

People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research

08 MAI 1945 UNIVERSITY-GUELMA
Faculty of Letters and Languages
Department of Letters and English Language

جامعة 8 ماي 1945-قائمة
كلية الآداب و اللغات
قسم الآداب و اللغة الانجليزية



**Racism in Contemporary Young Adult Literature: Case Study
of Angie Thomas's *The Hate U Give* (2017)**

**A Dissertation Submitted to the Department of Letters and English Language in Partial
Fulfillment of the Requirements for the Degree of Master in Language and Culture**

Submitted by:
TEBIB Rayane

Supervised by:
Ms. MOUMENE Soumia

Board of Examiners

Chairwoman : Mrs. BRAHMIA Lillia (MA/A) Université de 8 Mai 1945 - GUELMA
Examiner : Mrs. AIOUNI Laila (MA/A) Université de 8 Mai 1945 - GUELMA
Supervisor: Ms. MOUMENE Soumia (MA/A) Université de 8 Mai 1945 - GUELMA

Septembre 2021

Dedication

First of all, I would like to express my gratitude to Allah who always bestows upon me his guidance, answer, blessing and mercy.

I would like to thank my ideals in his universe. Thank you, Tebib Alima, my mother for the care, the support and the motivation that you gave me during my life and my journey in studies Thank you, Tebib Mohamed, my father for everything you did for me in order to become a strong and independent girl. A big thank to my brother, Nour El Islem, and my two sisters, Soundouss Malek and Ritadje for all the moments that we had together and being the strongest backup ever. I love you all and I could never finish this without your support.

To all the family members...

To my grandmother, Bounif Barnia and my uncles, Tebib Azedine and Tebib Tarek, thank you all for everything you did for me in the past five years.

To Roumayssa Himri and Zahra Douakha, the best friends that one could ever ask for, thank you for the emotional and academic support. I am glad I have you in my life. To Djoumana who I would not finish my 5 years without her company.

To Meriem, Marwa, Assia, Majda, Dikra and Lobna who were there for me.

To the Himri family who provided me with all the kindness and the support when I was conducting my research.

Thank you...

Acknowledgements

To my supervisor, MOUMENE Soumia, who provided me with all the support. Thank you for every word, advice and needed feedback. Thank you for your kindness, patience and time guiding me through the entire process. I could not manage this thesis without you. Thank you for everything.

To Mrs. AIOUNI Laila and Mrs. BRAHMIA Lillia, for taking the time and effort to review my work and provide insights on the field of literature and feedback on my research, your advice and encouragement are appreciated.

And to my teacher, BOUALLEGUE Nadjiba, you are the reason for making me love literature.

And most of all, to every researcher, critic or writer whose name is cited in this dissertation.

Thank you...

Abstract

The present work examines the theme of racism in Angie Thomas's *The Hate U Give* (2017). The novel, *The Hate U Give*, explores how African Americans are subjected to different racist acts even now. In fact, Thomas penned this work due to the death of Oscar Grant among others by the hands of the police. This study seeks to reveal the police violence towards the blacks as well as to show how literature plays an instrumental role in resistance. By following the Critical Race Theory and analytical approach, the study investigates the various racist scenes that are portrayed in the novel which are addressed chiefly to young readers by employing four tenets of the theory. These tenets are: everyday racism, differential racialization, social construction and the voice of colour. Moreover, the present thesis sheds light on the transformation of the main character, Starr Carter. In a sense, it highlights the shift in the protagonist's character when she uses her voice as a tool to fight and overcome her struggles in her own dilemma and against the police injustice in the American society. This study seeks to show how Starr develops from the non-confident, voiceless, un-brave girl to a new confident and brave Starr. Finally, this thesis explores the role of young adult literature to raise the awareness on certain real life and sensitive topics like racism among the audience of this genre in an attempt to end discrimination against people from other races.

Table of Contents

Dedication	I
Acknowledgements	II
Abstract	III
Table of the Contents	IV
Introduction	1
Chapter One: Racism in History and Literature: A General Introduction	6
I.1. What is Racism?	6
I.2. Racism in The United States of America: A Brief History	8
I.3. Racism in American Literature: A Survey	13
I.4. Theoretical Framework: Critical Race Theory	18
Chapter Two: Racism in Young Adult Literature: Angie Thomas’s Novel <i>The Hate U Give</i>	24
II.1. Young Adult Literature: A Brief Overview	24
II.2. Angie Thomas and her Work, <i>The Hate U Give</i> : A Brief Introduction	29
II.3. The Representation of Racism in Angie Thomas’s <i>The Hate U Give</i>	33
Chapter Three: The Transformation of Starr Carter in the Novel, <i>The Hate U Give</i>	39
III.1. Starr Between Two Worlds: The White’ Williamson School and the ‘Black’ Garden Heights Neighborhood	39
III.2. Starr After the Death of Khalil: Finding a Voice; Finding Justice	45
III.3. Overcoming Racism: A Message of Hope in <i>The Hate U Give</i>	48
Conclusion	54
Works Cited	56
المخلص	

