

Discrimination in William Blake's The Little Black Boy

THESIS



Submitted as Partial Fulfillment of the Requirements for the Sarjana Degree
of English Department Faculty of Letters and Humanities State Islamic
University of Sunan Ampel

PERPUSTAKAAN UIN SUNAN AMPEL SURABAYA	
No. KLASIFIKASI K A. 2015 082 BSI	No. REG : A. 2015/BSI/082 ASAL FAKULTAS : TANGGAL :

By

Anitya Hendri Prawesti
Reg. Number A83211123

**ENGLISH DEPARTMENT
FACULTY OF LETTERS AND HUMANITIES
STATE ISLAMIC UNIVERSITY OF SUNAN AMPEL
SURABAYA
2015**

DECLARATION

This thesis contains materials which have been accepted for the award of Sarjana degree of English Department Faculty of Humanities UIN SunanAmpel Surabaya. And to the best of my knowledge and belief, it contains no material previously published or written by other person except where due reference is made in the text of the thesis.

Surabaya, July 3th, 2015



Anitya Hendri Prawesti

Reg. Number. A83211123

APPROVAL SHEET

Thesis Entitled

DISCRIMINATION IN WILLIAM BLAKE'S *THE LITTLE BLACK BOY*

**This thesis has been approved by the Advisor and could be proposed to fulfill
the requirement of Sarjana I Degree of English Department
Faculty of Letters and Humanities
The State Islamic University of Sunan Ampel Surabaya**

By:

Anitya Hendri Prawesti

NIM. A83211123

The Advisor

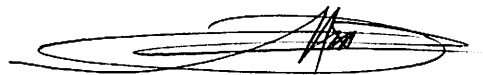


Itsna Syahadatud Dinuriyah, MA

NIP. 197604122011012003

Acknowledged by:

Head of English Department



Dr. Mohammad Kurjum M.Ag.

NIP. 19690925199403100

This thesis has been approved and accepted by the head of English Department Faculty of Letters and Humanities, UIN Sunan Ampel Surabaya on July 29th, 2015

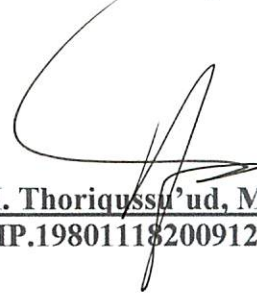
The Board of Examiners:

Head of Examination



Itsna Syahadatud Dinuriyah, MA
NIP. 197604122011012003

Secretary



M. Thoriqussu'ud, M.Pd
NIP.198011182009121002

Examiner I



Wahju Kusumajanti, M.Hum
NIP. 197002051999032002

Examiner II



Abu Fanani, M.Pd
NIP. 196906152007011051

The Dean of Faculty



Dr. H. Imam Ghazali, M. A.
NIP. 196002121990031002

TABLE OF CONTENTS

Inside Cover Page	i
Inside Tittle Page	ii
Motto	iii
Declaration Page	iv
Dedication Page	v
Thesis Advisor’s Approval Page	vi
Thesis Examiner’s Approval Page	vii
Acknowledgment	viii
Table of Contents	ix
Abstract	xi
Intisari	xii

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

CHAPTER I INTRODUCTION

A. Background of the Study	1
B. Statement of the Problems	5
C. Objectives of the Study	5
D. Scope and Limitation	5
E. Significance of the Study	6
F. Method of Study	6

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

G. Definition of Key Terms	7
 CHAPTER II LITERARY REVIEW	
A. Theoretical Framework	9
1. Theory of Postcolonial	9
2. Racial Discrimination	13
3. Types of Racial Discrimination	17
4. Review of Related Studies	19
 CHAPTER III ANALYSIS	
A. The Portrayal of Black Child in Blake's Poem	2
a. Little Boy's Dark	24
b. Mother's Effort	26
B. Factor of Segregation in the Poem	28
a. Culture	29
b. Race	29
 CHAPTER IV CONCLUSION	 33
 APPENDIX	

ABSTRACT

Prawesti, AnityaHendri. 2015. The Idea of Black Child in William Blake *The Little Black Boy*. English Department, Faculty of Humanities, the State Islamic University SunanAmpel Surabaya.

The Advisor : ItsnaSyahadatudDinuriyah, MA

Key Terms : Segregation, Discrimination, Black code

Discrimination is the different treatment toward other people in a region based on race, religion, class, economy and culture. Based on the phenomenon, this study aims describing the portrayal of Black child and the factor which caused segregation in *The Little Black Boy* by William Blake. *The Little Black Boy* is one of William Blake poem collections which included into *Song of Innocence*. Then this study also focused on the factor of segregation which happened by the Black child in that poem.

This research used Postcolonial theory, especially Orientalism by Edward Said. Orientalism is a study which focuses in the result of western colonization which includes the image, language, and the culture of colonizer. The purpose of it is to find the relation between literary work and the condition of the society from many aspects.

After analyzing the data, the researcher finds the portrayal of Black child in this study is divided into three parts. First is the Black child feels disappointed then he motivated by his mother and in the end of the poem, the Black child has a high hope that the Black boy and White boy can be together in the future of his life. Second, the factors that caused the segregation in *The Little Black Boy* explained in second section. This study shows about some factors. First there is segregation which includes colonization, racial discrimination (race, racism, racial discrimination). The racial discrimination in *The Little Black Boy* is when Black child gets different treatment than White child.

INTISARI

Prawesti, AnityaHendri. 2015. The Idea of Black Child in William Blake *The Little Black Boy*. English Department, Faculty of Humanities, the State Islamic University Sunan Ampel Surabaya.

DosenPembimbing : Itsna Syahadatud Dinuriyah, MA

Kata Kunci : Segregation, Discrimination, Black code

Diskriminasi adalah perbedaan perlakuan terhadap sesama warga negara berdasarkan ras, agama, kelas, ekonomi dan budaya. Berdasarkan fenomena tersebut, penelitian ini bertujuan untuk mendeskripsikan penggambaran anak berkulit hitam dan faktor yang menyebabkan pengucilan di *The Little Black Boy* oleh William Blake. *The Little Black Boy* adalah salah satu dari William Blake koleksi puisi yang termasuk ke dalam *Song of Innocence*. Kemudian penelitian ini juga difokuskan pada faktor segregasi yang terjadi dengan anak berkulit hitam hitam dalam puisi itu.

Penelitian ini menggunakan teori Postcolonial, khususnya Orientalism oleh Edward Said. Orientalism merupakan penelitian yang berfokus pada yang bersangkutan dalam hasil penjajahan Barat yang termasuk gambar, bahasa, dan budaya terjajah. Dan tujuan itu adalah untuk menemukan hubungan antara karya sastra dan kondisi masyarakat dari berbagai aspek.

