suffered during his relationship with Catherine. After taking his revenge Heathcliff experiences another trauma. He cannot understand that he was one of the causes of Catherine's death. Whenever he remembers his memories with Catherine, he experiences tantrums and punishes himself. The love between Catherine and Heathcliff collided with social and racial barriers. Heathcliff overheard the conversation between Nelly and Catherine about Catherine's reluctance to marry Heathcliff due to her desire to marry Edgar which caused a state of trauma and psychological harm to Heathcliff. He escapes for a while and then returns again full of intentions for revenge. The impact of the trauma that Heathcliff experienced in the Heights made him a prisoner of the past. The influence of the past is evident on Heathcliff. He is unable to forget his love for Catherine, and at the same time, he wants revenge on everyone, especially Catherine. Duplication, dispersion, and the disorder are among the devastating effects that Heathcliff experienced due to the traumatic experiences. The past has had a major effect on all the events related to Catherine and Heathcliff even after these events have ended. Therefore, both of them live in a state of loss and dispersion, and the inability to distinguish the past and present. Heathcliff, also suffers from the memories of his life with Catherine. Hence, death of Catherine was the greatest trauma to Heathcliff, his vengeful attitude towards Catherine led him to see himself as the main cause of Catherine's death. The traumatic impact of the memories and the past makes Heathcliff lose hope and willing to die in order to meet Catherine. The novel begins with a state of alienation that Heathcliff suffers from and ends with a state of alienation and psychological damage that caused Heathcliff's death.

### **1.1.2. A Trauma-Analytic Reading of *To Kill a Mockingbird***

*To Kill a Mockingbird* is about racial prejudice in Maycomb County, Alabama. The novel addresses the issue of racism and racial discrimination in America. It is considered as a literary revolution for the justice of the oppressed people. *To Kill a Mockingbird* tells the story of a lawyer in the American South who defends a black man accused of raping a white woman. Meanwhile, he defends freedom and established faith in human rights. The narration of the story, its facts, and the struggles of man can be summarized by an advice given by the protagonist attorney, Atticus

Finch, to his young daughter Scout “You never really understand a person until you consider things from his point of view---...until you climb into his skin and walk around in it” (Lee, 1960, p. 26)

However, the novel deals with racial discrimination and loss of innocence. It, therefore, deals with the most prominent feature of class struggle and the highest stages of capitalist exploitation with multiple heads. Although, there is a lot of literary works about the topic of racial discrimination, Harper Lee discussed the subject in a cynical (ironic) manner which makes the reader laugh despite the seriousness and tragic situation.

It is painful that some people are interrupted (broken) just because they may be different or of different race. Such kind of treating has many consequences. The most important one is that racism may lead to isolation, the theme which Harper Lee placed an emphasis on. In her novel, a family has different customs from those of Maycomb society. Most of the people in Maycomb society prejudge and suppose that family as aliens because of their customs. These customs are new things in Maycomb County. Therefore, most people cannot accept people who hold such customs as part of their society. This rejection causes Maycomb people to Radleys create some stories, which strengthen racial prejudice toward the family with different customs. Those stories stuck in people’s minds for a long time and they treat Radleys in a racist way accordingly. Besides, there is a strong public opinion about traits from which next generation has descended, and kept in mind for years. Consequently, most of the people in Maycomb County always assess people based on what family they come from.

In fact, *To kill a Mockingbird* can be seen as a description of the trauma that people may experience during their life which results from the conflicting situations that a person may go through. *To kill a mockingbird* focus is mainly on the trauma that is caused by isolation and racism. As Pitz (2018, p.4) elucidates, *To kill a mockingbird* is a story of the constant influence of trauma that caused by racism in the southern part of America. This trauma is strengthened gradually as the man becomes mature and characters suffer in the novel mainly because of their maturity. There are many traumatic events around which the topic of trauma in the novel may be discussed. Most

of these events are related to the character of Scout who gradually becomes mature because of traumatic events increasing around her. This maturity contributes to her understanding of the events around her in a good way.

Trauma is a result of realizing the hidden reality of events. In *To Kill a Mockingbird*, realization of the reality accompanies a stage of transformation into intellectual and cultural maturity. Maturity is one of the products of the psychological and intellectual trauma to which individuals are subjected. In this part, special emphasis will be placed on the character of Scout who went through many traumatic experiences that contributed to changing her perception of life around her, especially with regard to racism and the injustice that African- Americans are subjected to in Maycomb. In this context, a group of traumatic events that Scout, Jem, and some other characters experienced will be addressed.

Harper Lee experienced a traumatic event in her childhood when there was not justice between whites and blacks. These events affected her a lot and may lead her to narrate the story of injustice in Maycomb through Scout's view. The novel is narrated from the point of view of a child which highlights the importance of the stages of development and maturity of the child through the experiences and traumas that come as a result of injustice and racism that a specific or a certain class of society go through (Haugen, 2018: 30-31). The child Scout grows with the events surrounding her. She reformed her view of people and traditions according to the traumas she had experienced.

Scout encounters many incidents that contribute to changing her perceptions and beliefs about life. As in the first part of the novel, Scout was convinced with the idea taken about Boo Radley as a dangerous and crazy man which changed with the progression of events in the novel. It caused a traumatized reaction to both Scout and her brother Jem. In their constant attempts to annoy and transcend the personal boundaries of Radley's life, Scout traumatized to discover the introverted nature of Boo Radley which had a great impact on refining Scout's character in making judgment on others. Even in the later incidents in the novel, Scout remembers this experience of Boo Radley. It helped her to change her perception of the events around.

Notwithstanding, toward the end of the novel, the shift from innocence to experience is mirrored by the traumatic event that befell Scout and Jem. Bob Ewell tried to kill Jem and Scout in order to avenge their father, Atticus, who confronted racist approaches in Maycomb. Coming out of his social and psychological isolation, Boo Radley rescues Scout and Jem and kills Ewell. Boo Radley's action shocks Scout and Jem who discover the true personality of Boo Radley. Such accident changed the perceptions and beliefs the children had ever held about the events happen in the Maycomb community. Going through this experience, the children discovered that the real danger in society is the absence of justice and false beliefs against innocent people like Boo Radley "So many things had happened to us, Boo Radley was the least of our fears" (Lee, 1960, p. 230). The maturity that both Scout and Jim reach changes their understanding of the events around them, as well as revealing the truth about the people around them, as happened with Boo Radley, where the children's view of him changed.

The trial is considered another traumatic event in the novel. A trial that was based on racial criteria and lacked justice and equality between blacks and whites. The African-American Tom Robinson was accused of raping a white girl. Although there are evidence to prove his innocence, they have been rejected. This incident had many traumatizing effects on Scout, Jem and even Dill. Through the trial, the children realized many things that were previously hidden from them. As Rezazade & Zohdi (2016: 51) argue "when Tom is convicted, children (Jem, Scott, and Dill), who are watching the trial get nervous, even Dill cries". Injustice and racial bias in the trial led Jem and Scout to lose hope for justice in Maycomb. However, Scout was less impressed by the shock caused by the void (invalid) judgment of Tom Robinson. This was due to the fact that Scout had an initial impression of the social imbalance that resulted in racism and injustice in Maycomb. It differs with Jem, as he is completely devastated by the trauma that befell him. They experience trauma because of the false accusations that have revealed the extent of injustice in their society. The charges that contributed to Tom's imprisonment were the outcome of the color of his black skin. During the trial both Scout and Jem are also traumatized because most of the white people accuse Atticus Finch of a "nigger-lover" (Lee, 1960: 78). This racist description of Atticus for his defense of Tom Robinson had a great effect on Scout and Jem. It relies on racial background and does not have any connection to the ethics that Atticus



instilled in his two children. Finally, the state of disappointment and anxiety that Jem and Scout experienced due to racial injustice and lack of justice in Maycomb indicates the extent of the trauma that the two experienced.

There are several incidents that caused trauma in the novel. Psychological and mental trauma has a fundamental effect on Scout's personality. It contributed to change Scout's view of life. Indeed, there is an incident that changed Scout's vision and analysis of the racial reality in Maycomb. Scout was about to hold the same racist approach of her teacher as Hitler to the Jews. She was surprised when she found the same teacher demanding the removal of students with black skin because they are below the social and cultural level of white students. Understanding this incident shows the extent of racial discrimination prevailing in society at all levels. The novel ends with an accident that closes the circle. Boo Radley, the neighbor whom the children were annoyed intervenes to save their lives from Bob Ewell. Bob Ewell was unsatisfied about the turning of events in the trial. So, he tried to kill the sons of the lawyer who humiliated him in court. Ironically, he ended up being killed on a dark street. This is how things turn in the eyes of Scout. The white man embodies evil when he gets drunk, hits his daughter and kills an innocent man. Conversely, the man whom society perceives as a deranged(mad) person locked up in his home is the image of goodness.

### **1.1.3. A Trauma-Analytic Reading of *Beloved***

There have been many studies and research conducted on *Beloved* that sought to show aspects of trauma on the characters of the novel. However, in most of these studies, the psychological aspect or the negative impact of trauma and its effects on the victim was neglected. Therefore, this section seeks to show the effect of slavery on the psychological side of the victim in the novel. Gradual progress will be made to reveal the impact of racism and slavery on the main characters of the novel.

The novel of *Beloved* is considered very mysterious and complex. It tells the story in a very complex way because it links events to the trauma experienced by some characters in the past. The African- American characters in the novel suffer from traumas on different levels due to their experience with racism and slavery. It is very difficult for these people to imagine what happened to them because of racism and

slavery which makes their lives impossible. The important thing in the novel is that most of the characters are questioning themselves. They always ask themselves what events they went through in the past or, how they should live the rest of their life. Also, when the character of Beloved came, nobody knew who she was, and they could not differentiate whether she was real or a ghost. These troubles that African- Americans faced are indicative of the traumatic experience and suffering it entails. All these suffering and fundamental changes that took place in the lives of these people occurred because of racism and slavery. The traumatic experiences of African- Americans lead them to a state of alienation and isolation as a natural result of the racism they were subjected to. *Beloved* is a story of the racial persecution of African- Americans and the resulting trauma. The trauma in *Beloved* has different factors that contribute to its prominence, such as the memories which make racial atrocities a key element in post-traumatic lives of African- Americans.

In *Beloved*, some characters are presented with aggressive and brutal behavior, but when delving deeper into the psychological side, it becomes apparent that these actions are based on the psychological repression of their past that is full of traumas of slavery and racism. The psychological state of the characters in the novel is linked to the past and its memories. The current discussion will focus on the character of Sethe. She may seem savage in killing her daughter, but the psychological state she went through cannot be denied. Sethe's killing of her daughter can be justified as an outcome of the deteriorating (falling) psychological state resulted from slavery and racism.

The psychological trauma experienced by Sethe is mainly related to the past and its memories, as memories are the primary catalyst (motivate) for stirring up Sethe's psychological and emotional pains. The effects of the trauma on Sethe are manifested memories which are the source of bad psychological state of the characters of the novel, especially Sethe because her condition becomes complicated after the ghost of her murdered daughter arrives to 124 Bluestone. During her stay in Sweet Home, Sethe was subjected to rape, abuse, psychological and physical harm. The horrific experiences of Sethe had shocking effect on her relationship with her children. Fearing that they may live the same demeaning life full of racism and slavery, Sethe kills her daughter, Beloved. Sethe becomes a victim of the psychological trauma

caused by her experience of slavery as well as by the murder of her child. As Selfridge discusses that “Sethe is traumatized by both slavery and motherhood and her consequential actions, namely Beloved’s murder” (Selfridge, 2018: 82). In what follows, Morrison paints a terrible scene, when Sethe was still a slave in a white house where she was raped, an event that affects her even in the post-slavery era, tragically. After that incident, Sethe tried to escape, and succeeded to some extent, until the Schoolteacher found her and her child. Here, Sethe, the runaway mother, decides to kill her infant daughter so that she will not experience what her mother has experienced to prevent a white man taking her daughter and more of her freedom. This memory was sufficient to bring Sethe into a new stage of bondage, living with the ghost of her child in her home, Sethe recalls her rape as if she was trying to justify her act:

*After I left you, those boys came in there and took my milk. That’s what they came in there for. Held me down and took it. I told Mrs. Garner on em. She had that lump and couldn’t speak but her eyes rolled out tears. Them boys found out I told on em. Schoolteacher made one open up my back, and when it closed it made a tree. It grows there still. (Morrison, 1987: 19-20).*

One of the effects of the trauma on Sethe is that she lives in a new stage of slavery after the return of Beloved. Sethe believes that Beloved is the spirit of her murdered daughter. Especially as Beloved contributes to bringing back the traumatic memories she experienced in the Sweet home. The ghost represents a new phase of slavery for Sethe because she feels inside that the ghost is the spirit of her daughter and cannot tell her anything which does not satisfy her or disturb her. Toni Morrison sympathizes indirectly with Sethe by making the ghost a member of her family. The writer uses literary methods in the process of narrative and retrieving events in the novel. She calls on readers to review the main reason that prompted Sethe to kill her daughter. The rationale for this is that Sethe protected her daughter in a rather different way. She do not want her daughter to experience her mother’s slavery. Morrison explains during the novel that the trauma of Sethe and the entire African- American community in the novel, especially after the arrival of the Schoolteacher, is the product of racial segregation and oppression of African-Americans, Sethe does not want her children to live the way she lived, even if it costs them their life. This shows the amount of psychological pressure Sethe is experiencing. It is impossible for a mother

to kill her kids, but Sethe did so as if death means life for her daughter. As mentioned earlier Toni Morrison used literary metaphors linking the past to the present which in itself represents the source of pain for Sethe. Visits of the Beloved reminds Sethe of her suffering at Sweet Home. As Priya explains that the appearing of Beloved was to remind Sethe and the rest of the characters of their past and its impact on their present, “Beloved indirectly helps the characters in coming to terms with their past and understand it completely” (Priya, 2015, p. 167). The past has a great impact on Sethe’s life after escaping from the Sweet Home and this is one of the most controversial events in the novel.

The main idea that overwhelms the writings of Toni Morrison is that America is not a safe place for African-Americans. They are always at risk of slavery and undergoing psychological and physical trauma. Therefore, Toni Morrison demonstrates the main problems of these people who are called slaves and also shed light on their lives. She also touches upon the rights granted to them and their children. For example, she reminds in the novel that they were forbidden from all their rights, even the mother could not stay with her children. Consequently, she was forced to kill her children in order to provide them a free life. However, Pictures of slavery pursue them, and even after they live a free life, the memories of what they were living cause them psychological and physical trauma. Racism, slavery, and the trauma resulting from these practices form a major role in Morrison’s *Beloved*.

The painful and terrifying memories of slavery also constitute an impediment (obstacle) to the continuity of the lives of African-Americans, the development of their lives, and the exploration of their identity. Trauma has a major impact on individuals and groups in all societies, which motivate Toni Morrison to explain it fully to the readers in this novel. In doing so, she took advantage of the trauma theory. Usually, when a person or group of people are treated badly or racially, they will automatically be alienated from society which will expose them to physical and mental problems. Many characters in the novel suffer from psychological and social alienation; Sethe has problems with herself as she cannot live with the fact that her life is changed in any way.

Similarly, Paul D suffers from psychological alienation throughout his life. Toni Morrison's *Beloved* focuses on the psychological destruction caused by racism. As a result of this racism successive generations of African- American in the novel suffered from the psychological and physical effects of racism and slavery even after years of freedom from slavery. Paul D also went through traumatic and difficult circumstances because of racism and its results such as alienation. He suffered from slavery and racism at Sweet Home because of the brutality that Schoolteacher was carrying out against them. As Larrick (2007: 2) explains that "Paul D has, like Sethe, struggled under the harsh conditions of slavery. He has suffered severe psychological tragedies that have forced him into a state of repression, keeping him from healing properly". The circumstances in which Paul D experienced, forced him into a complex psychological state that caused him a long stage of alienation and isolation. Paul D's suffering was mainly linked to Sethe, as they both lived in the same environment and conditions. They both try to suppress memories of the past in order to avoid remembering the suffering pervading the past. But as Larrick argues that the appearing of the character of *Beloved* "brings these memories out and forces him to open his little tobacco tin" (Larrick, 2007: 2). Recalling Paul D's past thus helped remind him of the traumatic past of his slavery experience.