Resume

Introduction

The beauty of literature lies on its reflection of the real life. Literary works capture the experiences and the histories of communities. Literature reflects the condition that people face on the daily basis. In addition to entertainment, literature offers the audience with valuable moral lessons. These lessons can be inspired from history or even from real life situations that make the readers live and experience the story in different times and places. Recently, new genre of literature has emerged. This genre depends on the age and gender of the readers and the protagonists. It is known as Young Adult Literature. One of the contemporary minor writers who chose to write about young protagonists for young readers, about their life experiences and the ugly truths in societies is Angie Thomas. The reason behind the choice of this theme is the novel's depiction of racism as well as the transformation of the young girl Starr.

The novel has both a disappointing and a surprising effect. It is disappointing to realise that African Americans are still suffering from racism and from injustice in a country which celebrates equality and freedom for all humans. In addition to that, the transformation of Starr's character in the course of the novel is a surprising one because she turns her confusion and struggle into power. She uses her own voice to talk about herself and her community to get their rights as members in United States of America. These are reasons behind choosing *The Hate U Give*, as case study, and 'Racism' as a theme to be studied and examined in this work.

Angie Thomas's personal experiences played a crucial role in the publication of this novel. Her inspiration and the reason behind writing the novel are the keys why it is very popular between readers in U.S.A. Thomas is one of the African American writers who has faced and experienced racism in her life. The death of Oscar Grant was the reason and

inspiration behind starting writing this work. In one of her interviews, Angie Thomas proudly asserts that she presents her minority's struggles within the American society. In this regard, Thomas declares that "I think it's hard for us sometimes as writers, especially writers from marginalized backgrounds, when people say, "Oh, you're writing about a topic that's so difficult right now." We're just writing about our own identities".

Many themes found in Young Adult Literature genre can cover sensitive, serious, and very questionable topics such as: rape, bullying and social diversity. This study aims at analyzing the theme of racism in African American novel, *The Hate U Give*, as a case study written by Angie Thomas. The term racism has a variety of meanings and the common definition is categorizing people primarily by their physical appearance or ethnicity. In addition, the present work focuses on the development of the most important character in *The Hate U Give* that is the protagonist *Starr*. Hence, this study seeks to answer the following questions: to what extent did Angie Thomas succeed at representing serious issues, like racism, in a young adult novel? How does the novel represent injustice and social diversity?

Racism has always been a controversial topic in which many scholars from various disciplines published studies and works seeking understanding and solution. Racism is a pervasive issue unfortunately. The different publications about this issue aim at studying it in general or investigating its existence in given countries. For instance, *Race and Racism: The Development of Modern Racism in America* (2007) by Richard J. Perry examines the origins and the development of racism in North America. This book has made a new and an important contribution in the field of race studies since it traces different stages of modern racism in a country which is known for its long history with this controversial issue. It is used in this work to define racism in America which is fundamental since the setting of *The Hate U Give* is in America.

Scholars have shown a huge interest in studying the relationship between race, racism and power in a given society. Richard Delgado and Jean Stenfancic in their book, *Critical Race Theory: An Introduction*, have highlighted the relationship between the three elements (2). The book is used to explore the idea of racism in relation to power through many tenets. In this sense, this book tackles the issue of racism as an everyday experience which is a result of social thoughts. It highlights racism in the novel through the four tenets which are: the differential racialization, the social construction, racism in everyday racism and the voice of color.

Indeed, racism has always been a serious issue especially in the American society. Hence, many writers have discussed this issue and its effects on the marginalized group as the main topic in their literary works regardless of their works. Consequently, critical works are written to study and interpret the depiction of such theme in the different literary productions. Michael Cart's book, *Young Adult Literature from Romance to Realism*, discusses the reasons for the global success of the young adult genre. It addresses how young adult literature could make a significant platform to raise the awareness of the readers and especially the young ones to serious issues like trauma and racism.

Suriyan Panlay's book, *Racism in Contemporary African American Children's and Young Adult Literature*, brings innovative perspectives to research on children's literature. It demonstrates how new voices, new combinations of theories, and new shifts in the scholarship of literary and cultural studies illuminate the study of children's texts. This book is used in order to analyze the notion of racism in the case study, *The Hate U Give*. It also gives insights on the voice of minorities as a powerful tool to present their hardships in the main society they live in.

This study follows the analytical method to depict racism in *The Hate U Give* and its impact on the development of the main character, Starr Carter. It highlights how Starr resists racism, seeks to find her identity and makes actions to get justice for her best friend Khalil. This research is conducted through the Critical Race Theory to examine racism in the novel. The following four tenets of Critical Race Theory are used to discuss the issue; racism in everyday life, social construction and differential racialization and the voice of color. The last tenet of the theory is used to show the importance of using the voice of the minority in the dominant society to get their rights and justice.