Setelah menganalisis data, peneliti menemukan penggambaran anak berkulit hitam dalam penelitian ini dibagi menjadi tiga bagian. Pertama adalah anak berkulit hitam merasa kecewa lalu ia diberimotivasi oleh ibunya dan di akhir puisi, anak berkulit hitam memiliki harapan tinggi bahwa anak berkulit hitam dan anak laki-laki berkulit putih bisa bersama-sama di masa depan hidupnya. Kedua, faktor-faktor yang menyebabkan segregasi di *The Little Black Boy* menjelaskan dalam bagian kedua. Penelitian ini menunjukkan tentang beberapa faktor. Pertama ada segregasi yang meliputi penjajahan, diskriminasi rasial (ras, rasisme, diskriminasi rasial). Diskriminasi rasial di *The Little Black Boy* adalah ketika anak hitam mendapat perlakuan berbeda dari anak berkulit putih.

CHAPTER I

INTRODUCTION

A. Background of Study

Literature is the result of human experiences. It is influenced by feeling of the human experience of their daily life. Human experience is affective and symbolic; literature, which uses affect and symbol, can represent it as we genuinely experience and imagine it (Lye 2003). That means literature represents and explores human experience in society. So, between human and experience is inseparable.

Human experiences cannot be separated from the society. Human always needs their society to interact and communicate with other human in their society. Society is the witness of every event that happened to human. So the portrayal of human experience in a certain society can be seen in the literary work. It is supported by Moody who said that literature springs from our inborn love of telling story, of arranging words in pleasing patterns, of expressing in words some special aspect of our human experience (2). The human experience can be both good and bad experience in daily life.

Human's experience could be good or bad. It could be from what they have done to other people. That means when human treats well for other human or he will receive good treatment. Otherwise when human treats other human badly, he will get bad treats from other humans. As what Moody said that all of us who read works of literature will find our knowledge of human affairs broadened and deepened, whether in the individual, the social the racial or the international so

here; we shall understand the possibilities of human life, both for good and evil (3).

There are elements of life, such as good and evil, or bad and good. This study focuses in bad experience of human. Bad experience is an event that felt bad or make human sad if they remember that. One kind of bad experience is discrimination. Discrimination can be defined as “treating people unequally based on their identification or association with a group or category of people; it includes the denial of opportunities, the inequitable application of laws, different in access to resources, and services or simply condescending, disrespectful treatment” (Bakanic 8). That means, discrimination can appear from the differences of culture, color skin, physics, class, and race.

Culture is one cause of discrimination. The Black culture, which grew from African roots and was transformed by its own unique history on American soil, and the European culture imposed by white America. It should be noted also that what conventionally passes as “English is Southern standard English, spoken by the middle classes around London and the south of England (Blackwell 273). That is African American condition which shows between African as Black cultures and American as White cultures. It means the Black and the White have different culture that caused of discrimination appearance.

Indeed, discrimination and culture differentiation began from two regions that have differences. This study is particularly interested. It has been portrait from William Blake Poem’s *The Little Black Boy*. Black child has gotten a bad treatment from whites in his poem. Blake as White skin people, he represents the

situation which had happened at that time. So William Blake expresses his experiences true a poem and title "*The Little Black Boy*". Blake was born in London on 28 November 1757, and died there on 12 August 1827. Blake was concerned about senseless wars and the blighting effects of the industrial revolution. That means, *The Little Black Boy* include of the *Song of Innocence* that has been published in 1789. Blake writes his poem based on what he sees in that time and then Blake imagined it.

The Little Black Boy is about the Black child still does know his own identity. His mother bore him in the southern wild. He has black skin but his soul white. Then, his mother gives explanation to him to learn and accept if God always loves him. Likewise if his skin same like a cloud. Although he has black skin, but the little black boy sure if one day there is no segregation from white skin and black skin in America country.

This study used postcolonial studies to analyze *The Little Black Boy* poem by Edward Said. Postcolonial seems with Orientale's. In *Orientalism* (1978) Said examines the vast tradition of Western "constructions" of the Orient. Orientalism, which is something more historically and materially defined than either of the other two, taking the late eighteenth century as a very roughly defined starting point: in short, Orientalism as Western style for dominating, restructuring, and having authority over the Orient (Said 3). It means this study focuses on segregation, discrimination, and racism. That has related with the historically portrayal on William Blake poem's *The Little Black Boy*. Orientalism represents

how treats of the West (as dominant culture) to the Orient, such as *The Little Black Boy*.

Postcolonial criticism has embraced a number of aims: most fundamentally, to reexamine the history of colonialism from the perspective of the colonized; to determine the economic, political, and cultural impact of colonialism on both the colonized peoples and the colonizing powers; to analyze the process of decolonization; and, above all, to participate in the goals of political liberation, which includes equal access to material resources, the contestation of forms of domination and the articulation of political and cultural identities (Young 11). So, this study focuses on Black child portrayal and explain the differences between the White and the Black cultures, economic and political.

From the explanation above, this study tries to find out the portrayal of Black child who experiencing segregation from White skin in *The Little Black Boy* poem.

B. Statement of Problem

This study is to answering these problems:

1. What is the portrayal of the Black child in *The Little Black Boy* poem?
2. What are the factors that caused the segregation in *The Little Black Boy*?

C. Objective of Study

This study aims to:

- 1) Explain the portrayal of black child in the poem.
- 2) Explain the factors that caused the segregation in *The Little Black Boy*.

D. Scope and limitations

In order to make this study as a focus analysis and avoid larger discussion, a scope and limitation is needed. This analysis concerned on how the portrayal the segregation that happened by black child. William Blake's poem *The little Black Boy* is the main concern in this study which focuses on the issue of black child. Segregation in *The Little Black Boy* Poem is the scope that appears in that time. The study explains about the experience of black child in segregation which happened in the poem. The segregation experience is limited in *The Little Black Boy* poem. In addition, this study will try to provide the condition of black child in that time. This research uses post colonial theory to analyze the poem by William Blake.

E. Significant of Study

This analysis is conducted with some purposes to the readers, in order to increase the knowledge of segregation in author's representation. Besides, the reader will be able to take the point and also conclude about negative or positive judgment from the content in this analysis.

This study is comprised some purposes that give many advantages for the reader. First, this study gives a deep analysis about black child. Second, this study can help the readers more easily understanding about the portrayal of segregation happened by black child in the poem. Third, this study aimed to give sense about who the author cares with the black children. Then, this study would be useful for other researches that have the same topic regarding to the Black Child Segregation, especially for students in English Letter Department in State

University of Islamic Studies Sunan Ampel Surabaya. That mean, it can as the reference of another researcher who have relation with their research.