Most of the African- American characters in the novel suffered from slavery and the harshness of racism. Slavery caused psychological and physical trauma for most of the African- American community. Baby Suggs, Denver, Halle, and the rest of the African- American people suffered through their presence in Sweet Home from the cruelty of the treatment of the Schoolteacher. The traumatic conditions these characters experienced were reflected in their approach and behavior in society. At one level, the impact of trauma on the characters is reflected through their alienation. At another level, the trauma of slavery appears on the African- American identity that has dissipated due to oppression and racism. Denver suffers from loneliness and alienation. The rest of the Sethe's children have fled because of their trauma. Baby Suggs, in turn, lived through long years of injustice and slavery, and also suffered greatly from Sethe's killing of her daughter. Consequently, the slavery and racism that blacks experienced was like a nightmare that destroyed the life and identity of the African- American community that continued to suffer from the oppression of the past even after liberation from slavery.

Toni Morrison is an African- American writer closely related to the history of her race; often her writings show the hidden aspects of collective memory. In *Beloved*, Morrison intends to show the reader what happened to individuals in an institutionalized slave system in which African- Americans had to live the past repeatedly. Narrating the story of Sethe, Morrison focuses on the dehumanizing effect of slavery by emphasizing the sufferings of slaves. The novel shows what happened to Sethe, her family and other slaves working on the plantation. Sethe was mistreated and raped. After she tried to escape from the Sweet Home, she killed her baby and attempted to kill the rest of her children. Her husband went mad and other slaves had unfortunate lives. After killing her baby, Sethe continued to suffer. She felt regret and pain had to live an isolated life for a long time in the black community. At the end of the novel, Sethe became mentally and spiritually exhausted and had no energy left to live a meaningful life. In conclusion, it is obvious in the novel that slavery threatens the psychology and spiritual world of individuals and causes horrific and brutal consequences.

## **1.2. Review of Related Literature**

The different phenomena in life evolve with the development of time and place. Probably, racism, racial discrimination and alienation are among them which are as old as human history. It is better to say that racism is a social problem that shapes one's behavior towards others. It is formed by a social system based on the classification of individuals in a society according to sect, race and gender, which leads to the formation of the stereotypes based on discrimination and bias. Racism and alienation are widespread, therefore researchers focused on studying them in order to know the causes in different societies. Most societies are made up of different groups, races, and cultures in which each person has biased opinions and is fanatic of his/her own group and considers other classes as intruders and strangers. One of the most important consequences of intolerance and racism is alienation, where the victims of racism are expatriates and isolated within their societies.

Through reviewing previous studies, the researcher noted that most researchers have focused on studying the concept of racism or the implications of racism for racist and fanatical people. Few studies have focused on studying the effects of racism on

black people or African-Americans, colored people, and even whites who may differ in one way or another from society which prompted the researcher to conduct a study in order to know the nature of racism in the three novels and the resulting conflict, and the alienation that results from it, in addition to study the psychological effects of racism and alienation on the victim, and the ways those individuals use in order to confront these effects. The study focuses on a context where individuals suffer from racism and alienation in a significant way, which is the black, African -American, and colored context.

There are several literary works that depict the suffering of blacks, African-Americans, and people of color and focus on the cases of racism and alienation experienced by them. *Wuthering Heights*, *To Kill a Mockingbird* and *Beloved* are considered among the great novels in literature that depict cases of racism, racial biases, and alienation. Therefore, this section reviews the studies that dealt with the issues of racism and alienation in *Wuthering Heights*, *To Kill a Mockingbird* and *Beloved*. It is worth mentioning that these studies are both thematically and chronologically arranged.

Primarily, Sashhidharan (2001), studies practices and racial discrimination against blacks and Asians. He wonders what the impact of these practices is and how they took an approach against these groups in British society and psychiatry. The author investigates the history and existence of racism in psychiatry, and what are its effects against minorities in general and against blacks in particular. Because of the racism that has spread in British society, the experience of racism that blacks and Asians are exposed to in psychiatry has become the subject of much discussion in British society.

In a related context, Betensky (2019) reviews racism in the Victorian era. The writer explores racial experiences and texts in a collection of Victorian literary works. The writer explains that British literature in the nineteenth century is deeply concerned with the empire and the resulting racial and ethnic expansion. The author states that the Victorian era is characterized by its themes that include imperialism, colonialism and racism “Scholars in Victorian studies have written extensively about the centrality of

colonialism, imperialism, racism, and xenophobia in the production of the novel” (Betensky, 2019).

However, African-Americans can be classified as one of the black groups severely affected by racism and slavery. Constantine (2006), discussed racism, its details, and its impact on African-Americans. Racism and discrimination against African-Americans exist in various areas of American society. The author checks the conditions of African-Americans, which are always worse than their white peers. They have fewer rights at all levels and have more duties. However, the writer points out “As result of living for generations in a society sickened with the various of racism and discrimination, the physical and mental health of many African-Americans has been compromised” (Constantine, 2006). The writer mentioned that racism and racial discrimination against African-Americans and even people of color are classified into three levels, “1-Individual racism, 2- cultural racism, and 3- institutional racism” (Constantine, 2006).

Moreover, Turner (2002) explains that African-Americans are constantly ostracized and persecuted because of their color and race. Turner adds that African-Americans suffer from alienation and lack of acceptance, despite their many attempts to integrate into American society perhaps because of the American community’s belief that African-Americans are a group of strangers “African-Americans’ experiences may be due to the degree of to which society perceives them as strange. African-Americans are, essentially, a group of strangers” (Turner, 2002). The author focuses in her article on minority groups and persecuted and marginalized groups, especially African-Americans. Turner studies the impact of racism, slavery, and alienation on African-Americans through the application of the essay *The Stranger* by Georg Simmel. Usually white Americans look at blacks as strangers and thus this generates a feeling of unease and shows the extent of isolation and alienation that African-Americans suffer from. Turner explains that the importance of her study lies in studying the characteristics of slavery and explaining the causes of alienation in African-American society.

There are several literary works that discuss social conditions and the depiction of conflicts in British literature. Perhaps the most prominent of these novels is



*Wuthering Heights* which discussed conflict resulting from rejection and racism towards others who differ in terms of culture, race, and origin. In *Wuthering Heights*, anger is the main element in stirring up conflicts based on racial and social backgrounds and there are studies reviewing racism, anger, and alienation in *Wuthering Heights*.

Jordan (1992) explores the concept of anger in *Wuthering Heights* and *Shirley*. Concentrate on their use of illness as a metaphor for the anger and frustration many women felt about the unsatisfactory options available to women. The writer explained that *Shirley* is considered more clearly in presenting the issue of anger, especially in the way the text is presented “For the purposes of my discussion, Charlotte's *Shirley* is a much clearer text than Emily's *Wuthering Height*” (Jordan, 1992).

In *Wuthering Heights* Brontë shows some aspects of life that lead to anger by presenting some angry characters and revealing the reasons of their anger such as slavery, racism, social injustice, and alienation.

Periš (2017) presents the analysis of the issue of slavery in William Wyler's *Wuthering Heights* (1939), Peter Kosminsky's Emily Brontë's *Wuthering Heights* (1992), and Andrea Arnold's *Wuthering Heights* (2011), with respect to the portrayal of the character of Heathcliff, a dark-skinned, oppressed boy from Emily Brontë's novel *Wuthering Heights*. The writer shows that the three writers of the adaptations extremely differ in their willingness to tackle the issue of slavery, racial intolerance, and social injustice. Perhaps the most prominent results of slavery and racial discrimination in the novel are alienation.

However, Mathew (2001) notices that the topics of racism, alienation, and racial discrimination are always frequent in literature and literary works that discuss nations suffering from injustice and oppression. *Wuthering Heights* can be used to describe the isolation and alienation experienced by some of the main characters in the novel. Heathcliff's alienation shows the contempt and scorn that Heathcliff faces because of his race and his unknown origin, also as an intruder to the family of Mr. Earnshaw. From the beginning Heathcliff's presence was rejected by most members of the Earnshaw family, and after the death of Mr. Earnshaw, Heathcliff suffered persecution and isolation from the rest of the family and was treated as one of the

servants. Harassment and alienation to which Heathcliff was subjected was because of his race and descent from unknown origin.

Neelam (2005) discusses that in *Wuthering Heights* Heathcliff is alienated because others consider him as a stranger in addition to his skin color. Heathcliff is considered an outsider to Mr. Earnshaw's family and they do not accept him as one of them and consider him as unacceptable. She suggests that alienation and racism may be the result of differences between humans, such as race, religion, and color. This shows the complexity in *Wuthering Heights* by depicting the heterogeneity between the stranger and the rest of the family members.

Miller (2015) assumes that in *Wuthering Heights* the human is the one who sets barriers that define whether you are inside or outside, these limits depending on the differences between humans in religion, culture, ethnicity, and others. Emily Brontë shows the conflict and disgusting situations that makes up the drama. The main characters are in a struggle to overcome alienation and racism, Heathcliff suffers from exclusion and alienation, and Emily Brontë has describing him as unwelcomed man in the family of Mr. Earnshaw. In response to this exclusion and the racist approach taken against him, Heathcliff rushes to take revenge on those who stood against him.

In general, *Wuthering Heights* is an expression of racism and discrimination that may affect people of color or who may differ ethnically or belong to different backgrounds. Consequently, persecution and racist treatment lead them to a state of alienation. In other novels, such as *Beloved* and *To Kill a Mockingbird*, racism and slavery are evident in the suffering of blacks and African-Americans in particular. There are several literary works that depict the suffering of African-Americans and focus on the cases of racism and alienation experienced by them in America. *To Kill a Mockingbird* and *Beloved* are considered among the great novels in the American literature that depict cases of racism, racial bias, and alienation. In this part, the researcher reviews some of the researches and studies that have discussed issues of racism and alienation in *To Kill a Mockingbird* and *Beloved*.

*To Kill a Mockingbird* is one of the most important literary works that shed the light on racism and its consequences in American society. Bakır (2015) uses some literary theories as lenses to understand the racist concept prevalent in the town of

Alabama. Bakır emphasizes that society in Alabama is divided into two parts. The first part was able to adapt itself to coexist with different races and genders and the second category is closed and cannot accept anyone from a different race or culture to live with him or her in the same place.

Wessh (2019) explains that the theme of racism is highlighted in various interactions between the characters. Wessh adds that in the novel, many details of the conflict between whites and African-Americans are touched upon. Since discrimination against African-Americans was a widespread phenomenon, so the Africans-Americans are considered as outsiders in the white community. In particular, African-Americans suffered from enslavement and racism in Maycomb society. The writer investigates the racial discrimination and injustice with which African-Americans were treated by whites “Lee takes an anti-racial approach to condemn injustices against minority groups by an overly prejudiced society” (Wessh, 2019).

On the other hand, Khokhar & Mashori (2018) emphasized that social conditions greatly affected all residents of the United States at that time, especially blacks. They confirmed their study by using Marx's theory, which contributed to an increased understanding of apartheid in the novel. The suffering of blacks resulted from racial discrimination based on persecution against blacks because of the color of their skin “blacks are being persecuted in the name of race and colour” (Khokhar, Mashori, 2018). The researchers concluded that the novel gives several indications of the class and ethnic division, and exploitation of the black color and results in alienation and injustice.

In her thesis, Pandansari (2011) discussed the relationship between whites and blacks. She affirmed that white authoritarianism contributed to denying blacks their rights. The writer also concluded that the racism to which blacks are exposed produces more destructive effects on the human psyche, such as alienation, loneliness and loss of identity.

Rezazade & Zohdi (2016) claimed that African-Americans are always subject to slavery, racism and racial discrimination because of the different color of their skin and they are considered as subordinate to white man and subjected to alienation and persecution. Apartheid is one of the most important reasons that obscure the humanity

of black people and hinder their integration into American society. The writer suggests that the only solution to the problem of racism and its consequences, such as alienation, is to adapt the soul to coexist with all races and human differences in order to overcome racism and its devastating effects. Perhaps the most important of these effects is alienation.

Issues of racism, racial discrimination and alienation are present throughout the ages through several literary works such as *To Kill a Mockingbird* and *Beloved*. Comparing *To Kill a Mockingbird* and *Beloved*, it becomes clear that racism and alienation in *Beloved* takes on different dimensions. Racism has always been a dominant theme in contemporary history in general and literature, in particular, therefore, novelists try to reveal the effects of racism and its results, such as alienation and trauma. Bouson (2000) addresses themes of trauma and racism in Toni Morrison's literature. The author extends a deep psychological analysis of the themes of racism and trauma to understand Toni Morrison's representation of racist and traumatic events. The writer offers a frank and traumatizing view of the racism in American society against African-Americans. Bouson says that Morrison is a writer who forces readers to deal objectively with the themes of racism and trauma in her novels such as *Beloved*, *Jazz*, and *The Bluest Eye*. Morrison offers many stories about the trauma of slavery and the devastating effects of racial oppression on African-Americans that prevent the personal development of African-Americans "the disruptive symptoms of post-traumatic stress can have a significant impact not only on developing competencies but also on character development" (Bouson, 2000).

Austine (2007) explains the devastating effects caused by racism and their influence on destruction and silencing of different generations of one family. Austine clarifies that trauma resulted from racism and slavery cannot be eliminated, even after years of liberation. She adds that personal narrative is of great importance in understanding the effects of psychological trauma. The autobiography of the resistance by African-Americans is considered the weapon through which American society was reformed.

In a related topic, Sindhuja (2019) explores the devastating effects of racism and slavery. These effects include the spiritual, physical, and emotional devastation

that resulted from the experience of slavery to African-Americans. Sindhuja focuses on the character of Sethe and how she kills her daughter in order to save her from a life of slavery. Sethe struggles to get rid of the painful and traumatic memories that haunt her, especially after the ghost of her dead daughter appears. The author also focuses on the history of racism against African-Americans.

Tanritanir & Akşak (2008) warns that the experience of racism in *Beloved* depicts the sad past experienced by African-Americans through oppression, and injustice they suffered. In *Beloved* Morrison depicts the details of racism that blacks experienced and its devastating effects of alienation, displacement, and psychological isolation. As a writer belonging to the same race that was subjected to annihilation in America, Morrison depends on her personal experiences of racism and alienation to reveal the issues of racism and its impacts and this matter is a reason to commemorate racism against blacks in America. The writers explain that Morrison seeks to prove the existence of racism against African-Americans, despite some attempts to deny such violations. Morrison aims to revive the suffering of African-Americans in America by arousing the sympathy of readers with the memory and inability to forget these massacres they experienced in the past.

Ultimately, memory plays a major role in most of Toni Morrison's novels, especially in *Beloved*, where memory and the past have a fundamental role in materializing and presenting the suffering of African-Americans from slavery and its destructive effects on psychological and physical aspects of black people's lives. There is evidence in *Beloved* referring to the past and the memories and experiences of black people from psychological trauma, which is difficult to be disposed of even after the end of slavery and suffering.

Anyhow, Kocabiyik (2016) reviews the traumatizing events in the novel. It confirms that when a person is exposed to a trauma, he seeks to suppress the memories that fuel this trauma, even for a specific period of time. In *Beloved*, characters like Sethe and Paul D try to forget memories of their traumatic past in order to avoid the suffering they have experienced "Sethe had pushed both awakened emotions and flashbacks, far back into her immense box of dark memories" (Kocabiyik, 2016: 347). The writer stresses that this forgetfulness is very temporary because memories play a

pivotal role in remembering the past and reviewing events again, as these memories contribute to the transfer of Sethe from the stage of forced suppression of memories to the stage of physical and intellectual liberation. Morrison brings this picture to life by allowing Sethe to confront her past and remember the events she sought to suppress.

Moreover, Selfridge (2018) adds that there are many painful memories that African-Americans experienced during the period of slavery. These memories cause emotions and miserable memories in African-Americans; therefore, the past causes obstruction of life in the African-American community. One of these examples is Sethe, who has been subjected to many incidents during her presence in the sweet home which are still chasing her even after her escape from there. Selfridge explains that Sethe was more affected by her daughter's murder than the conditions of slavery that prevailed in the sweet home. The effect caused by Seth's killing of her daughter continued greatly, even after Sethe escaped from the Sweet Home and she suffered a lot from psychological trauma. In *Beloved* Morrison undertakes the psychological trauma of Sethe after her killing of her innocent daughter. The writer argues that Beloved character represents the main form of trauma in the novel because she represents the murdered daughter of Sethe and thus this represents the continuation of Sethe's psychological trauma through Beloved and her return to Sethe. Beloved character represents the common bond through which the psychological effects of most of the characters, especially Sethe and Denver, are discussed.