This work consists of three chapters. The first theoretical chapter is divided into four sections. The first section will introduce main elements of racism. It also defines the terms racism, discrimination, and segregation. Additionally, the second section traces a brief history of racism in the United States. The third one is about the notions which minorities use to adapt to the US society. The following section is about racism in literature, it focuses on the African-American writers who take racism as the major theme in their writing. The final section provides a theoretical framework that will be employed in the next two chapters to study the selected case study. It defines the Critical Race Theory; it discusses the theory's origins, and identifies its basic tenets.

The second chapter addresses Racism in *The Hate U Give*. First, it provides an overview on the Young Adult Literature and the role this genre is playing on the young reader. In addition, it introduces the author, Angie Thomas, her inspiration behind writing the story and a brief summary of the novel. Finally, it investigates racism in the novel using the three tenets of the Critical Race Theory.

The last chapter is mostly concerned with the development of Starr Carter. It starts by introducing the two worlds she is living in: the Garden Heights and the Williamson Prep

school, then showing her character and how it changes in relation with where and whom she is. The next section explores Starr's dilemma and struggle as she is the witness of the police brutality and injustice towards the African-American community. The last section addresses Starr's ability to overcome her fear and end her dilemma by finding her voice and taking action to obtain justice for her best friend, Khalil.

The dissertation seeks to investigate the representation of the issue of racism in contemporary young adult literature in the novel, *The Hate U Give*. By Angie Thomas. It highlights the role of young adult fiction to raise the awareness of the readers on the need to find solutions to end racism. Moreover, the development of the main character, Starr Carter, have been traced and the effect of racism in her development.

Chapter One: Racism in history and literature: A General introduction

The chapter is divided into four sections. The first section is about some definitions of the racism and the main two strategies that are used by the dominant society in order to mistreat the non-dominant one like discrimination and prejudice. The second section is about brief history of racism and some forms of adaptation in the US society used by the non-dominant group. The third section deals with different literary works that tackled the theme of racism. The last section is about theoretical framework that is used to contribute the thesis.

I.1. What is Racism?

Racism is a problematic term among the different human species that may cause different treatment of people in the world. There are different definitions which attempt at defining the term of racism. According to the *Oxford Advanced Learner 's Dictionaries*, racism is” the unfair treatment of people who belong to different race; violent behavior towards them”. There are some groups who see themselves as better than the other groups. They will make sure that their group is superior and they have special rights among the inferior groups. Many scholars have tackled this debatable issue among them George M Fredrickson. In his book *Racism: A Short History*, he describes racism as the hostile or negative feelings of one ethnic group or “people” toward another and the actions resulting from such attitudes (1). Another definition by Richard J Perry in his book, *Race and Racism: The Development of Modern Racism in America*, when he defines racism as the grouping of people on the basis of physical appearance for the purpose of social discrimination (2). To sum up, racism is categorizing people into different groups according to their race, culture and ethnicity and treating them differently by the superiors.

According to Hans Bartens in his book, *Literary Theory: The Basic* (2001), there are three elements that influence the construction of culture which are race, gender and class (217). These elements are what make each culture differs from the other. The differences

between cultures build a gap between the individuals which lead them to use a certain strategy that shapes the relationship between the dominant culture and the non-dominant one. Among the strategies are: prejudice and discrimination.

Prejudice is a strategy used by the superior group to underestimate the inferior group. It is the stereotype of a certain opinion or feeling that is made without any evidence, knowledge or reason. *Oxford Learner's Dictionary* defines prejudice as “an unreasonable dislike of or preference for a person, group, custom, etc., especially when it is based on their race, religion, sex, etc. This dislike is based on fear or zero information that may cause bad behaviors from the dominant society over the non-dominant one”. Based on John R. Feagin in his book, *Racist America*,(2000), racial prejudice is a part of racism. “It is antipathy based on faulty generalization towards other races” (106).

Another strategy is used by the dominant society over the non-dominant one is discrimination. It is the act of prejudice, judgment and misconception against a certain member of a community who have different characteristics that may include gender, race, culture, etc. According to *Oxford Advanced Learner's dictionary*, “discrimination is the practice of treating somebody or particular group in a society less fairly than the others”. In his book, *Racism, Crime and Justice* (2002), Benjamin Bowling asserts

Discrimination consists of unequal, unfavorable and unjustifiable treatment based on a person's sex, gender, race, ethnicity, culture, religion, language, class, sexual preference, age, physical disability or any improper ground. It includes refusal to offer employment, pay fair wages, to provide housing or medical treatment or to provide a commercial or social service. It can also take the form of harassment, attack, exclusion and expulsion. (38)

The term describes how the majority group act upon the minority by using unequal and injustice behaviors. It includes all aspects of life, for example, discrimination in legal system,

in political life, police practices, etc. These actions are against the minorities mainly the black people who were and are still describing them using inappropriate terms such as: laziness, violence, drugs dealer and criminals... etc.