E. Method of study

This chapter discusses how the research is held. There are some main sub chapters consisting of research design, source of data, and procedure of data collection.

This study uses qualitative research which is the most proper method in analyzing a poem. Qualitative research is a method that focuses on the social science such as human behavior and social problem (Hancock 1). Qualitative research properly seeks answers to questions by examining various social settings and the individuals who inhabit these settings (L. Berg 8). The analysis of qualitative data allows researchers to discuss in detail the various social contours and processes human beings use to create and maintain their social realities (9). The using of qualitative research method is suitable for post colonialism studies. So that is the reason of this study use qualitative research method to analyze the research.

To include research data, it is needed some sources to support the study. Journal articles and *Song of Innocence* book by William Blake are used to support the argument which included on this study.

This study uses some data collections to support the analysis of poem. Then, the poem by William Blake on titled *the Little Black Boy* is used as the primary source of this study. This poem is chosen because it can be analyze using Postcolonial Criticism. That is also interest to discuss to analysis.

There is poem by William Blake that supported this research. William Blake poem's as the main data. Then, data analysis is important to comprehending this study. First, considering of the postcolonial issue discuss in this analysis, it will categorize the figure who portrayal black child in that time. After analyzing the figures, this analysis defines the segregation in *The Little Black Boy* poem. Then, this study will try to find the experienced by black child that has related with segregation. It is also defines some factors of that happen on Black Child.

G. Definition of key terms

1. Discrimination : to laws, government policies, or private actions that deny or limit privileges, benefit, or opportunities to individuals based on prejudice against the group to which they belong (CQ'S American Government A to Z series 155)
2. Segregation : the practice of racial separation. It was established by Law or custom in much of the United States must extensively in the South, from the era of slavery through the mid-twentieth century (CQ'S American Government A to Z series 399).
3. Black code : A body of laws, statutes, and rules enacted by Southern states immediately after the Civil War to regain control over the freed slaves, maintain white supremacy, and ensure the continued supply of cheap labor (Encyclopedia.com).

CHAPTER II

LITERARY REVIEW

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

A. Theoretical Framework

This chapter focuses on giving explanations which related to theoretical background. This study uses some theories that relevant for analysis. The theory of Postcolonial is used as the major theory in this study. Furthermore, the analysis of this study employs the orientalism theory suggested by Edward Said as one of postcolonial theories and the issue racial discrimination that becoming impact of segregation. Besides that, this study also uses Structuralism theory by Ferdinand De Saussure to complicate of analysis *The Little Black Boy*. This study observes and analyzes about the portrayal of Black child and factors that caused the segregation in *The Little Black Boy*.

1. Theory of Postcolonial

Orientalism by Edward Said is believed to become the appropriate theory digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id applicable in this study. Before that, this study explains about postcolonial.

Foulcher and Day (4) said, postcolonial is one of literary critics which observe and investigate about the signs or the impacts of colonial. In addition, postcolonial begins when the process of hegemony—domination happen by superior people to the weak people. Postcolonialism consists of a set of theories in philosophy and various approaches to literary analysis that are concerned with literature written in English in countries that were or still are colonies of other countries (Guevara 199). From those statements above, this study concludes that postcolonial is a

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

theory which concerned in a colonizer which has domination and power to lead the colonized in the region.

Postcolonial Theory appeared as a critical strategy used to examine the culture, literature, politics, and history, of former colonies affected by the imperial colonization (Ashcroft 2). Besides that, postcolonial theory is born out of the colonized peoples' frustrations, their direct and personal cultural clashes with the conquering culture, and their fears, hopes, and dreams about the future and their own identities (Guevara 202). So, the emergence of postcolonial represents a form of critic to dominate a colonizer toward indigenous people.

Postcolonial theory can be considered as theoretical framework in order to highlight the struggle of one culture in the domination of another culture (Bressler 238). That means Postcolonial theory tends to analyze the specific issue that has related to colonization. It is about the struggle of regions that have difference culture or class which the colonizer more dominate than colonize in a region.

From some discussion above, postcolonial concerned of colonization. There are dominating regions that colonize minority regions. It means this study

suitable to uses Orientalism that become part of postcolonial as main theory.

There are several of the statements about postcolonial. Actually, Orientalism is one of postcolonial that explains by Edward Said. Since the publication of Edward Said Orientalism in 1978, much academic discourse has begun to use the term "Orientalism" to refer to a general patronizing Western attitude towards Middle Eastern, Asian, and North African societies (Said 32). Leela Gandhi stated that generally, *Orientalism* is considered as catalyst and reference which represent the

first step in postcolonial theory (85). In the other side, Orientalism is a number of regularized writing, vision, and study, dominated by imperatives, perspectives and ideological biases ostensibly suited to the Orient (Sered 1996). According to Spivak says that Orientalism is the owner of postcolonial theory which gets discipline status of knowledge in Anglo America Academic (qtd. In Leeda Gandhi 86). This research chooses Orientalism to analyze *The Little Black Boy* poem of the reason above.

Orientalism is the product of western domination and control towards non Western region and people. The Orient is the part of Orientalism. Orientalism produces and manages the Orient. The Orient is not only adjacent to Europe; it is also the place of Europe's greatest and richest and oldest colonies, the source of its civilizations and languages, its cultural contestant, and one of its deepest and most recurring images of the other. In addition, the Orient has helped to define Europe (or the West) as its contrasting image, idea, personality, experience (Said 2). That means, Orientalism is western domination that becomes the history of colonized region. Orientalism is concerned in the result of western colonization which included the image, language, and the culture of colonized.

Orientalism expresses and represents that part culturally an even ideologically as a mode of discourse with supporting institutions, vocabulary, scholarship, imagery, doctrines, even colonial bureaucracies and colonial style (Said 2). During the nineteenth century, Great Britain emerged as the largest colonizer and imperial power, quickly gaining control of almost one quarter of the earth's landmass. The other side, Orientalism – this Western discourse about the

Orient has traditionally served *hegemonic* purposes (Bertens 204). That means Western has hegemony toward the Orient. West also has determination as a dominant culture which expresses and represents a power to colonize rather than the Orient as minority culture. Throughout this long history, the West became the colonizers, and many African and Asian countries and their peoples became the colonized (Guevara 200). That means, Orient peoples and their cultures do not have a position in their country while the West dominating as the colonizer.