On the other hand, anger plays a fundamental role in forming the basics and methods of racism, as several studies have confirmed that anger contributes to the division of societies and the increase of alienation and isolation faced by vulnerable components in all societies.

Marby (2005) relies on data and information from the statistics in Chicago to test some hypotheses that African-Americans feel and express their anger with whites. Marby argues that the sense of control and superiority that whites have against the blacks increases the lack of confidence between the black and white societies. These indicators that signify the racism suffered by African-Americans increase the alienation experienced by African-American people and thus increase the rate of anger. She focuses heavily on a sense of control and lack of confidence between the black and

white societies, by comparison, the whites appear angrier when it comes to controlling others through race and gender, Although African-Americans have no sense of control and less confidence than whites. The sense of control increases feelings of anger among African-Americans, but not at the level of whites when they are in the same position.

Hazlewood (2002) investigates the different perceptions of the concept of anger and race in black and white males. Anger is a complex component resulting from human experience and suffering. Culture and environment are important elements in shaping the concepts of racism and anger. He emphasizes that the purpose of his research is to:

*1. Investigate the definition of anger. 2. Investigate whether black and white populations view anger differently and if so how, and 3. Determine whether the existence of this difference is quantifiable. The main purpose of this research is to provide basic information on the nature and composition of anger. Hazlewood concludes that the concept of anger is more complicated for black people than whites (Hazlewood, 2002: 4).*

Finally, through reviewing the previous literature, it was found that most of these studies focused on studying the methods and effects of racism and focused on the psychology of the fanatic. It also dealt, albeit in a simple way, with the effect of alienation on the victim, however, rarely have there been studies on the study of alienation because of racism and psychological impact of racism and alienation on the victim. This prompted the researcher to conduct a study on the racism and its results such as alienation and psychological impact of racism and racial discrimination on the victim.

## CHAPTER TWO

### TRAUMATIC EFFECTS OF RACISM IN BRONTË'S WUTHERING HEIGHTS

The events of *Wuthering Heights* take place in Yorkshire, which is a beautiful, secluded place in the English countryside. This place inhabited by only two families. The first family is the Earnshaw family, and it consists of Mr. and Mrs. Earnshaw and their two children, Catherine and Hindley. The second family is the Linton family, who are Mr. and Mrs. Linton, and their children Edgar and Isabella, as well as servants. The events of the story begin when Mr. Earnshaw travels on a business trip to the city, and on one of the roads there he meets a homeless orphan child, and takes him to his home in the countryside, and gives him the name of Heathcliff. Unfortunately, for this boy, he is met with intense hatred from all members of the house except for Mr. Earnshaw and his daughter Catherine who takes Heathcliff as a close friend. As for Hindley, the son of Mr. Earnshaw, he carries a strong hatred towards Heathcliff, because he sees that Heathcliff took his place.

After death of Mr. and Mrs. Earnshaw, Hindley who will become the master of Wuthering Heights and practice all kinds of torture and cruelty against Heathcliff. Hindley believes that Heathcliff is competing with him for the love of his father; in addition to being the main reason that why Mr. Earnshaw sends Hindley to a military school outside the city. From here Hindley begins the journey of revenge from Heathcliff. Hindley considers Heathcliff as nothing but a barbarian homeless person who has no place among the family of Mr. Earnshaw. On the other hand, Heathcliff's relationship with Catherine develops to become her best friend and their relationship develops more to exchange love. Catherine is the reason why Heathcliff endures Hindley's brutal behavior and yearns for the day that he can get rid of Hindley. As Nelly explained about Heathcliff's endeavors through which he aims to take revenge on Hindley no matter how long it takes "On my inquiring the subject of his thoughts, he answered gravely—"I'm trying to settle how I shall pay Hindley back. I don't care how long I wait, if I can only do it at last. I hope he will not die before I do!" (Brontë E, 1847: 76).



*Wuthering Heights* is recognized as being one of the pillars of English literature, and through it Emily Brontë touches on many of the prevailing things in English society. As a gothic novel varies between love, romance, racism, revenge, the pursuit of self-assertion, and taking revenge. Love can only be described as a beautiful thing on this earth, there is no life without love, without this human contact between male and female. But in *Wuthering Heights* Emily Brontë proposes another theory: love is a wonderful thing, but not always, love may be devastating, vengeful, and turning all feelings of love into hate. The legendary love between Heathcliff and Catherine has turned into hate, revenge, and an endeavor to destroy others because of the human self that always strives to differentiate and view others as less and inferior.

In this chapter, the researcher seeks to clarify the reasons that led to the transformation of love into severe hatred. Among the most important of these factors are racism and the superiority of whites, also racial discrimination, as well as alienation.

## **2.1. Racism in Wuthering Heights**

*Wuthering Heights* deals with the romantic relationship between Heathcliff and Catherine, but at the same time it addresses several important things in English society in general, among which is racism and slavery. *Wuthering Heights* is a sample of literary and dramatic work that depict racial differences and strategies through which the protagonist Heathcliff seeks to understand racism that led to his alienation, Heathcliff used a variety of behaviors to deal with the racist approach that used against him (Althubaiti, 2015: 202). *Wuthering Heights* tells the story of the young gypsy Heathcliff, whom Mr. Earnshaw found on one of his travels, laying on the street, and brought him to his home. However, the oppressed Heathcliff will rebel as soon as he grows up and that is not in vain, but rather as a result of psychological pressures generated by ill-treatment, lack of attention, and contempt, especially by the heir to the family Hindley. The humiliating life that Heathcliff experienced in the *Wuthering Heights* can be seen as one of the evidences of white domination within British society and the lack of respect for others who may differ in race, color, religion, and etc. Brontë used this topic of race to show the extent of discrimination prevailing in British society towards blacks or even people of color and others in general.

Emily Brontë wrote *Wuthering Heights* during a period in which Britain was characterized by social stratification, slave trade and slavery. English social relations began to change in the light of the class exploitation of secondary groups in British society. As Hanley discusses that Britain was suffering from the class exploitation and racism and British fanatics viewed blacks, and people of color as not equal or inefficient for British whites (Hanley, 2016: 2-4). *Wuthering Heights* is at first sight a seemingly innocent love story, but Brontë formulated it in a magical literary way in order to depict slavery and racism in British society. In addition to that, Fowler states that Brontë can be considered as a witness to the humiliating social experience to which slaves were subjected in Britain, especially that her school was close to one of the houses that were famous for selling slaves and enslaving them, especially since the novel was written before the abolition of the slave law in Britain (Fowler, 2017: para.10). Emily Brontë formulated the novel in a wonderful literary way, as love between Heathcliff and Catherine developed into hatred and a desire for revenge due to the quarrels between the characters, Heathcliff on the one hand and the rest of the characters on the other. This is all due to the degrading treatment based on racism that Heathcliff received from the rest of the characters in the novel.

However, racism is the ideas, beliefs, convictions, and behaviors that raise the value of a particular group at the expense of degradation of other groups. There are several foundations on which racism is based such as skin color, nationality, language, cultures, and social classes. In *Wuthering Heights*, Heathcliff is subjected to racial harassment because of the color of his skin and other reasons are related to the first reason, and this seems clear from the first time that Mr. Earnshaw spoke about him “See here, wife! I was never so beaten with anything in my life: but you must e’en take it as a gift of God; though it’s as dark almost as if it came from the devil” (Brontë E, 1847: p.45). After the death of Mr. and Mrs. Earnshaw, Heathcliff’s suffering from racial discrimination and cruel treatment increased especially as Hindley becomes the master of the house. Hindley starts to treat Heathcliff harshly and regarded him as animals and humiliated him in front of others, but Heathcliff bears it only for the sake of staying close to his beloved Catherine. During the course of time, the relationship between Edgar Linton and Catherine develops and they agree to marry. Catherine’s marriage to Edgar Linton sparks great harm inside Heathcliff, especially since he heard her conversation with Nelly, through whom she detracted from Heathcliff because of

his skin color and lack of money. Racism and social class had a major impact in favoring Edgar Linton over Heathcliff, which sparked hatred for Heathcliff, especially since he was always trying to prove himself as an entity with his identity and personality in front of Catherine. Catherine wants to be the best woman around; therefore she prefers to marry Edgar, as Wengelin clarified that Catherine “in order to reach her goal she decides to marry Edgar. She wants to be a part of both worlds, which is desire that is totally ruins her world and brings unhappiness to the people at Thrushcross Grange” (Wengelin, 2005: 9).

The struggle of Heathcliff and the dedication of his life were for one pursuit; it is revenge which led to the loss of his love, Catherine Earnshaw, who married Edgar Linton for his influence and wealth. This marriage had a great impact on Heathcliff. However, because of Catherine’s marriage, Heathcliff took revenge from her husband, Edgar Linton, and Isabella, Edgar’s younger sister. Heathcliff married her, not because of her love, but in order to take revenge on her brother. He also took revenge on Hindley and on Hindley’s son Hareton, and he even ended up sacrificing his son Linton to achieve the aim of revenge.

Consequently, Brontë in the novel explains some of the reasons that may lead to the spread of the idea of racial discrimination, as well as the aggravation of racism between people, the most important of these reasons are a will be discussed as follows.

### **2.1.1. White Superiority**

The white rule is the belief that prevailed among many people of white race that they are superior in many aspects to the rest of the races. They believe that this superiority gives them the right to control and dominate rest of the races, as they are the most powerful, intelligent, and dynamic within society. As according to Kipling (1899), in his poem entitled *The White Man’s Burden*, which begins with: “TAKE up the White Man’s burden - Send forth the best ye breed” (Kipling, 1899, lines. 1-2). Kipling explains the issue of white superiority by focusing on the underdevelopment and barbarism of the rest of the races. The whites justify themselves for imposing control and dominance over the rest of the races. Perhaps this domination or white supremacy as it is called has spread and enacted many unjust concepts such as slave trade, racial discrimination, and others.

However, in connection with *Wuthering Heights*, white superiority plays an essential role in this novel. Heathcliff at the beginning of the novel was presented as a dark skinned, homeless, and gypsy. This means that he does not belong to the white group or the white race that gives its members all rights. Except for Mr. Earnshaw, no one views Heathcliff as equal to others of white origin. Even when Catherine came up with a choice between Heathcliff and Edgar, she chose the white race owner Edgar because she believed that Edgar would raise her material and moral value in front of people unlike Heathcliff. In *Wuthering Heights*, Brontë explains how the white domination was defeated by Heathcliff, who himself becomes a tyrannical and arrogant during the course of the novel's events. Heathcliff tries in all events of the novel to prove that "the human race" is not limited to whites only, but the rest of the races are also capable of being racist and tyrannical in their behavior (Althubaiti, 2015: 220).

### **2.1.2. Difference in Race**

One of the most important factors that control human behavior and actions in many parts of the world is skin color and ethnicity. For instance, white-skinned people see color-skinned people inferior, this may seem to be a psychological judgment in the first place for some and does not go beyond that, for others it comes to hostility, war, hate, and aggression. Clair & Denis (2015, pp: 857) argue that Prejudice and racism emerged from differences among people in society that cause a feeling of superiority in certain people. Many argued that prejudice exists in society because people have feelings or prejudice about various or different traits, cultural background and practice, and the other differences. In this case, the difference is supposed as strangeness, because it is a new thing and never done before in society. Therefore, most of all people in society feel that it is not part of their culture, ideology, and their traits. Consequently, most people cannot accept the differences in their community, and it makes them become prejudice easily. Those people (prejudiced persons) have low tolerance and inflexibility for accepting diversity.

Brontë writes *Wuthering Heights* from a moderate point of view to indicate racial difference in the novel. The circumstances in which the novel was written led Emily Brontë to describe some of the racial issues that prevailed at that time. As

Sneidern describes Liverpool as one of the most active cities in the slave trade and the escalation of slavery “The English city with the most spirited commerce was Liverpool” (Sneidern, 1995: 171). Racism is not the main topic of the novel, but Emily Brontë is devoted to it a good space for discussion during the course of events. Mr. Earnshaw brought Heathcliff with him from Liverpool, and this reinforces the hypothesis that Heathcliff is a slave. This has increased contempt for Heathcliff from the rest of Mr. Earnshaw’s family. This is unacceptable to the members of the Earnshaw family that a black, gypsy person of unknown origin is brought in to live with them. Even Mr. Earnshaw described Heathcliff as dark-skinned when introduced to the rest of his family “a gift of God, though it’s as dark almost as if it came from the devil” (Brontë E, 1847: 45). The description that Heathcliff was described by Mr. Earnshaw and presented as dark-skinned demonstrates the unacceptability of people with dark skin and black race among others. Heathcliff became an outcast among others except Mr. Earnshaw and then Catherine, because he came from non-white origin. The relationship between Heathcliff and Catherine develops to break the ethnic barrier of fear that used to dominate social relations between members of British society at that time. But Hindley through humiliating and enslaving Heathcliff, especially in front of Catherine, contributes to destroying this emotional bond between Heathcliff and Catherine. Then Catherine marries Edgar, the handsome white boy, because she sees her marriage to Edgar as an achievement of her goal of obtaining high social status, unlike what would happen if she married Heathcliff. Emily Brontë demonstrates the race difference and its effects through the retaliatory reaction from Heathcliff to his beloved Catherine, who underestimates him and portrays him as a slave (Althubaiti, 2015: 201).

Ethnic difference plays a major role in influencing the lives of the characters, especially Heathcliff. As it contributed to increasing congestion and seeking revenge from others based on their racist and discriminatory style towards Heathcliff. Racial discrimination in the novel embodies the nature of social relations in British society at that time, which mainly relied on race and belonging, and thus perpetuated racism and its results such as alienation in society.

### **2.1.3. Social Class**

The social structure in *Wuthering Heights* consists of three axial social classes. The first is the upper class, the second is the middle class, and the third is the lower class. Brontë succeeded in depicting class conflict in the novel by fueling feelings of love and turning them into hate and revenge. However, Brontë depicted the English class system and embodied it in her novel:

*Brontë very skillfully showcases and sensationalizes the social divergences that are the hallmarks of the nineteenth century England in her novel. For example, the differences between the two houses of the novel are differences of both culture and class. But these differences provide a nucleus to the social distance between Heathcliff and Edgar Linton and Hindley (Muhammed & Mohib Ullah, 2011: 84).*

*Wuthering Heights* is a love story that embodies the class tragedy. Brontë clearly raises the question of the difference and conflict of classes. It was the difference of classes that separated Catherine and Heathcliff, and the latter's pursuit throughout his life to be worthy of Catherine. Rather, it was the class differences that made Heathcliff lose his true love and passion for Catherine. Some critics sympathized with Heathcliff and what he had reached because of his excessive love for Catherine, as Tytler explains that Catherine and her lack of sympathy for Heathcliff led them to reach this emotional intersection (Tytler, 2013: 3). It was taken into consideration, Catherine's marriage to Edgar and her preference of him because of his social status. Catherine gave in to the desire of her mind and thinking to become the woman of society and also the desire of her brother. As a result she gave up her love for Heathcliff. The class difference ended the love between Catherine and Heathcliff, love that collided with the social impediments, the most important of which is the social class that aborted it and contributed to turning it into hatred and a wild desire for revenge.

### **2.2. A Study of the Character of Heathcliff**

Heathcliff character is a controversial figure, and much controversy has arisen in the novel as it is the focus of events in the novel. There are many opinions about the character of Heathcliff discussing whether he is a victim or a wrongdoer.

*Wuthering Heights* is the beginning of a story of revenge par excellence. In this section, the researcher addresses the presence of Heathcliff in *Wuthering Heights* and what are the consequences of his existence. Heathcliff falls in love with Catherine and later becomes the focus of evil in the novel. As Nelly says:

*I had a peep at a dirty, ragged, black-haired child; big enough both to walk and talk: indeed, its face looked older than Catherine's; yet when it was set on its feet, it only stared round, and repeated over and over again some gibberish that nobody could understand. I was frightened, and Mrs. Earnshaw was ready to fling it out of doors: she did fly up, asking how he could fashion to bring that gipsy brat into the house (Brontë, 1847: 45-46).*

With the passage of time the inconveniences and bickering between Hindley and Heathcliff increase. And after Hindley becomes a master of the Heights after the death of his parents, he marries and takes the treatment of Heathcliff cruelly and scornfully, which ignites hatred in the heart of Heathcliff. As Abbas explained that “Hindley prevents Heathcliff from learning, playing, eating or sitting beside his sister Catherine. Nelly depicts the treatment of Hindley to Heathcliff as being enough to make a fiend of a saint” (Abbas, 2018: 31). Heathcliff was enduring all that cruelty and bad treatment and eagerly awaited the day of his revenge. Here Heathcliff's evil personality is taking shape as he finds his way in thinking of revenge and hatred for those who destroyed his life. Heathcliff is fed up with his condition, so he disappears from the Heights. Heathcliff returns after three years and marries Isabelle Linton, Edgar's sister, not because he loves her but in order to take revenge from both Catherine and Edgar. In the midst of her suffering with him and after discovering his true personality, Isabella sends a message to Nelly explaining to her the brutality and injustice of Heathcliff “Is Mr. Heathcliff a man? If so, is he mad? And if not, is he a devil? I shan't tell my reasons for making this inquiry; but I beseech you to explain, if you can, what I have married” (Brontë, 1847: 174).