There are two types of discrimination: it can be direct or indirect. According to Harlod D. Fishbein in his book, *Peer Prejudice and Discrimination: The Origins of Prejudice*, the direct discrimination or as he refers to as “extreme discrimination” means the individual is treated differently, worse and unfavorably simply because he/she has different characteristic from the mainstream, for example, age, sex, skin color, gender, ethnicity. Culture, etc. Indirect discrimination or as he refers as ‘mild’ means ignoring someone and calling someone a derogatory name behind his or her back are parts of mild discrimination (6-7).

In conclusion, America is an example in which racial interrelation are still controversial. It is a multicultural society which the terms of the democracy and freedom are conserved. However, the minorities especially the blacks are suffering against the different strategies of racist treatment in terms of racism and its two strategies.. The main reason behind the racist treatment is the race in which the blacks are still seen as inferior due to their black skin.

I.2. Racism in The United States of America: A Brief History

There are many races, ethnicities and cultures in the United States of America that makes it the land of the multicultures. The diversity of these cultures is not accepted from everybody in the American society. There is a category of people who do not welcome the individuals of a different race or culture. Meanwhile, they treat them in a racist manner which negatively impacts their life. Furthermore, the issue of racism in the United States is not only a contemporary situation but it is also the result of other historical events mainly that of slavery, the civil war, the reconstruction and civil right movement. The book *Police Violence Against Afro-descendants in The United States* (2018) traces the history of categorizing

people based on the race. In 1600s, Dutch ships brought the Africans from Africa and the Caribbean Islands like: Barbados to the colonies especially to the colony of Virginia to serve as slaves in the farms and plantations. During the same century, a new law transformed them into permanent workers based on the skin color under the view and the punishment of the owners. In 1704, the first slave patrol was made to catch the slavery who did escape from the owners. This patrol was the first unequally American form of policing against African slaves who were not considered as human beings at that time (37-8).

During 19th century, there was a battle between the Northern and the Southern states. The conflict was based on number of affairs such as the enforcement of the fugitive slave laws like: the fugitive Slave Act of 1850 (39). The conflict between the Northern and the Southern about the slavery led the country to a Civil War. During the Civil War, the slaves were over controlled by the U.S that criminalized the blacks due to their worth in the agricultural economy of the country. Moreover, The U.S government took steps to end the slavery in the American society through the emancipation of proclamation in 1863 that declared giving the freedom to the slaves. In addition to that, during the reconstruction period new amendments were made to declare the legal equality for African Americans in the Reconstruction amendments which were ordered as follow The thirteenth amendment prohibited slavery, the fourteenth amendment granted the citizenship to all persons born or naturalized in the United States and in addition to their equal protection, and the fifteenth amendment prohibited the denial of the right to vote on the basis of the race (40). This did not last long because the Southern states commenced to pass new racialized laws against African American. Furthermore, these laws were called “Black codes” which encouraged the accusations and arrests of African Americans and forced those prisoners to work in the farms for plantations (41).

After the end of reconstruction, states put the Jim Crow laws into use again which enforced racial segregation, social and economic exploitation and violence against Americans of African descent. However, the 1950s African American activists revolted against the states' practices of Jim Crow laws (43). When demonstrating, these activists faced an excessive use of force by the white police. This did not stand against their goals; they gained a series of achievements in favor of the African American community. In this vein, it is claimed in *African Americans, Police Use of Force, and Human Rights in the United States* (2018) that:

This activism led to a series of judicial and legislative victories in the 1950s and 1960s, including the passage of the Civil Rights Act of 1964, which ended legal segregation in public places and banned employment discrimination ...; the Voting Rights Act of 1965, which seeks to overcome barriers to African Americans' exercise of voting rights; and the Fair Housing Act of 1968, which prohibits discrimination in the purchase or rental of property. (44)

Those civil rights movements' acts played a fundamental role in enhancing the life conditions of African American minority up to this day.

The line of racism according to the race did not stop in the 21st century. However, it decreased after electing Barak Obama as the first African American president in the United States of America. It goes further into culture. It is shown in other forms mainly: the language. In "understanding the Role of Racism in Contemporary US Public Opinion" (2009), Kinder DR and Sanders LM recount the history of racism in the United States:

A new form of prejudice has come to prominence, one that is preoccupied with matters of moral character, informed by the virtues associated with the traditions of

individualism. At the center are the contentions that Blacks do not try hard enough to overcome the difficulties they face and that they take what they have not earned.

Today, we say, prejudice is expressed in the language of American individualism.

(qtd. in Cramer 156)

The colored people especially the blacks are more aware about the issue. They want a material success in all field of life in order to help themselves and their community. Indeed, the excessive use of the power by the police is still continues and it is shown in the latter incident of George Floyd's death.