Taking the late eighteenth century as a very roughly defined starting point Orientalism can be discussed and analyzed as the corporate institution for dealing with the Orient dealing with it by making statements about it, authorizing views of it, describing it, by teaching it, settling it, ruling over it: in short, Orientalism as a Western style for dominating, restructuring, and having authority over the Orient (Said 3). It means in early, orientalism has many function as a western style that dominating the orient.

Said's book *Orientalism* (1978) has had an enormous impact on cultural studies (and on many of the disciplines that contribute to it) (Longhurst 115). For postcolonial culture include both a merger of and antagonism between the culture of the colonized and that of the colonizer, which, at this point in time, are difficult to identity and separate into discrete entities, so complete was the British intrusion into the government, education, cultural values, and daily lives of its colonial subject (Tyson 419). One definition of culture is that of "modes of behavior learned within the community" (Hannerz [1969] 2004: 180).

Politic is used as a label to discredit any work for daring to violate the protocol of pretended supra political objectivity. To some extent the political importance given a field comes from the possibility of its direct translation into economic terms; but to a greater extent political importance comes from closeness of a field to ascertainable sources of power in political society (Said 10). Directly the native populations have that instinctive feeling that those with whom they have got to deal have not behind them the might, the authority, the sympathy, the full and ungrudging support of the country which sent them there, those population lose of that sense of order which is the very basis of their civilization, just as our officers lose all that sense power and authority, which is the very basis of everything they can do for the benefit of those among whom they have been sent (Said 34). Those indicate what caused in appearance of segregation. Politic is one of factors that caused discrimination.

2. Racial Discrimination

The first step to explain racial discrimination is race. *Race* refers to groups of persons who are relatively alike in their biological inheritance and are distinct from other groups (American Anthropological Association 1997: 2). Race is socially constructed, and the notion that persons “belong” to a particular race was developed in the last century based on the belief that there was a biological basis for categorizing groups of people. Biologically, however, the term *race* has no meaning, yet society continues to give the notion meaning by using it as a social category. The notion of race gradually took hold in U.S. society when the institution of slavery reinforced the idea that one race could be inferior to another

(Banks and Eberhardt 1998: 58). In the United States, the law has had the effect of distributing benefits and burdens based on race, and the assignment of a person to a racial category has often, in the past, determined his or her rights and Obligations (e.g., in the “Jim Crow” laws passed at the end of the Civil War).

After explaining race, racism is the next step which will define below.

According Rothenberg, racism is any policy, practice, belief or attitudes characteristic or status to individual based upon their race (12). In the other side, Racism is the overarching societal paradigm that tolerates, accepts, and reinforces racial inequalities, and is associated with racially unequal opportunities for children to learn and thrive (NASP, 2010a). Racial inequalities result in the discriminatory treatment of people of minority status. For instance, individuals from historically marginalized racial groups may be perceived as less worthy or less intelligent than those from the majority culture. At the same time, children or communities from the majority culture are allowed to maintain their established privileged and valued status. This privilege can result in better treatment and opportunities than are afforded to others within educational systems and other social institutions. The presence of racism in educational settings harms everyone, but has the most negative and lasting impact on racial minority groups (Pollock, 2008). So, certainly every region has culture or class which has attitudes characteristic.

Throughout this part of the British Dominions the colored people are generally looked upon by the whites as an inferior race, whose interest ought to be systematically disregarded when they came into competition with their own, and

who ought to be governed mainly with a view of the advantage of the superior race. And for this advantage two things are considered to be especially necessary: first, that facilities should be afforded to the white colonists for obtaining possession of land heretofore occupied by the native tribes; and secondly, that the Kaffir population should be made to furnish as large and as cheap a supply of labor as possible. Ruth Benedict writes: "Racism is a dogma according to which one ethnic group is condemned by nature to congenital superiority." More recently, Arthur Kriegel has written: "Racism is an ideological-scientific system which divides the contemporary human species into sub-species, resulting from separate development and endowed with unequal average aptitudes (qtd. In Benoist 13). Racism is attitude of the human to separate the other human. That is groups do segregation to the other groups. The treatment of groups as dominant class have establishment to colonize lower groups.

This racism has two forms of racial relation. There are the form of acceptance and the form of rejection. The forms of acceptance are assimilation, accommodation, amalgamation, and pluralism. The forms of rejection are prejudice, segregation, and discrimination (qtd. Bintan 18).

In fact, there were many of people were apparently white as dominant cultural and found a black people. Then, dominant cultural become ostracized as racially inferior. That mean Black people that defined as the Orient ancestry give a bad treatment from dominant cultural, which called the West.

When an action limits opportunities available because of their race, sex, or racial origin the problem the discrimination arise (Rothenberg 9-14). It can be said that discrimination means the impression treatment of different groups based on certain culturally. It is supported by Stanfield that discrimination refers to differential treatment of otherwise equally person (176).

Based on the explanation above, Racial Discrimination appears when dominant and minority groups are created in the society life. There is different attitude from both of them. According to Racial and ethnic Groups by Schaefer, discrimination is an unfavorable action toward people because they are members of a particular racial or ethnic group (108). The dominant group becomes the colonizer and holds the minority groups as colonized (the Orient) with their own ideas and directions. The doctrine of White supremacy made by the “Whites” groups says that “all members of the white race are superior to or “better than” all members of the nonwhite races” (qtd. Zuamah 17). The White claims their race as “upper group” superiorities in the society and do not want to combined with the other groups.

According to Rothenberg, that dominant group usually impedes the development of the subordinates and blocks their freedom of expression and action (22). So, Minority group as lower and does not have a high establishment. In addition, if groups are effectively portrayed as inferior, they can be not only denied equal access to various life chances but in some cases enslaved, expelled, or even annihilated with justification (Merger 29).

Rothenberg supported this statement by saying that once a group is defined as inferior; the superior tend to label it as defective or substandard in various ways (22).

3. Types of Racial Discrimination

Racism takes many forms, although it is usually understood in the individual sense. Essentially there are three main forms, individual racism, systemic racism and cultural racism (Henry, Tator, Mattis & Rees, 1995).

A major British inquiry into *institutional racism* within the Metropolitan Police Service in London defined *institutional racism* as: The collective failure of an organization to provide an appropriate and professional service to people because of their color, culture or ethnic origin. It can be seen or detected in processes, attitudes and behavior which amount to discrimination through unwriting prejudice, ignorance, thoughtlessness an racist stereotyping which disadvantage minority ethnic people (Stephen Lawrence Report 1999).

Institutional racism begins to enter into an organization when the institutional routines the interests of only one dominant group. Importantly, these discriminatory routines remain undetected and unchallenged because of consensual racism. Thus, *institutional racism* can be represented as: Institutional Racism is the result of Routine institutional practices and structure ads made unproblematic by routine unreflecting race thinking (race 10).