Consequently, Heathcliff became a victim of Catherine, her selfishness and dualism. Heathcliff is unable to get rid of the psychological and physical trauma that was caused to him by the marriage of Catherine and Edgar. He is the primary victim of this marriage because of his absolute love for Catherine. Heathcliff turned into a victim in the novel because of the abuses and the bad treatment he experienced, and thus he

became a monster full of hatred and the pursuit of revenge on others who caused him harm. The psychological and physical harm Heathcliff went through helped him reach his goals and desires, but this was at the expense of others who may not have been guilty of what happened to Heathcliff. Therefore, Heathcliff became not the only victim of the novel, other victims joined him, but surprisingly, they were persecuted by Heathcliff such as Isabella, the young Cathy, Linton, and Hareton.

### **2.3. Alienation in Wuthering Heights**

Alienation is a widely discussed phenomenon that has clear presence in literature in general and novel. This phenomenon has several contradictions that led to different crises at all levels socially, politically, intellectually, and morally. Writers and novelists touched upon the issue of alienation and embodied it in their literary works. The literary experience reflected this phenomenon from various aspects in addition to its impact on humans. Emily Brontë in *Wuthering Heights* highlights the phenomenon of alienation and its multiple manifestations in a clear way on the level of personality, thought and vision and how the alienation impacts the characters of the novel. Most of the characters in the novel, especially Heathcliff, suffered from multiple levels of alienation. Due to the calamities, psychological pressures, and anxiety and instability they experienced. Previous works are limited to discussing the issue of alienation in the novel in general so, in this part the researcher takes new look at the issue of alienation in the novel and what are the reasons that led to it and its impact on Heathcliff in a special way and the rest of the characters in general.

#### **2.3.1. Manifestations of Alienation in Wuthering Heights**

The issue of alienation in *Wuthering Heights* is an essential part in the composition and sequence of events in the novel. It comes as a result of various coercions, which are repression, persecution, ethnic discrimination, brutal treatment that based on the social class and the superiority of people over others, and alienation may come as a result of abandonment from others. As Doğan clarifies that there are several explanations for alienation, perhaps most notable among them is what Hegel presented that alienation is the stage of self-discovery, and for Marx, alienation is a product of capitalism (Doğan, 2008: 1). In *Wuthering Heights*, alienation has different dimensions, as it comes because of oppression that based on racism and class



discrimination, in addition to the complex relationships between characters. As a result, for these reasons, Heathcliff is forced to disappear and alienate.

However, Heathcliff's disappearance is the pivotal event in the novel. He suddenly disappeared without telling anyone, leaving everything behind even Catherine. Although Catherine expressed her concern over Heathcliff and sent Joseph and Nelly to search for him, he disappeared, and they did not find him. Consequently, there are two main images with which Heathcliff appears in the novel; the first is the black dirty orphaned child who is treated cruelly and unfairly, and the second is the renewed form of Heathcliff, as a wealthy and civilized man. In each case, Heathcliff's character differs according to the circumstances surrounding him. In Heathcliff's first existence, his love for Catherine and suffering from Hindley, his thoughts, concerns, delirium, and desires. After the appearance of Heathcliff and the attendant change of his personality, both materially and morally. The reader notices Heathcliff's hidden longing for Catherine and simultaneously his desire to take revenge on her and all those who contributed to his suffering and destroy his relationship with Catherine. Heathcliff turned from the servant who disappeared because of his suffering to the master who came after the disappearance, starts as an offended boy, converts to a dictatorial man, and redeems himself as a kind of supreme fiend (Reisner, 2003: 42).

Heathcliff is the protagonist of the novel, and Brontë tries to embody this character's suffering through his presence in *Wuthering Heights* via his alienation, sadness, and anxiety. In this regard, the reader can realize the challenges and crises facing Heathcliff, in the light of his existence within a reality full of obstacles and difficulties, which leads him to alienation that is a reflection of crises and relations in the social system. Brontë puts Heathcliff in a series of interrelated relationships and struggles. He loves Catherine and adheres to her, and she exchanges love with him. On the other hand, the presence of Edgar is an obstacle to Heathcliff in addition to Hindley's presence and control over Heathcliff. As Sandra Miller points out that Brontë shows boundaries between the characters in their relationships and this causes the main characters to appear in the novel in a state of ongoing conflict. Subsequently, Heathcliff suffers exclusion while he is in *Wuthering Heights* and is treated as an unwelcomed stranger (Miller, 2015: para.1). However, Brontë presents the extent of society's responsibility to the crises faced by the individual due to the prevailing

criteria that take into account color, gender, and social level within a controversial context in which the causes and results overlap at the same time. Heathcliff grew up in the family of Mr. Earnshaw, and while he was in there, he experienced different harsh experiences. He suffered from the discrimination, persecution, and cruel treatment he had received from Hindley, he got love and suffered oppression and got the disappointment caused by Catherine's marriage to Edgar. In response to these circumstances, Heathcliff was forced to prefer isolation and alienation.

Otherwise, the novel reveals the devastating effects of Heathcliff's alienation. Perhaps Nelly literally refers to that feeling during her talk to Mr. Lockwood "it is strange people should be so greedy, when they are alone in the world!" (Brontë, 1847: 42). There is a sense of refraction because of the losses that Heathcliff suffered, and on top of these losses is his broken relationship with Catherine. Hence the peculiarity of this link appears through Heathcliff's alienation and his transformation into a hostile person whose only concern is alienation and revenge. The reader of the novel notes the brutality, alienation, and loss that Heathcliff acquired, especially after his disappearance. Heathcliff suffered from alienation many times in the novel, but he was fighting this alienation and drawing his strength from Catherine. But after he was left by Catherine, Heathcliff went through a great crisis of alienation. Brontë depicts that Heathcliff suffers from discrimination alienation many times in the novel and that this feeling of loneliness and alienation came as a result of racial discrimination and brutal treatment from Hindley, which explains Heathcliff's cold reaction upon Hindley's death

*He maintained a hard, careless deportment, indicative of neither joy nor sorrow: if anything, it expressed a flinty gratification at a piece of difficult work successfully executed . . . He had the hypocrisy to represent a mourner: and previous to following with Hareton, he lifted the unfortunate child on to the table and muttered, with peculiar gusto, 'Now, my bonny lad, you are mine! And we'll see if one tree won't grow as crooked as another, with the same wind to twist it!' (Brontë, 1847: 238).*

### **2.3.2. Alienation of Other Characters in Wuthering Heights**

The reader of *Wuthering Heights* discovers unambiguously that most characters in the novel suffer from cases of alienation on different levels. The effects of alienation

may gradually become apparent on most of the characters, sometimes they are very influential and at other times they are less visible. In this part the researcher seeks to address the alienation and its effects on characters in *Wuthering Heights*, such as Hindley, Catherine, and Isabella.

First, Hindley suffers from self and social alienation, his suffering extends from his childhood, and because he believes that his father left him and preferred Heathcliff to him. As Holliday discusses that Hindley grows alone because he considers himself neglected because of his father's preference for Heathcliff (Holliday, 2013: 154). He fails to live up to the new situation about Heathcliff's existence and begins to revolt against Heathcliff despite his father's warning. Nelly, describes the signs of alienation in Hindley as becoming more visible and increasing day by day "For himself, he grew desperate; his sorrow was of that kind that will not lament. He neither wept, nor prayed – he cursed and defied – execrated God and man and gave himself up to reckless dissipation" (Brontë, 1847: 82). So Hindley's suffering from alienation in his childhood was due to Heathcliff's presence regarding the prevailing belief that Heathcliff's existence made Hindley a secondary matter for Mr. Earnshaw. After that, Mr. Earnshaw sends Hindley away to a military school, to stop hurting Heathcliff. He marries a woman named Francis, so that he would have a companion in his estrangement and alienation. Unfortunately, Hindley's wife dies, and he suffers from isolation. Hindley's alienation increases after the death of his wife because he considers her as a friend and the only source of his communication to the world, and thus Hindley's alienation turns into a severe depression (Suspended beliefs, 2014).

Moreover, among the other characters who are considered to be the biggest victims of alienation in the novel is Catherine. Catherine's problem with alienation comes from belonging to two different environments, and worlds. Through her relationship with Heathcliff, she belongs to the natural world, through which she spent her childhood with Heathcliff and drew the love that brought them together. On the contrary, there is the civilized world of Edgar, through which Catherine wishes to reach the social status that Heathcliff does not possess. As Borg clarifies the duality in Catherine's personality through the difficulties, she faces in choosing between Edgar and Heathcliff by approaching Catherine's mind from Freud's point of view "Heathcliff is the unconscious id and Edgar the civilized superego" (Borg, 2011: 6).

Catherine marries Edgar and ignores her love for Heathcliff, and this option causes her self-alienation. She is gradually losing the passion for living with Edgar and realizing her guilt in not choosing the heart's intentions toward Heathcliff. She is going through a tragic fate in self-estrangement, through her inability to face life of fame and worldly wealth (Sun, 2015: 172).

Furthermore, Schacht (Schacht, 1970, pp. 20, 22) explained the issue of self-alienation by clarifying that the alienated person has no roots but rather an illusion. Schacht means that Self-estrangement is the loss of passion in life and the inability to communicate with others (Schacht, 1970: 20-22). This can be observed with Catherine's self-alienation through the turbulent reality that she experiences and the struggle with herself and with others:

*Oh, I'm burning! I wish I were out of doors! I wish I were a girl again, half savage and hardy, and free; and laughing at injuries, not maddening under them! Why am I so changed? Why does my blood rush into a hell of tumult at a few words? I'm sure I should be myself were I once among the heather on those hills. Open the window again wide: fasten it open! Quick, why don't you move?'*(Brontë, 1847: 160).

This alienation experienced by Catherine is due to her inability to achieve the balance she was looking for between Edgar and Heathcliff. She lives in situations of inner psychological decline. She suffers from images of division on the self, as evidenced by her caving in to her desire to become the first woman in the neighborhood through her marriage to Edgar, and her eagerness to love Heathcliff and not abandon him. She knows that her marriage to Edgar will be stressful for her on several levels. She explains to Nelly that this marriage will be a mistake, but at the same time she is proceeding with it "in whichever place the soul lives. In my soul and in my heart, I'm convinced I'm wrong!" (Brontë, 1847: 100). It appears that Catherine lives in a state of alienation but goes beyond that to become a mental disorder resulting from alienation.

Isabella Linton is one of the characters of the novel that suffers from emotional alienation. She got married to Heathcliff and failed in this marriage when she was shocked by Heathcliff's life that did not meet her ambitions. As Miller's study of *Outside(rs) and Inside(rs). Belonging and Alienation in Emily Brontë's Wuthering Heights* described Isabella as the one who made herself captive to Heathcliff through

her hasty marriage to him (Miller, 2015, para.1). Heathcliff treats her brutally and harshly in revenge to her brother Edgar, who married Catherine. Isabella describes Heathcliff with a few words that summarize the situation of their marriage:

*He's not a human being,' she retorted; 'and he has no claim on my charity. I gave him my heart, and he took and pinched it to death, and flung it back to me. People feel with their hearts, Ellen: and since he has destroyed mine, I have not power to feel for him (Bronte, 1847:p. 220).*

This emotional trauma was painful for Isabella, it takes her into the maze of alienation and isolation, confirming the depth of the alienation that she suffers from, which leads her to a situation of anxiety, fear and flight.

The issue of alienation is one of the most visible and clear themes in *Wuthering Heights*. Regardless of the reasons that may lead to alienation, persecution and brutal treatment that based on racial and class issues may be considered the main cause of alienation faced by Heathcliff. As for the alienation faced by the rest of the characters, it is interwoven in one way or another with Heathcliff's alienation such as Catherine and Isabella. Brontë demonstrates the alienation distinctly artistic by revealing the nature of the relationship between the characters. She reveals the contradiction between the worlds of dream and reality experienced by some characters which was mostly characterized by collision and opposition, which increases alienation.

## CHAPTER THREE

### TRAUMATIC EFFECTS OF RACISM IN HARPER LEE'S TO KILL A MOCKINGBIRD

This chapter covers the traumatic effects of racism with reference to Harper Lee's famous novel, *To Kill a Mockingbird*. It is divided into four sections. The first section concerned with symbolism of the mockingbird, while the second is concerned itself with the conflict of racism and moderation. The third section takes a broad picture of alienation, one of the results of racism. Finally, the chapter ends with a summary of its highlighted points.

Nelle Harper Lee was born on 28 April 1926. She is an American writer and novelist who were widely known for her novel *To Kill a Mockingbird*, which was written in 1960. Harper Lee was born in Alabama. A city characterized by racial injustice and oppression against African-Americans that inspired her to write her novel *To Kill a Mockingbird*. Through her novel, Harper Lee addresses the issue of racial injustice in the southern United States. She focuses on the racial hatred and the hostility against blacks in general and Africans in particular.

First of all the novel tells the story of a Southern American lawyer who defends a black man accused of raping a white girl. The black man, Tom Robinson, was accused and convicted of rape despite his innocence because he is black skinned. The main theme of the novel is the oppression of African-Americans. Consequently, the novel can be considered as a moderate reaction to the racist practices and racial discrimination. Harper Lee wrote her novel on the harsh conditions of society and the discrimination against African-Americans as a civilized means of defending freedoms, and instilling faith in human rights. She argues that accusing African-Americans has become a false custom in society mostly targeting innocent blacks. The symbolism of the novel and the racial conflict between whites and blacks can be summarized in the following excerpt:

*As you grow older, you'll see white men cheat black men every day of your life, but let me tell you something and don't you forget it - whenever a white man does that to a black man, no matter who he is,*

*how rich he is, or how fine a family he comes from, he is trash (Lee, 1960: 208).*

In fact, Harper Lee highlights one of the many aspects of racial hatred which is skin color. The color discrimination of the skin had a great impact on her. Her approach against racism is derived from her real experience and coexistence with the racism at her hometown, the town of Monroeville. It turns out that Harper Lee used her personal experience through her growing in a racist society to show the hidden and declared aspects of racism. Harper Lee uses the discrimination and persecution suffered by blacks and African-Americans to show the systematic use of racism and its resulting psychological trauma and alienation. Thus, racism and alienation are essential elements in the suffering of African-Americans, and Harper Lee seeks to discuss it thoroughly in the novel of *To Kill a Mockingbird*.

### **3.1. The Relationship Between the Title and Racism in *To Kill a Mockingbird***

One of the noteworthy things about metaphorical imagery in *To Kill a Mockingbird* is that Lee creates numerous symbolic uses of animals; however, the striking thing is that she makes the mockingbird as a symbol of the innocent characters in the novel (Xi & li, 2015: 281). Harper Lee makes the mockingbird as a symbol of the prevailing injustice and racial discrimination. It is a symbol of the racial discrimination against African-Americans and black people in America in general and in the state of Alabama in particular. The real motivation behind choosing the mockingbird as a symbol for the oppressed people in the novel is that it does not harm others. In one of the novel's dialogues, the reasons that might make this bird a logical title of the novel are explained clearly:

*Remember it's a sin to kill a mockingbird." That was the only time I ever heard Atticus say it was a sin to do something, and I asked Miss Maudie about it. "Your father's right," she said. "Mockingbirds don't do one thing but make music for us to enjoy . . . but sing their hearts out for us. That's why it's a sin to kill a mockingbird (Lee, 1960: 84-85).*

However, the extensive search for the facts of the events in the novel brings to mind the terrible similarity documented by Harper Lee between the innocent in the novel and between the mockingbird. The writer makes the innocent bird that killed

unjustly and violently as a symbol of more than an innocent bird character. As Bronner argues that Tom Robinson, the innocent African-American victim of prejudice in the small southern town, is a “metaphoric mockingbird who is attacked despite doing nothing but good” (Bronner, 2008: 124). Tom Robinson is an innocent bird that was killed for his black color in a rude, racist way. Moreover, another simile of the mockingbird is Boo Radley. He is like a mockingbird sings alone in his home without causing harm to those around him. Yet, at critical moments, he flies from his optional cage to save two children from the clutches of the killer. In spite of his innocence, they tried to kill him due to his alienation. They killed his innocence by spreading rumors and discrediting him. It is the brutal and racist nature that prevails in the Maycomb society. It allows Maycomb’s people to systematically use racism. Even Atticus, the protagonist and who is one of the most powerful social components of the whites. They tried to kill this bird, who struggled against nervousness and racism.