The American society is a multicultural society where cultures are blended to form one society. People from different races, ethnicities, cultures and religious groups came to United states of America to survive and to look for better life conditions. This interrelationship is formed due to some aspects like migration, inter marriage, trade, business... etc. Some of Americans did not accept the existence of the minorities (Hispanics, Indians, Arabs, Africans and others) in their society, they try to force them to leave the country and go to where they belong (their mother land). Everyone has his\her method to adopt and to deal with the tough situation in life, especially, the ones who suffer from racism and discrimination. Minorities in the US society maintain some forms of adaptation in order to be accepted in the major society. Assimilation, melting plot, pluralism and multiculturalism are methods that are used by the minorities to survive and to keep their heritage and culture alive.

The concept of assimilation is a problematic term between the immigrants. It requires the individuals to be part of the dominant society. In the United States of America, the non-whites should become whites. *Oxford Advanced Learner's Dictionary* states that assimilation as the process of becoming, or allowing somebody to become, a part of a country rather than

remaining a separate group. Susan K. Brown and Frank D. Bean in *Assimilation Models, Old and New: explaining a long-term process* define the term as: “[a]ssimilation, sometimes known as integration or incorporation, is the process by which the characteristics of members of immigrant groups and host societies come to resemble one another”. That process, which has both economic and socio-cultural dimensions, begins with the immigrant generation and continues through the second generation and beyond. Other scholars tackled the term like: Richard Alba and Victor Nee who has defined assimilation in their book, *Remaking the American Mainstream: Assimilation and contemporary immigration*, as the decline of an ethnic distinction and its corollary culture and social differences(11).

Alba and Nee refer in their book to a definition of assimilation by ‘The Chicago School of Sociology’ as: “the definition of assimilation envisioned a diverse mainstream society in which people of different ethnic/racial origins and cultural heritages evolve a common culture that enables them to sustain a common national existence” (qtd. in Alba and Nee 10). At this respect, the non-dominant group have effectively blended into the mainstream of the dominant group and become one society ignoring the minority culture, ethnicity and all aspects of their identity.

Multiculturalism is an important subject that has been discussed and highlighted in all of academic discipline including literature, psychology, education, politics, etc. The interest of this subject occurs as the individuals are living together from different cultures and they are intending to have a solution in the dominant country. The word multiculturalism comes from various cultures in one society and it derives from the word culture. Edward Burnett Taylor, in his *Primitive Culture*(1871), defines culture as a set of beliefs, customs, values, institution that make one community and group (5). *Oxford Advanced Learner’s Dictionary* defines the term as: “the preservation of different cultures and cultural identities within a unified society, as a state or nation”. Melting pot and salad bowl are two models of

multiculturalism in which two cultures are integrated in one culture. The Melting pot focuses on the non-dominant groups and they tend to melt with the dominant group and ignore their culture and tradition. Hector J. St. John wrote in 2010 in *Letters from an American Farmer* that “individuals from all nations are melted into a new race of men”. It is quite used to describe the situation in USA. Salad Bowl model describes how the minority coexist with the majority and keep their tradition appear. Different cultures in one society are mixed together and make a salad its ingredients are the different cultures and ethnicities in the US society.

Being African, Hispanic, Arabic, Asian or any minority in the US society has its beauty. The cultural heritage is very important to survive and be unique in the host country. Pluralism refers to groups from different cultures and origins that have to keep their own heritage preserved while exciting with other groups and the host country. The *Oxford Learner's Dictionary* defines it as “the existence of many different groups of people in one society, for example people of different races or of different political or religious beliefs”. This term was coined by Horace Mayer, a Jewish-American philosopher, in which he argued that people should keep their culture and tradition and to be part of dominant society (Nation Magazine: cultural pluralism versus melting plot). The existence of separate ethnic groups, culture, religious and even languages make the host country, the US society, a democratic and looks like a piece of art.

I.3. Racism in American Literature: A Survey

Literary works are the mirror of the human kind that reflect the humans' thoughts, beliefs and behaviours. Literary works make the reader interpret, react and live with the creation of the writer that may go beyond the real life into the imaginary world. Themes related to every aspect of human life have been discussed in literature throughout centuries for example: love, nature social issues, human relation...etc. The theme of “racism” was and is still among the most discussed themes and written about by sociologists, anthropologists

and anyone who is part of this issue. Racism is considered the most complex issue that causes conflict between people from different races.

The African American literature is very rich with the interesting works that reflect the condition of their people. The history of slavery, racism and the demand to be free and equal are clearly portrayed in the African American Literature. African American Literature refers to the literary works that are written by Americans from African origins to describe their culture, social issue related to race and gender, and to guarantee a place among the dominant society by spreading their voices. It represents the culture, tradition and the beliefs of Africans in the American society. It travelled from the 18th century to nowadays with all genre of literature such as: poets, autobiography, fiction and essays that helped to form and develop the African American Literature (Andrews).