Individual racism manifests itself in individual's attitudes and behaviors, and is the easiest type to identify. *Individual racism* refers to an individual's racist assumptions, beliefs or behaviors and is "a form of racial discrimination that

stems from conscious and unconscious, personal prejudice." (Henry and Tator 329). Individual Racism is connected to learn from broader socio-economic histories and processes and is supported and reinforced by systemic racism. digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

Systemic racism consists of the policies and practices of organizations, which directly or indirectly operate to sustain the advantages of peoples of certain "social races". This type of racism is more difficult to address because it is implicit in the policies of organizations and often unconscious. *Systemic Racism* includes the policies and practices entrenched in established institutions, which result in the exclusion or promotion of designated groups. It differs from overt discrimination in that no individual intent is necessary. (Toronto Mayor's Committee on Community and Race Relations. Race Relations. *Myths and Facts*). It manifests itself in two ways: Firstly, *institutional racism*: racial discrimination that derives from individuals carrying out the dictates of others who are prejudiced or of a prejudiced society. Secondly, *Structural racism*: inequalities rooted in the system-wide operation of a society that excludes substantial numbers of members of particular groups from significant participation in major social institutions." (Henry & Tator, 2006, p. 352). *Cultural racism* is the basis of both other forms of racism, as it is the value system which is embedded in society which supports and allows discriminatory actions based on perceptions of racial difference, cultural superiority and inferiority.

Thus, racism is not only an attitude, but it is the specific actions that result from this attitude which impact upon, marginalize and oppress some people. In acknowledging and defining racism it is important to recognize that racism effects

people not only on a theoretical level, but in the wider structures of society, most notably in the systems of education, justice, media, policing, immigration, and, employment, as well as in hate activity and government policies.

C. Structuralism by Ferdinand De Saussure

Structuralism is an approach to the human sciences that attempts to analyze a specific field as a complex system of interrelated parts. It was introduced to academia in university in the second half of the 20th century. Then, it becomes one of the most popular approaches, not only in analyzing language but also in culture and society (Saussure 6). So, Structuralism suitable to analyze words in sentence that has related with literary work in literature.

In a simple way, it can use literature to describe structuralism. In “Cinderella” and “Snow White”, there are three dominant characters: princess, stepmother, and prince. From a structuralist point of view, ‘Cinderella’ is the same story as ‘Snow White’. A princess is persecuted by a stepmother and rescued then married by a prince. The "units" here are the characters, and the "rules" are: stepmothers are evil, princesses are victims, and princes and princesses have to marry. Whatever details or added elements is supplied, the basic structure of this story is always the same (Saussure 7).

Structuralist analysis places these systems as universal. Every human mind in every culture at every point in history has used some sort of structuring principle to organize and understand cultural phenomena. For instance, every human culture has some sort of language, which has the basic structure of all language: words/phonemes are combined according to a grammar of rules to

produce meaning (Saussure 8). In addition, structuralist believe that the structuring mechanisms of the human mind are the means by which we make sense out of chaos, and literature is a fundamental means by which human beings explain means by which human beings explain the world to themselves, that is, makes sense out of chaos (Tyson 219). So that is powerful parallel between literature as field of study and structuralism as a method of analysis.

a. Parole and Langue

To understanding every word in *The Little Black Boy Poem*, this study uses parole and langue. According to Saussure, thought is a shapeless mass and is ordered by language. For philosopher, thought becomes one of the puzzling questions. For Saussure, there is no ideas pre-exist language. Language gives shape to ideas and makes them expressible. In other words, from Saussure's point of view, thought cannot exist without language (Saussure 11).

Sound is no more fixed than thought. Though, sounds can be distinguished from each other and associated with ideas. Sounds serve as signifiers for the ideas which are their signified. In this view, signs are both material/physical (like sound) and intellectual (like ideas). This is important to Saussure because he wants to insist that language is not a thing or a substance. Language is a form, a structure and a system. For him, thought and sound is like the front and back of a piece of paper. You can distinguish between the two but you can not separate them. Structuralist linguistics is more interested in the langue than in any parole talks.

The arbitrary nature of the sign explains why language as a system
 language can only arise in social relations. It takes a community to set up the
 relations between any particular sound image and any particular concept.
 digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

4. Related Studies

There are some researchers in which are related to this study, especially
 about Orientalism. The first is a thesis which was written by Neisyah, Faculty of
 Humanities Diponegoro University, Semarang, 2010 "*The Innocence of Heart
 Voices of The Little Black Boy in Knowing God and His Own Identity as a Black
 Reflected in the Little Black Boy, A Poem by William Blake*". The thesis analyzes
 about diction, figurative language, and imagery in one of William Blake's poems,
The Little Black Boy, and also about the innocence of heart voices of the little
 Black boy in knowing God and his own identity as a black reflected in this poem.
 The writer chooses this poem because it contains many interesting aspects. Firstly,
 it consists of ordinary words that attract and make the readers have a strong
 passion to read the entire story of the poem. Secondly, it tells about how a little
 digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id
 black boy tries to know about his own identity as a Black in his social life and
 how God always stands with him while he passes the process of it.

Then, the second related studies is *Racial Discrimination Toward Algerian
 Troops by French in Indigenes Movie by Racine Bouchareb: An Orientalism
 Study* by Amanda Rahma Febrina, 2013 English Department Faculty of
 Humanities Airlangga University. She used Orientalism study by Edward Said
 that introduces those different races as mentioned earlier, particularly White as
 "the Occident" or the Western people and Black as "the Orient" or the Eastern

people. In her study, she uses orientalism by Edward Said as one of postcolonial theories is applied to analyze the issue of racial discrimination or othering as well as the portrayal of the orient.

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id
From those previous studies above, this study is different with Neysa

(2010). Although the object of these studies are same, the focus of these studies are different. Neysa (2010) focuses on diction, figurative language, and imagery of the poem. But this study focuses on the portrayal of black child in the poem.

This study also different with Amanda Rahma Febrina (2013) which used Orientalism. Amanda uses *Indigenes Movie* as her object. This analysis is different with the other studies. First, this analysis focuses on the portrayal of black child in *The Little Black Boy by William Black*. Then, this study also focuses the factors that caused the segregation in *The Little Black Boy*. So, this analysis is important to be analyzed.

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

CHAPTER III

ANALYSIS

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

In this chapter, this analysis attempts to analyze Discrimination which William Blake tells in his poem. The main theory focuses on analyzing about experiences of racial discrimination of black people who has described in William Blake poem *The Little Black Boy*. Meanwhile, to answer statement of problems this study uses orientalism approach by Edward Said and uses racial discrimination as supporting theory.