More precisely, the image of the assault and the brutal method taken by whites against blacks and even whites who defend social justice is largely repeated in the novel. The researcher argues that there are two classes through which Harper Lee takes the path to embody the status of innocent birds in the novel. The first is those who kill and destroy innocent, oppressed birds, such as Tom Robinson. The second group is the defenders of the human rights who standing against tyrants and unjust social customs such as Atticus. In between, there are people who have no interest other than mocking and abusing reformers because of their defense of the truth and justice. It is the contradiction and randomness of a racist society through which the innocent people are persecuted.

Killing a mockingbird is a crime and guilt, “it’s a sin to kill a mockingbird” (Lee, 1960: 84-85). Atticus tries to raise his children to respect and sanctify the innocent bird. Tom Robinson and Boo Radley are innocent birds. The society killed and displaced them because of the misconceptions prevalent in society and the absence of social justice. Lee tries to explain to the readers the importance of the presence of these innocent birds in society through the characters of Tom Robinson and Boo Radley. Innocence intersects clearly with Boo Radley and Tom Robinson in their resemblance to the symbol of mockingbird in several characteristics. Boo Radley gently deals with children when he puts gifts to them in the tree gap, and Tom



Robinson treats Mayella with humanity and kindness. While this may be true, both characters are charged falsely. Boo Radley is ostracized by the society due to an old incident while he was underage. Tom Robinson, on the other hand, is unjustly accused of a raping a white woman. At any rate, both suffer pain from the society. Thus, Boo Radley remains a prisoner in his home, and Robinson is sentenced to prison until he was killed.

### **3.2. The Conflict of Racism and Moderation**

In *to Kill a Mockingbird*, the theme of racism is apparent. It is appeared in all parts of the novel even though racism occupies only the second half of the book. Therefore, the first half of the novel appears as a prelude to the prevailing issues in the novel. These issues are narrated from different perspectives. Racism may be the largest issue discussed in the novel. At the same time, it overlaps with other issues such as childhood and the moral perspective that the father gives to his children. Racism also interferes with the pursuit of the social justice. All these themes are contiguous within the context of the novel, which is narrated by Atticus's daughter Scout.

According to Cortés, Scout narrates the themes of “racism, discrimination, and unfairness via the language, views, and memories of her 6 to 8 years year old self” (Cortés, 2013: 2075). The problem here is that racism is narrated through the child's Scout own view. Therefore, Scout explains the concept of racism and social justice from her perspective and frame of her mind. Consequently, accidents related to the school and the neighbors appear in her own copy of the story. More specifically, she focuses her narration on the strange neighbor Boo Radley, who prefers alienation and isolation. As Bloom (2009) discusses, Scout grows and matures with rumors and mythos related to the African-Americans and she is greatly influenced by her coexistence and relationship with some of the marginalized African-American characters. Scout's relations with African-Americans and her vision of events around her with a non-racist perspective reflected her understanding of racism in Maycomb society. Among these events appeared the character of the ideal father who rejects racism and takes seriously the case for defending Tom Robinson.

Atticus, the absolute symbol of the mockingbird, is criticized by society for his defense of Tom Robinson, the Negro. Atticus's character is evident in its desperate

rejection of the issue of racism, despite all the hardships and threats he has received. As Sabdono debates, that Atticus was met with great public disapproval because of his defending of the African-American Tom Robinson and this refusal caused him a lot of harm, even his children, but this did not prevent him from performing his mission in defending Tom (Sabdono, 2007: 3). Atticus is a white man belonging to a society described as highly racist. He revolted against worn-out customs in his community and decided to defend the black man, Tom Robinson, who was accused of raping a white girl. For him as a lawyer, this case is a loss by virtue of the prevailing racism, which is impossible to judge the innocence of Tom Robinson. Through Atticus's defense of Tom Robinson, Harper Lee tries to tip the issue of Atticus's moral values. Atticus tries to export values to his children. Harper Lee depicts Atticus as representing the social justice by his seeking to equalize whites and blacks in the front of the judiciary and obtain the same rights. Atticus highlights the moral example in front of his children and in front of the society. He endures the exposure of society to him and his children, risking his life when he stands at the prison door in the face of an armed gang who came at night to assassinate Tom Robinson. As Lynn M. Houston described the great efforts made by Atticus and his family by saying:

*Racism exist systematically in all the legal instructions of our country and that even though families like the finches may fight against it at a local and interpersonal level they are up against larger structures legal precedent and tradition which many white people at the time were reluctant to abolish ( Houston, 2019, p. 281).*

By portraying the ugliness of racism, Harper Lee takes a counter-racist approach. This approach is against the practices of aggression and brutality against the African-Americans or other ethnic minorities. Moreover, the researcher's discussion of the cruelty of racism does not only manifest in the judgment of Tom Robinson neither in the humiliating manner in which the Judiciary treats him, nor in the description of people to Atticus as (a nigger lover). Racism first emerges in the incident itself. Racism appears in the desire of a deserted white girl with a black man, and the submissive state in which he found himself by virtue of his color. Racism is evident in the accusation that he raped her in retaliation for his rejection of her. Finally, racism is manifested in Tom's desperate attempt to escape from prison, where he is murdered and his tragedy ends with a bloody corpse. This incident leads readers to an important

question of why did Tom try to escape? The answer would be that he simply lost his faith in society.

Likewise, the racist side overwhelms most of the population of Maycomb. From this standpoint, Harper Lee focuses on portraying the racist methods and the systematic discrimination that prevails in Maycomb. She used her viewpoint that rejects racism. This confirms the importance of the presence of characters such as Atticus. Atticus is considered one of the city's notables, but he nevertheless seeks to defend the African-American Tom Robinson. Harper Lee made Atticus's character as a balance that represents justice and equality for all. He represents the moderate law which seeks justice for African-Americans. As Margolick (1992, Para. 2) defines Atticus, as a moral person "who taught a community and his two young children about justice, decency and tolerance, and who drove a generation of real-life Jems and Scouts to become lawyers themselves". At the same time, Atticus and his children chose to coexist with other races whatever their differences. In his advice to Jim, Atticus says, "You never really understand a person until you consider things from his point of view ... until you climb into his skin and walk around in it" (Lee, 1960: 264).

Racism reaches its climax in Maycomb. People who are different or the style that contradicts the racist approach prevalent in society are unable to cope with the lifestyle in the society. African-Americans and even whites who see blacks as equal cannot confront the brutality of society. Mr. Dolphus Raymond is forced to pretend to be a drunkard to avoid the racist behaviors and the reaction of the society of Maycomb. Mr. Raymond is a central figure in the novel. He is belonging to two different environments, whites, and blacks. He is aware of racial discrimination and the absence of justice in Maycomb as he explains to Dill, "Cry about the simple hell people give other people—without even thinking. Cry about the hell white people give colored folks, without even stopping to think that they're people, too" (Lee, 1960: 188).

African-Americans are always seen as inferior to whites. It is unjustified for them to obtain the same rights and privileges that whites receive. Thus, they are vulnerable to persecution and discrimination. As in the case of Tom Robinson, who was the victim of false allegations made by Mayella Ewell and her father. This inherited stereotype regarding blacks contributes to the conglomeration of societies

and looking of blacks as inferior that cannot be coexisting with. It also makes the black skin color an offense and a charge that is sufficient to kill and marginalize.

Relatively, the aim of the novel is to give a message to societies about the need for peaceful coexistence and respect for others, no matter how different they may be. There is no doubt that racism is not only confined to Maycomb and its inhabitants. Racism is a global issue that is widely spread, and Maycomb is a reflection of the global behavior. Ironically, American society still suffers from the issue of racism against African-Americans. In a similar case to that of Tom Robinson, in the day of writing this thesis an African -American was killed, repeating the discussion of the issue of racism in the American society and the extent of its impact on blacks in general. The novel ends with an incident that closes the circle, the neighbor, Boo Radley, intervenes to save the children from the criminal who was not satisfied with the life of Tom Robinson. So he tried to kill the sons of the lawyer who humiliated him and exposed him in court. However, Atticus and his children provided a good example of the white man who seeks equality and contributed greatly to exposing the injustice of the black man, Tom Robinson.

### **3.3. Alienation in *To Kill a Mockingbird*.**

Alienation in *to kill a Mockingbird* results from racism and racial discrimination. Racial discrimination practiced by racist people who take hostility against the racially different groups who are African-Americans and some whites who are considered color-blind and may differ in one way or another from the rest of society. Harper Lee depicts many cases of alienation in the novel. Most of the cases of alienation are related to the stereotype that is taken of a particular group. Alienation is also result from the social traditions and stereotypes that legitimize persecution and discrimination against others. In addition, most of persecution and racial discrimination are based on incorrectly stereotypes “Most of the misunderstandings in the town are caused by stereotypes that are told by members of opposing races” (Wessh, 2019, Para. 1).

The history of racism in America has gone through great difficulties since the first appearance of blacks in America. African-Americans were brought to work in America and serve the whites in their businesses and projects. Due to this treatment of

blacks, they became vulnerable to torture and discrimination over times. As a result of this persecution and discrimination, most of African-Americans feel alienated and isolated in the American society. They are alienated both psychologically and physically. Hence, not only blacks suffer from alienation and persecution. Harper Lee provides some examples of whites who suffer from the same problem that blacks may suffer.

The American society suffered from discrimination, the absence of social justice, exploitation, apartheid, and class conflict, and this all exacerbated the crisis of racism and its resulting problems (Khokhar & Mashori, 2018: 179). Perhaps the most noticeable consequence of racism is the alienation suffered by African-Americans within society and how they are treated as social outcasts. African-Americans are the biggest victims of the discrimination and racial persecution. The discrimination and racial persecution that white people were practicing against other races and minorities. According to Collier, alienation is the fruit of persecution and racism for black people, it means being isolated and separated from others, and also being fragmented within oneself, she adds that alienation is a “constant element” in the suffering of blacks (Collier, 1982: 46). The policy of isolating blacks and African-Americans prevails in the Southern part of America in particular. African-Americans suffer from segregation and separation from most social activities. These practices are causing them a permanent feeling of alienation, which negatively affects their identity and the psychological side significantly. In Maycomb, African-Americans live in dire conditions. Harper depicted these conditions by showing their separate areas that do not rise to the standard of living of human beings. African-Americans suffered from alienation and isolation especially because of the white belief that the white race is the superior. In *To Kill a Mockingbird*, Tom Robinson is portrayed as representing the entire black race. What happened to Tom Robinson could happen to anyone else who belongs to the African-Americans in particular.

The African-American population is isolated from most of the white population simply because of the color of their skin. They have separate churches and schools. On top of that, they live in areas far from the white areas. All of this is part of the white policy to isolate blacks from society. As in the trial of Tom Robinson there is an evidence of the apartheid in the Maycomb society. There was a place reserved for

African-American people and they are not allowed to sit with the whites. This imbalance in the relationship between African-Americans and the white community creates a huge gap between the two, causing a crisis of alienation among African-Americans. It creates a defect in the relationship between the African-American men and others. In addition, it will lead to a disturbance in their relationship with themselves. The outcome will be a lack of identification between the individual and society. As an inevitable result, there will be alienation among the persecuted persons within the boundaries of the society. The phenomenon of alienation that certain groups may suffer in society because of their color or because of their race results in severe psychological and social effects that cause the individual to be estranged from his surroundings and cause him a great trauma.

Accurately, alienation for African-Americans means to be separated from reality and society. It leads to the isolation of the victim from his/her surrounding and a feeling of oppression and fragmentation. Tom Robinson is an example that was highlighted. Because of the color of his skin, he suffers from surrender and then submission. He is isolated from others and society as is the case with the rest of the African-Americans. Tom Robinson was convicted of rape for the color of his skin. Although the person who complained, Bob Ewell, was considered to be from the white lower class. He himself is ostracized by the rest of the whites because of his poverty but in this case, he was supported because the accused was African- American. This double standard towards African-Americans made them lose their faith and their belonging to society. It contributed to their alienation within society. However, the absence of justice also plays a major role in the alienation of African-Americans. The realization about the absence of justice is what made African- Americans to prefer alienation due to the absence of deterrence, which can stand in the face of the injustice practiced by most whites against them. The closures and restrictions imposed on African- Americans and blacks in general cause them a state of surrender to fate and an extreme frustration that is justified as a reaction to society's contempt for them. The alienated individual loses the passion and sense of belonging that governs his behavior and attitudes. As in the case of Tom Robinson, he is forced to escape from prison as one of the escapes from the miserable reality that African-Americans suffer, but he is killed because of the violence that prevails against the vulnerable groups.

Furthermore, racism was not limited only to the African-Americans, but also expanded to include some white characters. White characters who have differences that cannot be accepted by the rest of the Maycomb society. Unsurprisingly, some whites experience a kind of discrimination and racism simply because they differ intellectually or culturally from any racist person living in Maycomb. Among these characters are Dolphus Raymond, Atticus Finch and his children, Boo Radley, and the Cunninghams and Ewells. There are different reasons that made others subject to persecution and discrimination. The essence of these reasons is the same. It is impossible to accept any different person, whether they differ by race, thinking, or customs. Perhaps poverty can be the main cause of the alienation and isolation of some whites in the novel, such as Gunninghams and Ewells. As aunt Alexandra advises Scout to not be friend with Walter Gunningham “they`re not our kind of folks” (Lee, 1960: 210).

Harper Lee shows a complex system of relationships. A system is mostly relied on the preference of particular people over others. Maycomb society can be described as intolerant, and “the disciplinary mechanism Prevailing in Maycomb’s society include both the device of physical cruelty\_ lynch crowds and stacked juries for blacks mostly and of social isolation for both black and white” (Best, 2009: 542).

To conclude, alienation is a psychological and social problem that can result from the wrong practices practiced by certain people or groups against other groups or individuals. In *To Kill a Mockingbird*, Harper Lee uses violence and racism to highlight the alienation experienced by African-Americans in particular, as well as some whites because of the differences between them and the rest of society in general. That is, the main problem can be diagnosed in a society’s inability to accept any different person. Alabama is a southern state characterized by extreme racism towards blacks, and this reflected negatively on all African-Americans. The social hierarchy is divided into several levels, as blacks are at the bottom of this chart. Bob Ewell and his daughter, even though they themselves are ostracized by society, they should win their case against the accused Tom Robinson because he is an African-American. The central point that Harper Lee wants to make is the absence of justice. It is essentially the main reason for the emergence of racism and alienation. The dangerous of racism is manifested in the fact that it depends mostly on inherited stereotypes, causing

particular people to be preferred over others by their racial or personal differences. As a result, a persecuted and outcast category suffers from alienation, as well as psychological and social traumas.

In this chapter, the obvious effects of racism were discussed by referring to the novel of *To Kill a Mockingbird*. Starting with the symbolism of the title, which represents the killing of innocence by racism. The title indicates the category that is being subjected to racism.

In this chapter, the conflict between the group that represents racism and the moderate group that opposing racism was discussed. The proportion of racism in society is high compared to those who have moderate thought. Thus, the consequences of these racist behaviors in society are largely reflected in the persecuted group represented by blacks.

The results of racism that appeared in the form of alienation suffered by characters that are against the racist approach in society. Alienation represents a bleak stage in the suffering of blacks. They were isolated from all aspects and activities in life. According to Harper Lee, this is the way the blacks went through because of racism.



## CHAPTER FOUR

### TRAUMATIC EFFECTS OF RACISM IN MORRISON'S BELOVED

This chapter studies racism and slavery and their traumatic effects on the African- Americans with reference to Toni Morrison's *Beloved*. The chapter begins with a discussion of the traumatic consequences of both racism and slavery on the characters of *Beloved*. The discussion is extended to cover Morrison's experience with racism and its reflection on the depicting of her characters. The chapter moves to a more specific topic to discuss the effects of racism on the motherhood of one of the novel's main characters, Sethe. This chapter is also concerned with different forms of alienation another traumatic effect brings about by racism against the African-Americans. It ends up with a summary of its main findings and contents.