The African American literature has helped the emergence and the success of the African American writers. It has also flourished as a field of study in many departments of languages in all over the world. Numerous African American writers write in response to the bad conditions in which their people are living in. William Edward Burghardt Du Bois, James Mercer Langston Hughes, Richard Nathaniel Wright, Everett LeRoi Jones known as Amiri Barraka, Toni Morrison and Angie Thomas are among a list of thousands of writers who wrote about issues like: racism, injustice and racial discrimination.

Du Bois was born 23 February 1868, in Great Barrington Massachusetts. He received his doctoral degree at Harvard University. He participated in Pan-African Congress in London 1900. He is the writer of *the Souls of Black Folks* 1903 (Horne 18). Dan S. Green in his article "Bibliography of Writings about Du Bois" highlights Du Bois' achievements in his life. Du Bois was historian, sociologists, editor, teacher, and writer. He has a variety of writing including novels, short stories, essays ... etc (410).

The major themes of Du Bois are racism, freedom and justice. These themes are well presented in his work *The Souls of Black Folk* (1903), a collection of short essays, and also in his novels *The Dark Princess* (1928), *Black Flame* (1930) and *Dusk of Dawn* (1940). Gooding-Williams Robert states that William Du Bois believed that his life acquired its only deep significance through its participation in what he called “the Negro problem,” or, later, “the race problem [...] Du Bois was an activist historian and a sociologist, a and a journalist, a novelist, a critic, and a philosopher—but it is the race problem that unifies his work in these many domains’. Du Bois was more interested in the problems that are relayed to the blacks.

Another influential figure in African American Literature is Amiri Baraka. Baraka was born 07 October 1934 in Newark, New Jersey. He got his BA in English from Harvard University. He is an African American writer, editor, producer and poet. He published his first volume of poetry in 1962 entitled *Preface to a Twenty –Volume of Suicide*. His works reflect the social and political status with relation of race issue. The plays, *Slave* (1961) and *The Toilet* (1962), reflect his mistrust to the white society. In the article ‘Historical Subjectivity and the Revolutionary Archetype in Amiri Baraka's *The Slave* and Luis Valdez's *Bandido*’, it is argued that Baraka’s play *Slave* engages with the era of slavery through the representation of the protagonist Vessels as a revolutionary leader (1). The main character of the play Vessels describes his journey in the story in one sentence as fighting “against three hundred years of oppression” (qtd. in ‘Historical’ 5). The article argues that “[t]he *Slave* destabilizes dominant historical narratives of slave suppression on stage by presenting a decentred subject who carries the legacy of armed resistance and has the potential to challenge the status quo through open revolution”(5). The African American writers choose writing to express their own unique voices.

African American women have an important role in the development of African American literature. They describe racists’ acts not only by the dominant group but even with

the different gender within the same society. They highlight their experiences as suppressed women and members of minority group. Their works discuss essential themes such as race and gender inequality, conditions of black female and the formation of identity. Writers like Alice Walker, Toni Morrison, Maya Angelo and Zora Neal Huston are examples of successful black women who have become figures in the African American Literature.

Toni Morrison was born 18 February 1931 in Lorain, Ohio. She is one of the figures of the African American literature and the first black woman who won the Noble Prize for literature in 1993. She wrote on the purpose of portraying the ugly truth of black people's life. Her first novel, *The Bluest Eye*, describes her goal behind writing the story. In this sense, Agnes Suranyi states that "Setting out to write a story [her novel *The Bluest Eye*] that she herself wanted to read, Morrison worried that this slogan of racial pride ["Black is Beautiful"] would be unable to dispel the long-term psychic effects of prejudices rooted in racialism and sexism" (qtd. in Tally 11). She has plenty of writing like *Sula*, *Baby, Love, Home, Mercy* and the most important creative writing is her novel, *Beloved*. *Beloved* reflects the unfavourable truth of the black slave women in USA in which the protagonist killed her daughter when she was caught by her white master because she thought that was the only way to save her daughter from slavery. Toni Morrison's works are a recollection of the history of Afro-American power, success and culture. It reflects the unspeakable truth as it is of the black society. Toni Morrison believes that sex and race are the main problems of the American society (Pattnaik and Sarangi 407).

Zora Neal Huston was born in Alabama on January 15, 1891. Her works depict the life of Africans in South America. Throughout her life, she dedicated herself to promote and study the black culture (Norwood). Zora Neal Hurston published four novels, thousands of essays, short stories and plays. *Their Eyes Were Watching God* is Huston's masterpiece

which represents a tragic love story. It portrays the dark side of racism and gender as African American minority. Concerning her novel, *Their Eyes Were Watching God*, Alain Locke says:

And now, Zora Neale Hurston and her magical title: *Their Eyes Were Watching God*. Janie's story should not be re-told; it must be read. But as always thus far with this talented writer, setting and surprising flashes of contemporary folk lore are the main point. Her gift for poetic phrase, for rare dialect, and folk humor keep her flashing on the surface of her community and her characters and from diving down deep either to the inner psychology of characterization or to sharp analysis of the social background. (qtd. in Alassane 7)

The quote above shows the importance and the beauty of *Their Eyes Were Watching God*. It highlights how she goes deeper into the analysis of the character and the social background. Her works are used as an inspiration by other writers such as Alice Walker.