There are two parts in this discussion, the first part discusses about the portrayal of Black child. This section explains about role of black child in *The Little Black Boy*. Second, explain the factors that caused the segregation in *The Little Black Boy*. Theory of orientalism is suitable to reveal both of questions.

To make better understanding these Blake's experiences on Black Child explains in this part. This parts show about Blake's experiences has connected with *The Little Black Boy* in William Blake's poem.

After the peace established in 1762, the British Empire seemed secure, but the storm wave begun with the American Revolution in 1775 and the French Revolution in 1789 changed forever the way men looked at their relationship to the state and to the established church. Poet, painter, and engraver, Blake worked to bring about a change both in the social order and in the minds of men (Reinhart 1). The statements below, it proves to indicate the appearance of William Blake's

idea. He uses his experiences based on years, time, and place. Actually, this study uses *The Little Black Boy* that belonging to *Songs of Innocence*'s.

Indeed, Blake always combines stories around him such as society. The majority of the *Songs of Innocence* deals with relations between children and parent-figures. Blake was a man who responded strongly to the world around him, both the natural world and the society in which he lived. Although we know from accounts of his childhood that he took special delight in the country round London ('the fields from Islington to Marybone' for example) and absorbed impressions of it into his imagination as the setting of *Innocence*, nature in his poems has something of the air of being taken for granted (Kennedy 10-11). *The Songs of Innocence* was created at 1789. When French revolution, Blake write his poems based on what happened in the society. He used child as his object to create the poem, such as *The Little Black Boy*.

This part explains the idea William Blake's about black child. William Blake (1757-1827) was born in London on 28th September. Blake is an engraver, painter, mystic and poet. At the age of four he claimed to have seen God looking at him through his windows and at eight he saw visions of angels in the fields. Blake questioned the accepted values of his time and point out to an inhumanity and cruelty under the surface of civilization, convention and religion.

Blake emphasizes the equality of the black and white child under God. He also suggests the joy of the black child in giving necessary help to the white one: The central idea of the poem, that we are put on earth a little space that we may learn to bear the beams of love, may owe something to the Puritan tradition of life

as a trial deliberately imposed by God (a 'vale of tears'), but Blake has considerably refined it. Though it introduces a suggestion of moral complexity which anticipates *Song of Experience*, the human beings in the poem long to rejoice 'like lambs' round the tent of God: the ideal is simple happiness.

William Blake's poem inspires by the poet's concern of the contemporary racial discrimination and lists among poems in *Songs of Innocence*. The poem inspires by the poet's concern for black races. It voices the little black boy's self hatred. On account of having been denied whiteness he feels deprived of God's light.

A. The Portrayal of Black Child in Blake's Poem

The portrayal of black child is shows black boy in the past time which they get negative attitude from the other group. Colonialism emerges from inequality racial in the region. In England, as in France, in polemics concerning slavery, the most fervent abolitionists were almost always avid advocates of colonialism. Seen as an obvious fact, belief in racial inequality nourished a certain paternalism (which was not devoid of traces of sympathy for these "children," i.e., indigenous peoples) (Benoist 17). Indeed, an obvious fact polemics about racial becomes a topic in the past. It has proven the appearance of colonization.

Only after colonization occurs and the colonized people have had time to think and to write about their oppression and loss of cultural identity does postcolonial theory come into existence. Postcolonial theory is born out of the colonized peoples' frustrations, their direct and personal cultural clashes with the conquering culture, and their fears, hopes, and dreams about the future and their

own identities (Guevara 202). Postcolonial theory is created from colonized feeling where they cannot get a position in a region. So that colonized peoples received the impact of colonization. Segregation is the separation or isolation of a race, class, or ethnic group by enforced or voluntary residence in a restricted area, by barriers to social intercourse, by separate educational facilities, or by other discriminatory means (Merriam-webster.com). That means segregation includes to the impact of colonization which separate a groups in the region.

Here, the portrayal of Black Child in Blake's poem it has proven in *The Little Black Child* who explains about segregation. That appears the impacts of segregation. Segregation significantly hurts black outcomes relative to non-black outcomes (Cutler and Glaeser 843).

The poem can be divided into three sections who explain about the contents in every stanza which show in every line, for instance, the little boy's agony, his mother effort to lesson the pain and the heightened awareness of the black child.

a. Little boy's darkness

My mother bore me in the southern wild,
 And I am black, but O! my soul is white;
 White as an angel is the English child:
 But I am black as if bereaved of light.

In first stanza, *The Little Black Boy* was born in the southern wild. He says that his body is black but his soul is white. The boy feels bereave of light, because

he has black skin. It means, there is a difference between black boys with the others.

In Blake's writings, as he has warned us 'there are many *angels* an even the historical angel is never constant. The bard to 'walk up and down in 6000 years', transposing furiously, translating the acts of Robespierre into those of Moses or abstracting the British heroes into their spiritual forms or telescoping together the biblical and modern rebellions of slaves against Pharaohs in 'Dark Africa'. Sometimes we can understand a good deal of Blake's argument without paying much attention to his historical referents. Or even being aware them. A great deal of Blake's criticism, some of is very valuable in literary and philosophical inside gets along famously in the swirling vortex of Blake's oratory without attending to what, in the narrowest literal sense, he is talking about, or, to put the matter another way without asking just precisely which historical persons or events have appeared to Blake as manifestations of eternal art. The increasing interest in Blake's social thought, however, and in his excitement about the industrial revolution which did-and the social revolution which did not take place while he was writing, now makes imperative the clearest possible definition of his minute particulars, especially of the dates and contexts of those works in which he deals with the history of his own times (Abrams 76).

In the last line, for instance; *But I am black as if bereaved of light*. Little black boy feels agony. He thinks different with the other people. He has black skin. There is sadness from his soul. There is discrimination between the black child and the other child. The difference is their race. Race is the categorization of

people based on visual differences which are imputed invisible differences.

Furthermore, race is a part of racism.

“Racism involves the subordination of people of color by white people. While individual persons of color may well discriminate against a white person or another person of color because of their race, this does not qualify as racism according to our definition because that person color cannot depend upon all the institution of society to enforce that prejudice.... History provides us with a long record of white people holding and using power and privilege over people of color to subordinate them not the reverse. (Paula Rothenberg: Definition of racism)

This part explains about the little boy agony which he feels colonized by colonizer. The fact that orientalism is one of postcolonial that explains by Edward Said. Orientalism produces and manages the Orient. Orientalism expresses and represents that part culturally an even ideologically as a mode of discourse with supporting institutions, vocabulary, scholarship, imagery, doctrines, even colonial bureaucracies and colonial style (Said 2). Postcolonial theory relates well with colonizer more to hegemony than colonize. Colonizer has a power of group so strong to colonizing a colonized. The prove of those statements above are in the first stanza.