#### **4.1. A discussion of Racism and Slavery in *Beloved***

Morrison's literature is distinguished by her attempts to shed the light on the suffering and pains of the African-American society. She focuses her writing on African-Americans struggle with white society. She depicts this experience in particular and its results and details within the black community itself. Her writings include topics such as racism, slavery, persecution, and the issue of identity. Morrison is one of the writers who dealt with racism and slavery in American society by showing the devastating effects of slavery on African-American society and family (Austine, 2007: 1-59).

However, Morrison reveals the details of slavery and racism to which African-Americans are subjected, through their experiences under the control of whites. White people use different kinds of violence and cruelty against them. The psychological and physical trauma that follows them even after years of the physical liberation from the life of slavery was made clear through her novel *Beloved*. *Beloved* is a true story of the shocking circumstances and the brutal life that African-Americans have experienced because of the oppression of the whites.

Racism and the judgment of black people through their race are the main cradle of slavery and exploitation of blacks. In *Beloved*, most of the African-Americans characters are victims of a social system that has authorized the enslavement and exploitation of African-Americans, who are treated like animals.

In fact, racism is the main reason for the prevalence of slavery through the white control of all aspects of life and the exploitation of African-Americans in a cruel and brutal manner. *Beloved* takes place in the aftermath of the civil war and the emancipation of slaves in America. The African- American characters who passed through the period of slavery are trying to reconstruct their identity and life within a new historical condition of freedom. Morrison deals with the post-slavery stage, within a tragic template that is far from celebration but accompanying freedom. The African-American characters who have slavery become a new man trying to understand the features of the new world and live in it, and to reform the African-American identity whose color was associated with a long history of slavery and racism. Morrison raises several questions on what it means to be free or not to be a slave. Dreams, aspirations, and above all, the identity itself are subject to reconstruct with the new environment. Becoming free does not necessarily mean that suffering has ceased. Being a slave and then becoming free according to Morrison means that one lives in a post-trauma period. The past visits the ex- slave in the form of memories, and he/she needs to suppress these memories to succeed in refining the identity again.

Morrison aims to show racism and slavery as clear facts in America by showing the control of whites over African-Americans which may be the result of cultural and social accumulations in the American society that makes whites think of themselves as superior to the rest of American society, including African-Americans. As Touati (2018) reveals, after the cancellation of slavery in 1865, African-Americans confronted isolation and racial discrimination particularly in the South. White people set laws to prevent them from their rights. They imposed temporary criteria to prohibit their civil life and preserve their control over them. White people increase their control on African-Americans over pretending that they are contented with the helpless lives ready for them. The brutality that used against African-Americans contributes to destroying their aspirations and dreams in life. White people traumatized them mentally and physically and prevent them from their own rights in life. In *Beloved*,

white people control is embodied in the characters of Mr. Garner and the Schoolteacher. Although they are different, but there are some sides of brutal regime of slavery. The Schoolteacher was treating African-Americans in a brutal way, causing them to suffer from the effects of slavery and trauma even after emancipation.

Morrison demonstrates the devastating effects of slavery and its attendant evils as these effects manifest themselves through multiple generations of one family. Bearing this purpose in mind, she tries to win the sympathy of the readers by showing the conditions of racism and slavery experienced by African-Americans. In the same way, she shows the tragic features of life that appear through the control of whites over them. Morrison depicts the effects of racism on different generations of African-American society through many characters, perhaps the most prominent of these characters is Sethe.

No one can escape the trauma of slavery, even years after the physical liberation and this is embodied the protagonist of *Beloved*, Sethe (Austine, 2007: 1). She is a formerly enslaved woman living in Cincinnati after the Civil War, is described as the most tragic character in the novel. In addition to that, Tanritanir & Akşak explained that “the character who is mostly affected of slavery’s severe conditions is Sethe. Sethe gets tortured, raped and mistreated” (Tanritanir & Akşak, 2008: 250). The tragic aspects of her life, under the influence of slavery, are crystallized by her actions. In particular, she kills her infant girl to protect her from racism and slavery.

However, Morrison tries to represent the history of African-Americans from her own perspective by drawing attention to what racism can do to people and their families. She illustrates the destructive effects of racism on African-American characters. The effects of racism on these characters differ from one person to another as the intensity of these effects on the characters varies from time to time. Morrison uses these characters to show the effects of the psychological and physical trauma of racism and slavery. Sethe is the protagonist of the novel exposed to the most horrific forms of racism and racial discrimination through her work under the control of the schoolteacher. She suffered from slavery, sexual exploitation, and rape, which forced her to flee and kill her daughter. She did not want her daughter to experience the same

tragic events. The act of killing her daughter shows the firm amount of pressure placed on Sethe as a result of slavery and cruel treatment.

Through the character of Sethe, Morrison is trying to show how strong and powerful is the African-American woman, and how great her sacrifice in society, is despite the physical and mental exploitation that white men practiced against them. The torture Sethe met was a form of intimidation and fear of life. At that stage, disappointment among African-Americans emerges because they think that there is no safe place for them and their future. As Sethe puts it, “Those white things have taken all I had or dreamed and broke my heartstrings too. There is no bad luck in the world but white folks” (Morrison, 1987: 104-105). Based on her experience of slavery, Sethe prefers death instead of enslavement.

Morrison tries to highlight the importance of the African-American mother in protecting her family and sacrifice for their salvation. However, slavery led Sethe to kill her daughter which traumatized her. She believed that killing her own daughter was the better option than letting her live the life of enslavement, “if I hadn’t kill her she would have died and that is something that I couldn’t bear to happen to her” (Morrison, 1987: 200). However, this event continued with her even after the physical liberation from slavery. Her freedom became a prisoner in the hand of her murdered daughter Beloved. The character of Beloved represents a new stage of slavery to Sethe. She is unable to transcend the memories of her daughter and the gloomy past of slavery and racism.

Furthermore, Morrison tries to show the power of family insistence in the African-American society as a response to the racism and slavery that is caused by white domination of American society in general. For Sethe, motherhood means death. She can do whatever necessary to protect her children from enslavement even if it means murdering them. In defending her extreme actions, Sethe contended that she was attempting to “took and put [her] babies where they’d be safe” (Morrison, 1987: 193). The only place safe at the time was heaven. This could be the result of Sethe’s past. She does not remember her mother except for one incident when she had a small talk with her mother, and then her mother showed her a mark of slavery- a burnt circle at her rib. The mark is the only way by which her mother can be

distinguished, “I am the only one got this mark now. The rest is dead. If something happens to me and you cannot tell by my face, you can know me by this mark” (Morrison, 1987: 61). As a child who knows nothing of slavery at the time, Sethe’s wish was to have the same mark to be recognized by that. However, toward telling her own story, Sethe realized anger of her mother upon hearing her request. It is not a thing to be proud of, rather it is no more than a mark of suffering, “but how will you know me? Mark me, too...She slapped my face...I did not understand it then. Not till I had a mark of my own” (Morrison, 1987: 61).

Sethe believes that Beloved is the ghost of her daughter which increases her sense of guilt and her inability to forget the dismal and tragic past. Beloved links and influences past, present, and future of Sethe. The past plays a pivotal role in embodying the suffering of racism and slavery for African-Americans first of whom is Sethe, who cannot get rid of her tragic past in Sweet Home especially after the return of Beloved.

In *Beloved*, Morrison reviews racism and slavery of African-Americans in a strong literary style. She explains the violence and exploitation that whites inflict on African-Americans. White people use racism and slavery as a tool to impose their dominance and hegemony over American society. The relationship between African-Americans and whites is a relationship between master and slave and the white people pursued to authorize racism and slavery. The nature of relationship between the master and the slave in *Beloved* is portrayed as the embodiment of the brutal treatment. The whites treat African-Americans with extreme brutality to impose control. Morrison narrates the reality of racism and slavery in America and the ways in which white people take advantage of slavery for their own benefit. The conflict between them manifests itself in slavery and its tragic consequences such as the constant suffering of alienation, and psychological and physical trauma, experienced by African-American characters in the novel. The whites used various racist practices towards slaves. They hired slaves at low prices and exploited them both physically and sexually. They also deprived them of meeting their families and children. Morrison focuses on the historical context and its impact on the slave system in America. She puts this context in a literary framework and describes it through her literary style. There is no precise description or specific system of slavery, but Morrison tries to rely on the personal

experiences resulting from the slavery and racism in the African-American community. She adopts some literary methods to describe the situation and the relationship between history and literature to take advantage of that to show suffering of African-Americans from racism and alienation.

On the other hand, Morrison touches on the depiction of the impact of racism and slavery on the different generations of the African-American family. More precisely, she shows the family bond between African-Americans. *Beloved* focuses on three patterns and can be divided into three generations: Baby Suggs, Sethe, and Sethe's four children. Sethe was forced to kill her daughter because she believed that death with dignity is better than living in slavery. Of course, this act affected her and she lived the rest of her life in a state of alienation and trauma which she was unable to overcome even after being freed from slavery. But Sethe's closest daughter, Denver, interferes to convince her mother that the act was to save others and save their lives. This is one of the things that Toni Morrison focuses on. It is the family bond between the African-American families and the sacrifice for others. Sethe's love for her family transcends the boundaries of race and gender. She refuses to take her family away from her. Sethe may be portrayed in a negative way or with an inhumane side, but her love for her children pushed her to kill her daughter instead of letting her live a life of slavery.

Naturally, slavery is one of the aspects of racism in *Beloved*. African-Americans were required to work without mercy to please their white masters and faced different difficulties due to the excessive brutality used against them. Besides, they were ruthlessly exploited at all work fields because of the black color of their skin. There are several examples of brutal white behavior and its effects on African-American characters. Perhaps the most prominent victim of this behavior is Sethe, who loses her two-year-old daughter and her husband because of her attempt to escape from the persecution and slavery. Sethe and most of the African-American characters suffer from psychological crises and conflicts because of their inability to overcome the effects of racism and slavery. The psychological trauma is usually represented by the self-identification questions which they often raised. The African-Americans question the feasibility and importance of their existence in life. Is he or she created to serve and please the whites? It was one of the reasons which led Sethe to kill her

daughter. Sethe feels that she has lost her identity, existence and essence as a mother. Thus, it could be a realistic explanation for her ability to kill her daughter to save her from slavery and racism.

Another victim of racism and slavery is Paul D, one of the slaves who worked in the Sweet Home. After the arrival of the schoolteacher, Paul D's suffering is multiplied due to the brutal and racist treatment of the schoolteacher. As a result of these practices and the psychological and physical torture experienced by Paul D, he went through a psychological crisis, alienation from the self, society, and fear of going back to the past. Paul D represses his memories for fear of revising the psychological effects and pains that may be caused by past associated with slavery and its consequences such as rape as Barnett argues that "rape is the trauma that forces Paul to lock his many painful memories in a tobacco tin" (Barnett, 1997: 418). Paul D used to save his heartbreaking memories and past in tobacco tin. Morrison describes the connection between Paul D and the tobacco tin as follows; "He would keep the rest where it belonged: in that tobacco tin buried in his chest where a red heart used to be. Its lid rusted shut" (Morrison, 1987: 76). Ultimately, despite all the devastating effects and traumas suffered by Paul D due to racism and slavery, his situation gradually changed when he reached 124 Bluestone.

In general, most of African- Americans suffered from racism and the ensuing slavery and humiliation. Several characters went through racism and slavery with varying effects on them. Due to the oppression of the white racist repression machine, they are forced to obey all directions and violence issued against them. To be a slave means to obey the white master, to give up your children and to condone the physical and sexual harassment and attacks that your family may be exposed to. In the text below, Morrison provides readers with evidence of the African-American woman being raped by a white man, and how African-Americans are unable to react to such violence act "I looked at the back of her neck. She had a real small neck. I decided to break it. You know, like a twig—just snap it. I been low but that was as low as I ever go" (Morrison, 1987: 227).

To sum up, this study argues that devastating effects of racism to which African-Americans are exposed has notable influence on the psychological and social

aspects of a person's psyche. In addition, racism lends a legal aspect to other practices that may be an extension of racism, such as slavery and sexual exploitation. However, the results of racism and its extensions are much more dangerous than some might think. In *Beloved*, Morrison presents some characters of the African-American community that experience alienation, suffering, and psychological trauma as a result of their experience with racism and slavery. This suffering is renewed from one time to another. Whenever something bad happens, it reminds them of the past and the memories related to slavery. Consequently, the only way to escape this suffering is to deny the past. For example, the protagonist, Sethe, is the main character to whom the feature of escaping the past applies. She does so to reduce the pain of slavery and her act of killing her daughter. This denial and evading the past destroy Sethe's identity and perpetuate her suffering. In addition to the evanescence of her African-American identity, Morrison uses one of the literary styles based on magic and superstition to resend the ghost of the murdered daughter of Sethe to help free her from the effects of racism and slavery and get them out of the crisis of alienation that befell them. *Beloved* helps Sethe and other African-Americans to revive. It reminds them of their past and thereby rebuilding their black identity and preparing them for the life that is after slavery.

#### **4.2. Understanding Racism in *Beloved* with Reference to Morrison's Personal Experience**

The reality experienced by Toni Morrison and the life conditions she went through have greatly affected the formation of her intellectual and cultural system. Morrison's background may have an influential role in her ability to draw the characters of her novel, and their choices. Mostly as representative of the oppressed class with all its aspirations, problems, and complexities in the society. Morrison's first upbringing in Ohio marks the first start of learning about the prevailing racist system and persecution against African-Americans. She created from her own personal experience a realistic and intellectual content. Her content is not limited to exposing the oppression and discrimination that is practiced against black people, but it extends to reveal the blacks' ability to revive, resist, and continue their struggle until freedom is achieved.



The literary and fictional works of Toni Morrison are the result of her domestic crisis. They are also the result of a general crisis that concerns blacks in the American society, which was ravaged by racism. She rejected the white policy of apartheid, which was a major theme of most of her novels. The life of slavery and racism in which Morrison grew up was an important aspect that gave her novels uniqueness and realism. Morrison lived in a family suffering from slavery and racism because of whites. This created a gap between her and the white society. Morrison has described her family's attitude against whites in interview with her "My father never trusted any white person at all, would not let them in his house" (Morrison, 2008, para.14). Thus, her works are a reflection of this personal attitude.

According to Altaher (2016), racism, slavery, and the laws of apartheid that African-Americans experienced, led to the emergence of the African-American writers such as Toni Morrison. Morrison's goal was to highlight the ability of African-American people to intellectually and psychologically liberate from slavery and humiliation. Morrison has taken from her hometown an embodiment of the racist incidents practiced against African-Americans. Perhaps, the best example of such works that narrate these incidents is *Beloved*. *Beloved* is a novel that narrates racism and its consequences such as the psychological effects on the African-American mother who tries to save her children from the life of slavery.

Undoubtedly, Toni Morrison was raised in a family that suffered from extreme poverty. The specter of racism and deprivation was chasing Morrison and her family for a long period of time. Moreover, she was subjected to various experiences, which had great impacts on her. In such difficult economic and social circumstances, Morrison lived a troubled and ruthless life in a society which viewed and treated African-Americans as inferior and degraded. Thus, Morrison expressed the concerns and feelings of African-American people especially Negro women who were subjected to slavery, servitude, beatings, whips, rape, and exploitation. Although Morrison succeeded in depicting the suffering of African-American women, but she did not neglect the African-American men who suffered from the same conditions. Therefore, Toni Morrison's writings are as memory of the trauma and persecution that African-Americans suffered especially that "African-Americans are still emotionally and

psychologically enslaved as a result of the memories of their traumatic history” (Ayomiposi, 2014).

Moreover, as a woman, Morrison attaches great importance to the issue of African-American woman and her suffering under the influence of racism and the ensuing slavery. In her novels, readers always face the same African-American woman. She portrays three generations of women: the first who lives the years of slavery, the second who tries to forget the persecution that resulted from this slavery, and creates a special world through which they try to build a special cultural and social identity as in her novel *Jazz*, and the third generation, they are more free and happy, but according to the age, they suffer more, so even though the past is extremely harsh, it is more merciful than the current reality.