The issue of racism and discrimination is not only limited to African American literature. It is a global problem where everybody from different colours is involved. Writing about racism is their way to show their anger upon the racial discrimination and they show that they do not accept the bad treatment of the dominant group over the non-dominant one. It is a fact that no one can describe and portray the African American's experiences in the American society like the African Americans themselves do. However, some white writers from different ethnicities: Arabs, Asians, Hispanic and others try to write about racism and racial discrimination to help educate themselves on race and the cultural issue and they believe that racism is everyone's problem ("Talking about Race"). The result of race and cultural issue made an incredible literary works that promote and discuss the issue of racism, white privilege and police injustice. One of the literary works that is recommended globally is the one of Kathryn Stockett entitled *The Help* (2009). According to Suzanne W. Jones *The Help* was the bestseller book in 2009-2010. It tells the story of black maids working in white

houses and describes the hardships they face on the daily basis. Another book that is considered very important to be read is *To kill the Mockingbird* (1960) by Harper Lee which portrays the story of a black man who has been falsely accused of raping a white woman and it ended by the murder of the black man when he was trying to escape the prison. Tom Santopietro points that this book take chances or make a persuasive argument for why “To Kill a Mockingbird” matters to anyone but white people who inexplicably still do not understand the ills of racism, and seemingly need this book to show them the light (Why To Kill a Mockingbird Matters).

In conclusion, the African American Literature plays an important role as a way of expressing the oppression of the white supremacy over the black Africans. It describes the literary works of various writers who wrote in order to correct the misconceptions of African Americans the whites over the blacks. It also draws the attention to different literary works from other writers who do not have any relation to the African heritage and they just want to react upon the racist behavior and the police injustice especially after the accident of George Floyd.

I.4. Theoretical Framework: The Critical Race Theory

God creates human in different manners. They are born with the difference in race, gender, sex, physical appearance; characters and different personal traits. Some human beings cannot accept others from different ethnicities simply because they have unfamiliar traits and characteristics. They build a strong feeling and idea that their group or community are superior and they are part of the superiority. Consequently, they start distinguishing and categorizing people only because they belong to different cultures, regions, and ethnicities. They see them as inferior who belong to the inferior group in the society. This is what scholars came to label as racism. The main categories are the whites and coloured people

mainly the Blacks. Americans from African descent suffer from racial discrimination, police inequality and prejudice from the white community. Many scholars, activists and professors such as: Derrick Bell, Allan Freeman, Richard Delgado and Kimberle Crenshaw have studied the relationship between race and racism, race, racism and laws. The intellectuals create and spread the awareness about the serious situation and its impact on the community. A collection of activists and scholars engaged in studying and transferring the relationship among race, racism and power under the name of Critical Race Theory. Critical Race Theory emerged in the mid of 1970s when a set of lawyers, activists and scholars realised that they were in need to find out theories and principals to fight different types of racism after the Civil Right Erahad put off its action in 1960s. Derrick Bell, Allan Freeman, Richard Delgado and kimberle Crenshaw were the major figures of the Critical Race Theory. It was influenced by the legal studies, radical feminism, European philosophers such as: Jacques Derrida, as well as the American theorists such as: W.E.B de Bois and Martin Luther King. J. The term Critical Race theory has been explored by many scholars. Tayson defines Critical Race Theory as the following: “CRT concerns itself with every topic that is relevant to race. It seeks to examine the complexity of race, in particular its relation to our everyday experiences, how the two are unconsciously connected” (qtd. in Suriyan 30). Another definition by Manjeet Birk in “Critical Race Theory: Diversity is not the solution, dismantling white supremacy is” declares that the theory started as a legal theory to illustrates how racism becomes institutionalized, even though it is illegal. It shows how race and racism continue to operate across various systems, interrogating their role in society.

Critical Race theorists believed in basic tenets that made the theory an important tool to be used in analysing and studying the interrelation between power, race and racism. Richard Delgado and Jean Stenfancic have written the book: *Critical Race Theory: an introduction* (2001) in which they have identified the basic tenets of Critical Race Theory.