My mother taught me underneath a tree
 And sitting down before the heat of day,
 She took me on her lap and kissed me,
 And pointing to the east began to say.

In the stanza above explains about his mother that gives affection to the black boy. There is treatment between mothers with her child. His mother reveals the affection with a kiss.

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

There is affection from parental that she shows to her child. His mother gives explanation to the black boy about color differentiation. It means there are colors differences which groups in regions such as white skin as dominated group. Dominate group to colonizer black skin who they have a power to lead.

In third line, black boy get good treats from his mother. For instance, *she took me on her lap and kissed me*. That is concern of treatments who give quiet to black boy, in order to her child more patient, calm, and grateful to God. So, this treats point out to mother's care with her child.

Look on the rising sun: there God does live

And gives his light, and gives his heat away.

And flowers and trees and beasts and men receive

Comfort in morning joy in the noon day.

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

In third stanza, she explains that it is his light and warm that we received through the Sun. His mother says that flowers, trees, human and animals receive the light of the Sun alike. Everyone enjoys the blessing of God. Black boy tries to put minds at rest. He believes justice in his self.

c. Awareness of Black Child

Such beliefs directly affected the ways in which the colonizers treated the colonized. Using its political and economic strength, Great Britain, the chief imperialist power of the nineteenth century, dominated her colonies, making them

produce then give up their countries raw materials in exchange for what material goods the colonized desired or were made to believe they desired by the

colonizers (Guevara 200). It is proven in the stanza below:

For when our souls have learn'd the heat to bear

The cloud will vanish we shall hear his voice.

Saying: come out from the grove my love & care,

And round my golden tent like lambs rejoice.

Then in fifth stanza, the mother explains that they (the blacks) are so placed as to learn to receive God's love in the next life. She pacifies the boy saying that their black bodies and sun burns faces like a cloud veil the body in order to shield this body (grove) from the scorching heat.

In first line, *For when our souls have learn'd the heat to bear* explains the important of meaning of life. the human learn to grateful to God, because what they get is the beautiful thing.

B. Factors of Segregation in the Poem

Segregations constitute of ill treatment toward the human, because there is disparities between one group and the other in the region. For postcolonial culture include both a merger of and antagonism between the culture of the colonized and that of the colonizer, which, at this point in time, are difficult to identity and separate into discrete entities, so complete was the British intrusion into the government, education, cultural values, and daily lives of its colonial subject (Tyson 419). One definition of culture is that of "modes of behavior learned

within the community” (Hannerz [1969] 2004: 180). Culture is one of the factors that caused the segregation in *The Little Black Boy*.

And we are put on earth a little space,

That we may learn to bear the beams of love,

And these black bodies and this sun-burnt face

Is but a cloud, and like a shady grove.

The mother explains that they (blacks) are placed in a small area in the world. So they have to learn thankful to god who gives warm of the sun and their black skin. Their black skin is like a shield which protect them from the scorching heat.

a. Culture

Blake from British region who write this poem based on what he see. That means he connected his poems to the happened in the society. Many people formerly colonized by Britain speak English, write in English, use English in their schools and universities, and conduct government business in English, in addition to the local languages they may use at home, are an indication of the residual effect of colonial domination on their cultures (Said 491). In the statement above, *The Little Black Boy* concerned problems which appear the impact. It is include of postcolonial culture which shows about language differences that can not to combine, because between one culture and the others have a rule of culture.

b. Race

Then, race is the impacts of segregation in *the Little Black Boy*, because *race* refers to groups of persons who are relatively alike in their biological

inheritance and are distinct from other groups (American Anthropological Association 1997: 2). Race is socially constructed, and the notion that persons “belong” to a particular race was developed in the last century based on the belief that there was a biological basis for categorizing groups of people. In this study, race is one of the factors that caused the segregation in *The Little Black Boy*.

After explaining race, racism has relation which will define below.

According Rothenberg, racism is any policy, practice, belief or attitudes characteristic or status to individual based upon their race (12). Then, Racism is the overarching societal paradigm that tolerates, accepts, and reinforces racial inequalities, and is associated with racially unequal opportunities for children to learn and thrive (NASP, 2010a). Racial inequalities result in the discriminatory treatment of people of minority status. In fact, there were many of people were apparently white as dominant cultural and found a black people. Then, dominant cultural become ostracized as racially inferior. It is proven in the stanza below:

Thus did my mother say and kissed me,

And thus I say to little English boy;

When I from black and he from white cloud free,

And round the tent of God like lambs we joy:

In sixth stanza, in line one and two her mother still gives him affection.

Then, the black boy nurtures a hope for the union. He tells the white child that once they leave this body they will be united in heaven. The presence of racism in educational settings harms everyone, but has the most negative and lasting impact

on racial minority groups (Pollock, 2008). That means racial minority groups get a negative impact to the racial discrimination.

Individual racism refers to an individual's racist assumptions, beliefs or behaviors and is "a form of racial discrimination that stems from conscious and unconscious, personal prejudice." (Henry and Tator 329). This is a form racial discrimination that indicates a group gets bad treatment.

Systemic racism consists of the policies and practices of organizations, which directly or indirectly operate to sustain the advantages of peoples of certain "social races".

Cultural racism is the basis of both other forms of racism, as it is the value system which is embedded in society which supports and allows discriminatory actions based on perceptions of racial difference, cultural superiority and inferiority.

Class constitutes a factor that caused the emergence of segregation, because some a groups in a region. *When I from black and he from white cloud free*, in this line shows inferior groups who black groups as minority do not That is attitude the colonizer who differentiates class of superiority and inferiority. It is influences to a feeling of black boy who has different color skin. It challenges the superiority of the dominant Western perspective and seeks to re-position and empower the marginalized and subordinated "Other" (Smith 12). So, the little black boy is included to the orient as a colonized.

I'll shade him from the heat till he can bear,

To lean in joy upon our fathers knee.

And then I'll stand and stroke his silver hair,

And be like him and he will then love me.

The black boy proposes to shade the white boy from the heat. He will lovingly caress his silver hair. He believes that finally both of them will be free from the color prejudice and the white boy will also love him.