Morrison showed unlimited sincerity in her writings about the oppression and racism to which African-Americans were subjected. In most of her novels, Morrison seeks to show the consequences of racism and its impact on Africans-Americans, especially the African-American women. For example in her novel, *A Mercy*, Morrison’s attitude and assertion that she is African-American appeared strongly. Through this novel, Morrison expressed her vision of slavery in America and its relation to racism. Her ideas reflected the pure racist nature of the system in America. This racist system allowed the brutal and inhuman reality that characterized the racist regime in America.

Equally important, Morrison’s writings cover the topics of the conflict between blacks and whites, the conflict between blacks themselves, and the conflicts between the individual and society. Her writings also cover the experience of alienation and its successive impact on the different generations of blacks and African-Americans. Moreover, she examines the effect of the prevailing racist approach in the American society against African-Americans in the short and long term. This effect manifests itself in the successive generations of Blacks and African-Americans.

The focus on racism seems to be steady in all of her novels that address the black-white conflict. In her novel, *Beloved*, racism, exploitation and slavery were common and enduring features for all generations that passed through the novel from Baby Suggs to Sethe down then to Denver and Beloved. Morrison reveals the suffering

of her protagonist, Sethe who suffered from her work in the cotton fields and lost some of her family members to the Ku Klux Klan executions. Through the sequence of the novel's events and their traumatizing details, Morrison showed three generations of Negroes. The first is the generation of the grandmother Baby Suggs. The second generation is Sethe and others who are unlike Baby Suggs; they were sold because they were born slaves. The third is the generation of children and grandchildren that includes Sethe's children. Sethe's act of slaughtering of her daughter is to save the other three and guarantee their freedom. In the aftermath of that incident, Sethe is alienated from her family surrounding. However, her very close daughter Denver helps her to overcome this ordeal and the torment of the past. By entering of *Beloved*, Baby Suggs, who represents the link between Africa and the experience of slavery in the southern United States, felt that the wound had healed and the family bond of the African-American family returned again.

Furthermore, the issues of sex and race demonstrate the extent of racism and slavery against African-American women. Race and sex are among the most important issues that raise racial discrimination against the African-American women. Based on their races, African-American women were alienated, marginalized and treated in a bad way. They were deprived of their rights in America. In fact, Morrison succeeded in embodying the double suffering of African-American women in terms of discrimination and persecution in the white community. All of this was manifested in a narrative style, combining narration, past, and suffering.

For Morrison, suffering is the method that develops the feelings and entity of a person to bring out his creativity to the reader in the form of a literary work. Morrison's portrayal of characters of her sex or race can be a reincarnation, a process by which the writer subconsciously plays the role of a hero. The text turns into a mirror of human suffering. The suffering that a person endures and experiences its traumas as a hostage to a great alienation from the society generates the ability to resist and continue to achieve goals. These are the messages that Toni Morrison seeks through her writings about the black community in general. They are determined and united in order to achieve these goals and keep the black identity that was almost obliterated by racism, but the black struggle prevented that. It is needed for persons to realize the psychological effects of the events they experience in order to resume their

lives without being alienated from themselves, without sensation of the confusion of identity and to keep their lives inside the general and social realization.

### **4.3. The Influence of Slavery on Sethe's Motherhood**

Toni Morrison presents a model of the African-American resistant mother who fights to protect her children from the enslavement based on racism against African-Americans. Therefore, the enslaved women are experiencing psychological and social traumas. Morrison tried to advocate the enslaved women in such a racist environment. In the African-American families, the mother has a pivotal role in her relationship with her children and is an integrated part of the African-American family. She makes sacrifice in order to keep her children secure through her endeavor to preserve them. As Hinton-Johnson explains, the African-American family construction gives a role to particular members within the unit which influences one's identity improvement within the existence of the slavery system. One of the most noteworthy familial units in black women's literature is the relationship between mothers and daughters (Johnson, 2004: 45).

In *Beloved*, Morrison shows several images of the African-American mother who suffers from racism and slavery. Probably, the most striking character is Sethe and her relationship with her children. The dominant theme of motherhood in the novel includes Sethe's character and the motherhood bond between Sethe and her children. The novel also considers impact of the motherhood bond on Sethe and her children as she explains "I wouldn't draw breath without my children" (Morrison, 1987: 240). Sethe suffered from slavery and racism and experienced severe conditions at the Sweet Home. When she became a mother, she tried her best to prevent her children from experiencing the same life of slavery. Sethe is a mother of four children and she adores them. At the same time, she is afraid that her children would become victims of racism and go through the same traumatic experience. Consequently, she is unable to show her love for her children in the right way and reaches the point of killing her daughter in order to prevent her from experiencing slavery and images of racism. Sethe loves her children too much that she would rather murder them than let them be degraded by slavery (Bloom, 2004: 60).

Morrison depiction of the African-American women motherhood is characterized by love and care. However, these characteristics are double edged result of living the life of racism and slavery. Although African-American mother is passionate, she is portrayed as murderer; she is required to protect her children from all kinds of danger. One of these dangers is the experience of slavery and racism and their psychological consequences especially since Sethe went through the same experience of slavery and persecution during her childhood. In addition, she lost her mother and family, which constituted a strong incentive for her to flee from the Sweet Home. The Sweet Home is the place where Sethe experienced the severe life of racism and slavery. Sethe escaped from the abominable slavery prevailing in the Sweet Home. When she was forced to return to that place, she decided that dying is the better choice for her and her children than experiencing a life governed by the laws of slavery. Accordingly, she kills her infant daughter which influenced Sethe's mind, even after slavery has ended. The ghost of the killed daughter returns back, causing disturbances and traumas related to the past. The attendance of Beloved triggers Sethe's memory of her own mother, considerably when Sethe first sees Beloved she recalls the memories of her mother (O'Reilly, 2004: 87).

The arrival of Beloved has both negative and positive influences on Sethe as she tries to get rid of her painful memories of past and her suffering. Sethe believes that Beloved is the ghost of her daughter whom she killed. Such belief recalls the memories of slavery and racism that she suffered in the Sweet Home. The return of Beloved made Sethe remember the past and the traumas that she was subjected to through the experience of slavery. At the same time, Beloved's presence caused her happiness. Thus, returning of Beloved significantly contributed to Sethe liberation from the restrictions that controlled her and affected the bond of motherhood with her children. Sethe was in muddy waters where she has to kill her children to save them from slavery and confront racism. According to Williamson if a woman kills her child, another perspective should be taken into consideration because she is in a desperate fighting stage with no other options to save her children from slavery (Williamson, 2013: 149-150).

Morrison used the relationship between Sethe and her children, especially Beloved, to express a tragic past with deep roots, not easy or perhaps impossible to

uproot from memory. Suffering grows and regenerates. This memory, as a harsh experience that Sethe suffered from, will pose a number of questions which Morrison addresses: under the mercy of enslavement, what does it mean to be a black or African-American woman and a mother at the same time? Was killing the supreme expression of mother love within this cruel condition that the mother tenderly tries to save her daughter from her future?, and was her decision to kill right? Sethe repeated her answer, “And they took my milk” (Morrison, 1987: p.24) as if whip, beating, and trauma were common to the rest of the slaves, men and women. Morrison argues that, within the historical and psychological condition in which they live, women in slavery pay the price twice as much as men. Hence the answer of Morrison’s question was; how could a situation like this be normal, it is cannot be like that.

Morrison examines the link between slavery and the motherhood and its connection with the black race. Toni Morrison showed that the African-American mother faces a problem in protecting her children by facing the obstacles of slavery and racism. For Sethe, because of slavery and racism, murdered her infant girl and two of her sons fled because of the trauma they go through that incident. On the other hand, Denver went through a stage of loneliness and despair because of her inability to realize the surrounding circumstances of racism. Morrison elucidates that the African-American mother is unable to embrace her children and develop strength ties with them because she was vulnerable to slavery and racism. As Denver’s relationship with her mother is threatened by fear and lack of confidence because she is afraid that the same thing that happened to her murdered sister will happen to her “I love my mother but I know she killed one of her own daughters, and tender as she is with me, I’m scared of her because of it as she explains” (Morrison, 1987: 205). Therefore, the murder of Beloved undermined children’s confidence in their mother and contributed to their displacement and keeping them away spiritually and physically.

Slavery in general can be depicted as the source of suffering of all the African-Americans in the novel who experienced all forms of oppression and racism. But in particular, the effects of slavery appear on the bond of motherhood and on the mother’s relationship with her children. Morrison hinted that slavery had taken away all the feelings of motherhood from Sethe and made her unable to play her role as a mother. Hence, ideal motherhood cannot take place with the presence of slavery. This view can

justify Sethe's act of killing her child. This is due to her belief that slavery will kill her daughter in a more ugly way than death might do. Sethe, the bereaved mother, decides to kill her infant girl in order to not allow her experience her mother's life. This memory was sufficient to bring Sethe's mind into a new period of slavery; the slavery of memory of living in a home with the ghost of her daughter. Sethe recalls her rape as if she was trying to justify her act:

*After I left you those boys came in there and took my milk. Thats what they came in there for. Held me down and took it. I told Mrs Garner on em. She had that lump and couldnt speak but her eyes rolled out tears. Them boys found out I told on em. Schoolteacher made me open up my back, and when it closed it made a tree. It grows there still.*

They used cowhide on you?

And they took my milk

They beat you and you was pregnant?

And they took my milk (Morrison, 1987: 19-20)

The strong motherhood relationship between Sethe and her children caused her instability, her loss of self, and her identity. Sethe's dangerous motherhood affection led her infant girl to be slaughtered, and her other daughter Denver to be alienated. Morrison wanted readers to realize that the African-American mother had suffered from multiple forms of slavery and racism, and these circumstances and traumas affected her identity as a mother and as a woman. Slavery also affected the mother and her children through the turmoil and emotional weakness that affected both. Racism and slavery have dire consequences for African-American mothers and their children, which can only be eliminated by going through exceptional circumstances.

#### **4.4. Alienation in *Beloved***

In this section, the researcher studies alienation, and how racism towards African-Americans caused the alienation in *Beloved*, especially that alienation is a prevalent problem in the suffering of African-Americans in the novel as a result of racism and racial discrimination.

Alienation is one of the most frequently repeated topics in literature. Through literature, writers seek to reveal the effect of alienation on human societies in general

and the groups affected by alienation. Alienation can be described as the psychosocial state that completely dominates the individual, transforming him/her into a stranger. As Seeman in his article *On The Meaning of Alienation*, argues “the concept of alienation dominates both contemporary literature and the history of sociological thought” (Seeman, 1959: 783). In sociology, the concept is related to the interpretation of the types of social behavior. This interpretation is characterized by its objectivity to clarify the scientific value of research and studies of social behavior. In addition, this concept is used to explain the racial intolerance, class consciousness, mental illness, and societal conflicts. Thus, it has brought together different contradictions that resulted in various crises: social, intellectual, and moral, within the African-American presence that led to a trauma that sway the African-Americans, and had a great impact on them. Considerably, the literary experience reflected a color of doubt and anxiety that dominate African-Americans and blacks in general, as well as it reflected images of their distrust of their reality.

Furthermore, in *Beloved*, racism is linked to alienation, because both are the product of the discriminatory behavior that white people use against African-Americans. Morrison focuses on these two conditions and their effects on African-Americans. In all of her novels, she addresses the issues of alienation, injustice, and persecution that resulted because of racism. She makes the African-American man focus of her attention and focuses heavily on conveying the voice of the oppressed African-Americans to the world in a purely literary way. Perhaps the biggest challenge faces African-Americans, is alienation based on racism. They are alienated from their society, their people, their identity, and even from themselves. They have suffered from different levels of alienation due to several calamities, segregation, and the deteriorating psychological state, as Maggos declares “Black men and women living in the U.S. face countless obstacles and degradations because of their race” (Maggos, 2019: 20). They were forced to see themselves through the eyes of white people because of racism and slavery, which made them indulge in frightening crises and turmoil on all levels, such as alienation.

However, the phenomenon of alienation is manifested in its different forms crystal clear in *Beloved*. The reader of the novel discovers unambiguously that most of the characters in the novel suffer from cases of alienation with different degrees. The



appearances of alienation over them may become clear at times and less clear at others. The researcher has focused on two main types of alienation: self-alienation, and social alienation. Self-alienation means that the person lives in fantasy life away from reality. Morrison showed African-Americans characters suffering from self-alienation, and struggling to overcome this alienation which results from racism and slavery.

Most of the African-Americans in the novel experienced traumatic accidents that caused them many types of alienation, both psychologically and physically. The protagonist, Sethe, is the most affected by racism and consequently alienation. From her childhood to the advanced stages of her life, Sethe has been suffering from discrimination, marginalization and violence for one reason: she is a black woman. The violence is considered as a form of racism practiced against blacks in general. There are many horrific scenes that Morrison portrayed in her novel point to the racist violence that used against Sethe and other African-American women. Among these attacks are taking her milk, raping, beatings and etc. Morrison wrote *Beloved* to depict the dilemma of women during slavery. Women are represented in the novel by the character of Sethe. Sethe is a mother who flees the Sweet Home with her children after being savagely abused and humiliated (Gras, 2016: 5). The marks of flogging left on her back cannot begin to exemplify the suffering Sethe had to tolerate, the very pain and indignity of being dehumanized and treated like animal, an experience she desires her children will never go through.

The memory Sethe retains the most, is the indignity of having her milk stolen by Schoolteacher's nephews. As a result of such actions, Sethe suffers from alienation and isolation, whether from her community, family, or even herself. Morrison depicted the stages of alienation of Sethe at several levels; as they differed according to the circumstances surrounding her, from the Sweet Home to the 124 Bluestone until the ghost of her murdered daughter returned. Sethe's most alienated phase is her alienation from her family, especially her children. She cannot live without them, "I wouldn't draw breath without my children" (Morrison, 1987: 195). Alienation gradually doubles as the memories of the traumatic past that African-Americans characters experienced in the novel increase. Alienation experienced by most of Toni Morrison's African-American characters in *Beloved*, especially Sethe, Beloved, and Denver.

Sethe undergoes a crisis of self-alienation, which increases automatically whenever the memories of the past come across her mind. A person, who suffers from self-alienation, is the one who feels lost and unable to communicate with the self. As Paul D noticed that the alienation that Sethe feels has been increasing day by day, to the extent that he had begun to fear its consequences, as Sethe says:

*Yet the morning she woke up next to Paul D, the word her daughter had used a few years ago did cross her mind and she thought about what Denver had seen kneeling next to her, and thought also of the temptation to trust and remember that gripped her as she stood before the cooking stove in his arms. Would it be all right? Would it be all right to go ahead and feel? Go ahead and count on something (Morrison, 1987: 44).*

Paul D notes that Sethe lost trust in everything around her, and this is one of the signs and consequences of self-alienation that contributes to making a person hesitant with himself/herself and others.

However, Sethe is not an ordinary woman who is content with painful reality and Dobbs (1998) described her as the product of a cruel experience of racism and persecution resulting from slavery. She refuses to surrender or subservience. Therefore, she enters into a state of conflict with the self, and stands between two extremes, to be a human being after your suffering or not.

Another form of alienation is a person experiencing a status of internal psychological conflict such as Sethe's caving into the psychological pressures that result from her experience in the Sweet Home. She kills her infant girl Beloved for fear of slavery, and her eagerness fulfills all her requests after her ghost return. Between the two situations, she suffers confusion and pain, "Beloved, she my daughter. She mine.... She had to be safe and I put her where she would be. But my love was tough and she back now. I knew she would be.... I won't never let her go" (Morrison, 1987: 193). It appears that Sethe lives in a state of alienation and loneliness at the same time. It is a manifestation of mental disorder, and a sign of anxiety in the depths of Sethe's heart. Through these difficult psychological and physical conditions experienced by African-American women in particular and all blacks in general, Morrison seeks to show the devastating effects of racism.

In the same manner, Sethe's daughters, Denver and Beloved have experienced alienation-an extension of Sethe's alienation. Sethe suffered from the cruelty of life in the Sweet Home because it relied on a racist principle to oppress and torture African-Americans due to the racist approach that was adopted against them. When Sethe escaped from sweet home, she resorted to kill her daughter Beloved in order to prevent her children from experiencing the same life of slavery that she had experienced. This caused a traumatic reaction to the rest of Sethe's children, especially Denver as she says "I love my mother but I know she killed one of her own daughters, and tender as she is with me, I'm scared of her because of it" (Morrison,1987: 198). In other words the act of killing Beloved created a gap between Sethe and Denver. Denver has suffered from emotional and social alienation for a long time due to her inability to absorb the act of her mother, "she suffered because of her mother's decision and has always been alone" (Jezawi & Abu-Melhim, 2016: 121).