For instance, individuals from historically marginalized racial groups may be perceived as less worthy or less intelligent than those from the majority culture. At the same time, children or communities from the majority culture are allowed to maintain their established privileged and valued status. This privilege can result in better treatment and opportunities than are afforded to others within educational systems and other social institutions. The presence of racism in educational settings harms everyone, but has the most negative and lasting impact on racial minority groups (Pollock, 2008).

As a Muslim, the writer wants to give Islamic point of view in live together and do not discriminate other people who have different culture and race. The messages of live together and do not discriminate others are also delivered in the al-Qur'an Surah Al-Hujurah 13 which the meaning is "O mankind, indeed We have created you from male and female and made you peoples and tribes that you may know one another. Indeed, the most noble of you in the sight of Allah is the most righteous of you. Indeed, Allah is Knowing and Acquainted."

CHAPTER IV

CONCLUSION

The result of this study shows that William Blake's idea in *The Little Black Boy*. Blake was born in London on 28 November 1757. *The Little Black Boy* is a poem which is included into *Songs of Innocence* that has been published in 1789. That is published during a time and slavery was still legal for that time. The campaign for the abolition of slavery was still young. Blake writes his poem based on what he sees in that time and then Blake imagined it. *Song of Innocence* was the first of Blake's poetical works to be published by his process of 'Illuminated printing' –relief etching on copper followed by hand-tinting in water-color. The early issue bears the date on the title-page 1789, though all the plates may not have been finished by that year (Gardner, 66).

In *Song of Innocence* 18th century literary fashions come together and are transformed. It means the portrayal of black child in the poem is based on experiences of William Blake. Then, he puts on his poems especially *The Little Black Boy*. There is a history or chronology in making poem which included of *Songs of Innocence*.

The portrayal of black child in *The Little Black Boy* can be described as a child who has agony with his color skin, but he tries to convince himself that his black skin is not a matter with the purity of his soul. Then, his mother tries to explain that it is His light and warmth that they receive through the Sun. The mother also explains that they are place in the earth as to learn to receive God's love in the future. Then, the black boy nurtures a hope for the union. He tells to

the white child that one day, they will be united. He believes that finally both of them will be free from the color prejudice and the white boy will also love him.

So, the portrayal of black child in this study is divided into three parts. First is the black child feels disappointed then he motivated by his mother who tells that they placed in the earth as to learn to receive god's love in the future and in the end of the poem, the black child have a high hope that the black boy and white boy can be together in the future of his life.

Then, the factors that caused the segregation in *The Little Black Boy* explained in second section. This study shows about some factors. First there is segregation which includes colonization, racial discrimination (race, racism, racial discrimination). The racial discrimination in this study is found in sixth stanza. The racial discrimination appeared when the black child talking about his differences with white child and when the black child got heat from the sun while white child not. The first step to explain this racial discrimination is race. Race is a group of people who has similar and different physical characteristics. Race always used to refers physical. Then, racism is the second step which define below. Racism is a thing which used to distinguish each race characteristics who is the superior and who is inferior to another race.

So, racial discrimination is the separation of the people who has different race with others to give different treatment. The racial discrimination in *The Little Black Boy* is when black child gets different treatment than white child. The black child is placed in the little place of the earth, While the white child got large place. It appears in the fourth stanza. Then, black child always gets the heat of the sun

everyday. So that, their skin become black. While the white child gets the protection from heat-sun behind black child. It is included into racial

discrimination because every human in the world have same human rights. When some people get good treatments, the other group/people should get good treatments too. It cannot be distinguished from their skin, race or culture.

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id digilib.uinsa.ac.id

REFERENCES

- Abrams, M.H. *English Romantic Poets: Modern Essays in Criticism*. London
 oxford New York, Oxford University Press.
- Alexander, Michael. *a History of English Literature*. Macmillan Foundation
- Arthur Kriegel, *La Race Perdue. Science et Racisme* (Paris: PUF, 1983), p. 143.
- Bakanic. *Prejudice : Attitude about Race, Gender, and Class*, Prentice Hall, New
 Jersey, 2009.
- Bertens, Hans. *Literary Theory The Basics*, Routledge, 2001.
- Bivens, Donna. *Internalized Racism: a definition*, Women's Theological Center,
 1995.
- Bronowski, J. *William Blake*. (1958). Penguin Books Ltd. England
- Democracy: Racism in Canadian Society. Toronto: Harcourt Brace & Company
 Canada, Ltd.
- Erdman *William Blake: Prophet Against Empire* p. 228
- Fitriana, Nurrohma. *The Emergence of Culture Memory Within Kwan U's Two
 Levels of Incarnation In Amy Tan's The Hundred Secret Sences: A
 Postcolonial study*, English Department Faculty of Humanities Airlangga
 University, 2013
- Henry, Frances; Tator, Carol; Winston Mattis, Tim Rees. (1995). *The Colour of
 Democracy: Racism in Canadian Society*. Toronto: Harcourt Brace &
 Company Canada, Ltd.
- <http://www.ucalgary.ca/cared/formsfracism>
- [http://www.saylor.org/site/wp-content/uploads/2011/09/ENGL301-De-Saussures-
 Liguistic-Theories.pdf](http://www.saylor.org/site/wp-content/uploads/2011/09/ENGL301-De-Saussures-Linguistic-Theories.pdf)
- L. BERG, BRUCE. *Qualitative Research Method for the Social Sciences Seventh
 Edition*, California State University, Long Beach, Pearson edition, 2009.
- Mahmudah, Laili. *The Representation of Orientalism in James Cameron's Avatar*,
 English Department Faculty of Humanities Airlangga, 2011.

Mamdani, Mahmood, *Good Muslim, Bad Muslim: America, The Cold War, and the Roots of Terrorism*, New York: Pantheon, 2004; ISBN 0-375-42285-4; p. 32

McKague, Ormond. (1991). *Racism in Canada*. Saskatoon: Fifth House Publishers.

Novita Sari, Intan. *The Double consciousness of Mr. Biswas in V.S Naipaul's House For Mr. Biswas: A Postcolonial Study*, English Department Faculty of Humanities Airlangga University, 2012.

Pollock, M. (2008). *Everyday antiracism: Getting real about race in schools*. New York, NY: The New Press.

Raine, Kathleen. *William Blake Poems and Prophecies*, Everyman's Library, London, 1927.

Saussure, Ferdinand. 1959. *Course in General Linguistics*. New York. McGraw-Hill Book Company

Smith, D. G. (2007). The farthest west is but the farthest east: The long way of oriental/occidental engagement. In C. Eppert, & H. Wang (Eds.), *Cross cultural studies in curriculum: Eastern thought, educational insights*. New York: Routledge.

Tyson, Lois. *Critical Theory Today A User-Friendly Guide Second Edition*, Routledge, 2006.