Racism and enslavement are the main motives behind the crisis of alienation that African-Americans suffer. Thus, Sethe and her daughter Denver are victims of racism. There is no doubt that such conflicting situations facing Denver demonstrate that these characters are experiencing severe psychological crises, and are experiencing internal and external alienation, as if it is an inevitable fate in the end. Denver also suffers from emotional alienation which is generated as a result of loss of her father and spiritual departure from Sethe- who seems busy in arranging her relationship with Beloved "Hot, shy, now Denver was lonely. All that leaving: first her brothers, then her grandmother—serious losses since there were no children willing to circle her in a game or hang by their knees from her porch railing" (Morrison,1987: 20).

On the other hand, Denver suffered from another kind of alienation, which is the social alienation resulted from the society's rejection of her and her mother. Because of the repercussions of Sethe's killing of her daughter, she and her family were rejected by society, Denver has suffered from social isolation and her world was restricted to 124 Bluestone. The nature of her relationship with the external world is based on a fragile basis of inability to communicate with others due to the exceptional circumstances that Sethe and her family went through. In the face of loneliness and alienation, Denver is forced to go out and call up the help of society to break the barrier of alienation that surrounding African-Americans. This approach which Denver

has taken in breaking the walls of alienation through her desire to join the community despite all racist obstacles indicates a search for attachment and association with other affiliations to achieve a form of cohesion. Such affiliations seem closer to psychological compensation. She takes her bold exit from 124 Bluestone as a way to overcome the difficulties and relieve herself from the crises that arise in her entity because of the alienation.

Beloved, in turn, suffered from alienation, and the main reason for which is the racist system. Because of the influence of slavery and racism on her, Sethe killed her daughter Beloved. This act caused Beloved's emotional alienation after returning to Sethe's home. The character of Beloved embodies the role of the victim in all its meanings. She views herself as being mistreated by the racist regime. In addition, she was mistreated by her mother who killed her. Consequently, she suffered from the emotional alienation resulting from the loss of her mother and all members of her family. This is one of the traumatic experiences caused by racism. Beloved's emotional alienation appears through her loss of mother and her sense of needing her. Upon her return, Beloved revealed that Sethe is her main reason to come back, "She is the one. She is the one I need. You can go but she is the one I have to have" (Morrison, 1987: 78).

Denver and Beloved are not the only Sethe family member who feel Alienation. For example, both her husband Halle and her two sons alienated as well. As a result, they escaped after witnessing Sethe's killing of her infant daughter. Morrison focused primarily on the traumatic racism and slavery experience that African-Americans inherited from generation to generation and caused psychological and physical effects that made the African-American person vulnerable to all kinds of alienation. In *Beloved*, she depicted an entire community that was going through a crisis of alienation, whose consequences were reflected on African-Americans in various ways. Perhaps the most prominent consequence of alienation is the loss of identity, as it mainly contributed to increasing the effect of alienation among African-Americans and increasing their suffering.

Toni Morrison tries to make alienation that African-Americans feel as a natural consequence of the racist behavior of white people in order to control American

society. In addition, the concept of alienation is used to explain racial intolerance, class consciousness, mental illness, and societal conflicts. In *Beloved*, racism is highly linked to alienation, because both are produced because of the discriminatory behavior that whites use against blacks. Toni Morrison focuses on these two effects and their consequences.

#### **4.5. The Role of Narrative Techniques and Memory in Showing Alienation**

The narrative structure with its multiple techniques is an essential element in the narrative discourse in *Beloved*. The narration is characterized by its ability to present events with a vision that is related to reality. Morrison's approach of narration involves changing the traditional narrative styles. Following that the traditional narrative styles are no longer able to accommodate all the relationships arising from rapid change in the realities of life and thought. It indicates an aesthetic embodiment of human alienation itself in a maze of feeling lost, feeling unjust, oppression, and anxiety.

There are different voices used in the narration of *Beloved*. Morrison took the omniscient narrator as a starting point to express the different perspectives expressed by the characters. In some parts of the novel, the first-person conscience interfered with the omniscient narrator allowing the characters to express themselves. It follows, and then they can express the contradictory situations and feelings where joy mixes with sadness, contentment with anger, hope with despair and, the will of strength with weakness, self-denial with selfishness, and sacrifice with concern for life. Since there is no single voice, no matter how important and efficient, can express the human psyche:

*Toni Morrison often adopts multi point of view in narration in her works, which is the characteristic of this novel in narration. She often chooses multi standpoints to narrate a story. Normally, the same event is presented from different perspectives. In Beloved, Toni Morrison uses the multi-voice narrative strategies to narrate the central event (Jinping, 2012: 4).*

There is no doubt that Morrison exceeded the structural requirements that guide traditional narration. Because of this, it gave her many possibilities to construct the

novel and contributed to freeing the narrative form from its style and pattern. The most notable thing about the narration in *Beloved* is that it is characterized by the coherence of its structure, the diversity of its rhythms, and its interferences, which allowed movement from outside to inside or vice versa. This construction revealed the crisis of the alienated and isolated characters, with all their contradictions, questions, and mysterious relationships with oneself and the other. In the novel, Toni Morrison was able to build a narrative model that has its own aesthetics, through her creativity in embodying the suffering and alienation of her characters. As the characters began to share the task of narrating the facts and events by taking on the contribution in describing events in some parts instead of the omniscient narrator, as in part two where Sethe, Denver, and Beloved take on the narration, without relying on one narration style.

The distribution in the narrative construction, although the omniscient narrator lists most of the chapters, means the omniscient narrator's ability to overcome traumatic events that may cause traumatic psychological effects for the relevant characters in retelling the past and exposing some aspects of the ambiguity among the alienated characters, especially Sethe and Beloved.

Nature of the narration shows many of the alienation effects on the characters affected by alienation such as Sethe, who is alienated from her family, children, husband, and parents. The presence of other alienation indicators appears through her past, memories and trauma. On the other hand, Morrison reveals through the narration the cases of alienation of Beloved, who is alienated from her mother and family, and from life because of racism and slavery. Besides, all Sethe's children suffer from alienation at different levels. The narration technique also describes the manifestations of alienation in Paul D, who underwent harsh experiences due to slavery and racism that led to his spiritual and physical alienation. Thus, the narration continues to reveal the details of the suffering and alienation of the characters.

It seems that the construction of the narrative in the novel in this way has given the characters ample space to reveal themselves, and to highlight their inner and outer worlds. And this in itself contributed to the disclosure of the components of those characters, and the internal and external influences in them, which led to the

emergence of many aspects of psychological, social and cultural alienation. The various components of the narration in the novel have also contributed to disclosure of the characteristics of those characters, and their personal and humanitarian crises, and their alienation from their surroundings and society. Morrison relies on disclosing the suffering of the characters on two main elements: narration in the present and the second is related to memories coming from the past.

Morrison used several literary techniques in the novel, which had a clear role in highlighting the experience of alienation through narrative in the novel such as: recalling past memories, monologues, and dialogues between characters. As Perez explains that transferring from third person narration to omnipresent narration to inner monologue is evocative of a verbal literature that materializes and recites various views of the same story (Perez, 1993: 689). These literary techniques are considered as modern methods used by many novelists in constructing their novels. The aim of using them is to present mental content of the character. Morrison clarified new dimensions about the events and attitudes of racism and alienation. This construction of the novel gave characters the opportunity to recall many of the memories, events and crises that they went through. The use of such method allowed the characters to explore the depths of the self, which in many cases expressed the state of alienation.

Morrison's use of the past, memories, and their effect on the psychological and physical state of Sethe, showed the depth of Sethe's alienation, and her disconnection from her reality and society, where she recalls the past to reveal the most accurate details of her suffering and alienation due to racism and slavery in Sweet home:

*Some things go. Pass on. Some things just stay. I used to think it was my rememory. You know. Some things you forget. Other things you never do. But it's not. Places, places are still there. If a house burns down, it's gone, but the place—the picture of it—stays, and not just in my rememory, but out there, in the world. What I remember is a picture floating around out there outside my head (Morrison, 1987: 42).*

This quote from Sethe's memories reveals her abnormal fear of the past and the memories that result from racism. It also reveals the severity of the rift that occurred between herself and the community in which she lives. She searches for a start without borders in a society that still sets many restrictions upon the freedom of African-American woman in particular, and black people in general.

On the other hand, Paul D suffers from internal crises with himself and with those around him. More specifically, Paul D's relationship with Sethe and Beloved reveal many of his internal disorders and effects of slavery and racism on aggravating his internal suffering. Paul D was greatly affected by his previous experiences with slavery and racism, as this led to his reaching the subconscious and the loss of identity, which is one of the elements of alienation that a person may go through. The traumatic past caused him to dive into psychological alienation, which contributed to his inability to distinguish his existence and identity. Moreover, he was affected by the state of Sethe due to the traumatic memories in the Sweet Home. Also, Beloved's influence on the aggravating psychological state of Sethe has an impact on Paul D.

Paul D and all the persecuted African-Americans suffered from alienation as a result of the brutality of the white people who sought to impose their hegemony over others, especially African-Americans, which in turn caused them to lose their identity and their entity. Racism and slavery and their effects, such as alienation, affected most of African-Americans in the novel: Sethe, Denver, Beloved, Paul D, Stamp Paid, Baby Suggs, and that Morrison made the past and its harsh memories a necessary way for them to construct new future and preserve their existence after slavery (Kocablyik, 2016: 349).

However, the question readers face when reading *Beloved* and other novels of Morrison is why does Morrison resort to memories with such intensity to the degree that most of her fictional characters rely heavily on their memories? It appears that Morrison is constantly leaning on the past in her writing, especially since she writes mostly about characters that are oppressed and alienated because of racism and slavery. As it is known, Morrison went through difficult experiences because of racism, thus characters in *Beloved* are associated with events Morrison experienced and dealt with, especially in childhood. Events and memories that occur during childhood are the most important things that can be stored in memory. Previous experiences that can be retrieved, especially when these memories are subjected to forcible repression in memory, which is a suppression that prevents it from staying in touch, and exposes it to what may be known as the trauma. It often refers to the painful part of memory a personal which the present and the future depend. It is striking in this regard that the novel *Beloved* focused in many of its texts on the past, its memories and



its role in the alienation suffered by African-Americans in their present and future “To Sethe, the future was a matter of keeping the past at bay” (Morrison,1987: 48).

In *Beloved*, Morrison focuses on the importance of the narrative structure and the role of memory and its presence in building the novel and showing the effect of alienation on the African-American characters. Almost in all chapters of the novel there is the process of recalling the past, especially when a person is in a situation that stimulates those memories and makes them overflow from the subconscious. Morrison’s use of narrative techniques and memories in *Beloved* helped greatly to demonstrate the attitudes of the characters, their crises, and problems that they suffer from, and their relationships with each other, and revealed many aspects of their alienation, which they suffer as a result of the racism and slavery that used against.

This chapter focused on the study of racism and slavery and its traumatic effects on African-American characters. It discusses racism, slavery and cases of alienation by referring to Toni Morrison and her life. More precisely, this chapter touched upon traumatic Sethe as the central character in the novel as an impact of racism, alienation, and slavery on her motherhood. Through Sethe, the traumatic effects resulting from the memories of the past were touched upon, and their traumatic impact on African-Americans as a whole.

Finally, this chapter discussed the issue of alienation in *Beloved* which is one of the traumatic results of racism. Alienation is a psychological and social problem for African-Americans because of racist practices against them. Thus, Toni Morrison used many literary methods to highlight the forms of alienation in the novel, perhaps the most prominent of which is the narration techniques.

## CONCLUSION

Racism suffered by some minority groups in society such as blacks, African-Americans and people of color is a major cause of the traumatic consequences that these groups suffer from, especially alienation. The phenomenon of racism is one of the most obvious and evident topics in the novels of *Wuthering Heights*, *To Kill a Mockingbird*, and *Beloved*. It formed a central current controlling its intellectual and artistic trends in the three novels that contributed to uncovering the main details of its consequences, conflicts, and the resulting alienation. This relationship was characterized by contradiction, conflict, collision, and a feeling of alienation and loss. The racism and racial discrimination that blacks, African-Americans, and people of color experienced and the circumstances that they went through in general terms, greatly affected the formation of the psychological, social and emotional alienation they suffered from. In the three novels, most of the characters belonging to the black race are distinguished and treated based on racial criteria that contributed to their alienation and isolation. In each of the three novels, alienation is a major component of the suffering of blacks, African-Americans, and people of color.

It is very clear that the racist approach used in white societies is a major source of suffering and trauma for the black groups. In all three novels, racism and slavery used against blacks, African-Americans, or even people of color and whites who have different visions causes traumatic and negative effects on them. One of the most severe types of suffering and trauma that black characters went through is the devastating psychological effects that resulted from their previous experiences, whether due to slavery or because of the racist behaviors that was taken against them. In *Wuthering Heights*, Heathcliff and Catherine are struggling to get rid of the psychological effects because their relationship ended due to some reasons that may be viewed as racism. Heathcliff is emphasized as being inferior to Catherine due to the color of his skin in addition to his unknown origin. Likewise, in *To Kill a Mockingbird and Beloved*, most of the characters belonging to black race and African-Americans suffer from severe trauma and psychological effects due to racism and slavery. Racism and slavery and their effects on the black community constitute a large part of the discussion on the issue of the black struggle. Therefore, blacks and African-Americans, in particular, enter into struggles with whites for salvation from racism and slavery. In addition, they

go through internal struggles with the self to get rid of the destructive effects that result from their traumatic experiences because of racism and slavery. The effects that blacks, African-Americans, and people of color suffer from are determined by the harm they suffer as a result of the racist approach that is used against them. Loss of identity, alienation, trauma, family disintegration and painful memories all appear in the suffering of black people and people of color in the three novels.

In order to reach the aim of the study, racism has taken a clear approach to the behaviors of white people in the three novels. White policies of injustice, segregation, oppression and enslavement of blacks, African-Americans and even people of color contributed to the increase of the gap between these groups and whites. The effects of these racist practices and policies appear on all groups and generations who have been subjected to racism and trauma. Fathers, mothers and children were all subjected to racism and thus confronted with trauma and its painful memories. The effects of post-racism can be diagnosed in the psychological crises, physical and mental harm, and trauma suffered by blacks, African-Americans, and people of color. These sufferings and the crises they suffer are manifested mainly in the alienation that results from the racism and slavery that was used against blacks, African-Americans and people of color.

In order to understand the main results of the research, it can be said that there are several forms of alienation and racism in the novel, but they are interrelated and connected. It can be emphasized that self-alienation is the most prominent type of alienation in the three novels. This has been embodied through the internal conflict that some characters suffer from, the division of the self, and the contradiction between the inside and the outside, practice and thought, and the desire to escape and isolate. Social alienation is also one of the main forms of alienation in the suffering of blacks, African-Americans, and even people of color. Among the forms of social alienation in the novels, the inability of man to adapt to reality, the presence of disturbance in the relationship between the characters, and emotional alienation.

Alienation usually appears in the black community, who are aware with a degree of awareness of the ethnic problems that surround them. Human suffering, and the alienation of blacks, African-Americans, and people of color usually occurs as a

result of disappointment and diminished ability to harmonize with the white community due to racial discrimination against them, and their inability to reconcile and adapt to values and visions prevailing. The relationship of white and black characters, and the conflict between them as a result of the racial background prevailing in white societies reflect the basic core of the alienation prevailing in the three novels.

In the three novels, different narration techniques were used to better understand of racial experiences and the resulting suffering of trauma and alienation. These techniques contributed to highlighting the experience of alienation in a clear and expressive way. The multiplicity of narration level and the multiplicity of its techniques gave the novels several features making them coherent and artistic. By uncovering the issue of racism and its repercussions and the resulting conflicts between whites and blacks and the rest of the oppressed groups such as African-Americans and people of color, the authors of the three novels reveal the extent of racism's atrocity and its devastating effects on the victims. African-American victims and other oppressed groups suffered from several levels of injustice, deprivation, and loss of rights, in addition to being denied of the right to life as human beings. Most of the novels' characters experience misery, suffering, and feel frustration and loss as a result of racism and slavery that is used against them. Racism causes traumas and torment for them, so they are alienated and seek salvation that may be more severe for them than the experience of racism itself.

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## **CURRICULUM VITAE**

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