First, they believed that racism is ordinary, everyday experience of most coloured people in the country. They argue that “racism is ordinary, not aberrational normal science,” the usual way society does business, the common, everyday experience of most people of colour in this country” (20). Ordinarity means that the issue of racism and discrimination is hard to be treated and solved in the dominant society where the terms of equality are expressed in laws to conserve the rights of coloured people in the same way of the whites have to avoid all forms of discrimination. The second feature named “the interest convergence” or social determinism. It moved the term racism into another level in which it advances the interests of white people regardless of their status in the society (socio-economic status: elites, working class) which creates a social change when the category of coloured people has the incentive to change things. The third feature in Critical Race Theory is “social contraction” which holds that race and racism are the production of the society (Delgado and Stenfancic 21). It is an invention of social thoughts and beliefs that manipulate the relationship between power, race and racism. It is opposed to what is portrayed that racism and race are biological, inherited and in the genes of the coloured people who share some common characters such as the skin colour, hair texture and some physical appearance. Suriyan Panlay, in *Racism in Contemporary African American Children’s and Young Adult Literature* (2016), maintains:

Through these representations and fundamental binary divisions, Fanon (1967), Said (1978) and Morrison (1992) clearly illustrate how the social construction of race—through Colonialism, Orientalism and American Africanism—has caused the colonised, Orientals and African Americans to feel ridiculed, demonised and inferior, how they have been made to carry the psychological scars that are still visible even today. (36)

These common genetic characters what make the majority believe that the hypothesis of race and racism are biological is true, ignoring all other human traits. Additionally, Delgado and Stenfancic identify another important element in this theory which is the differential racialization and its consequences (21). This tenet certainly helps strengthen the fact that race is not a biological but socially constructed and manipulated category, as it holds that race, other than being socially constructed, is also constructed, at different times, in response to the shifting needs of the dominant group (Panlay 36). It shifts the attention to the ways the dominant society racializes different minority groups according to the economic and political conditions. This can be clarified in accordance to the need of the labour market; society may use the Blacks less than the Mexicans or Japanese in agriculture in one period but it may be changed to be the opposite related to the need of the market. Another example, the dominant society may choose one ethnic group to be treated differently according to political events such as the Muslims in the USA after the 9/11 attacks when the Americans started to discriminate and treat them as terrorists and they emerge as security threats (Delgado and Stenfancic 21).

Relating to the differential racialization, another element figure has been stated that is the nations of intersectionality and antiessentialism. Delgado and Stenfancic describe them as the following “the examination of race, sex, class, national origin, and sexual orientation, and how their combination plays out in various settings”(qtd. in Panlay 37). In simple words, it means that one’s personality\ identity is a combination of race, sex, class, cultural and political backgrounds. A Latino female activist may be found as single divorced mother, Christian and has her own business. Everyone has his/her mixed identity that is created as a result of intermixture of ethnicities, religions and cultural backgrounds. A final element of the theory is concerned with the voice of colour. Being blacks, American Indian, Asians and Latino in the American society is not an easy experiment where all forms of the oppression

and tension exist. It holds that the minor writers, thinkers and scholars are the voice of their community. They may be able to communicate with others from different communities to raise the attention to their history, their experience with the oppression and the racial discrimination (Delgado and Stenfancic 22). It aims to bring the ability to the minors to speak up for their rights. Suriyan Panlay confirms that the ability to speak and write about race and racism, as outlined in Critical Race Theory, it is learned through the experience of racial oppression by those who have lived that reality, suggesting that Voice of Colour is in fact socially acquired, not biologically inherited (38). Delgado and Stenfancic add the “legal storytelling” movement encourages the writers from the minorities especially the blacks to retell their stories and experiences with racism and the legal system (22). It is a necessary tool in the US education system, without Critical Race Theory and storytelling a lot of true stories would have never been published.

Delgado and Stenfancic 2001 examine the relationship between race, racism and power. According to the two previous scholars, Racism occurs in everyday life. Moreover, literature is the reflection of the reality. Throughout literature, racism can be directed through the story. Since, the issue of racism is tackled in the theory. It helps the readers to understand and analyse the issue in literary works. This process happens via its tenets. They help to understand and realize where racism in the story. According to Lorenzo Bowman and et al. in the article “Utilizing the Lens of Critical Race Theory to Analyze Stories of Race”

The interpretation of the experience of racism is very different based on the degree of power and authority a person holds in this society. To change our future, these stories and lived experiences need to be told, listened to, and analyzed in a way that connects the stories to CRT. This means that once the story is told an examination of the key elements of the story should be based in the tenets, propositions, and legal arguments developed in the CRT literature.(36)

Throughout the tenets of Critical Race Theory, the stories are preserved. The theory is used in order to go deep into the racism issue in a sense that the reader starts to analyze and think about it. The voice of color is a very important tenet in the theory. In this regard, the voice of the oppressed group is heard through literature. Wrigilber declares in one of the interviews that: “a society is not strong when it rests upon basis of secrets, hidden things, like quickly sand. In my opinion, things must be in the open” (qtd. in Tuhkanen 93). He defends the idea of revealing to the society and speak through narrative the history of slaves and racism in the United States of America.

The Critical Race Theory is a dynamic, eclectic and growing movement about young intellectuals, scholars and thinkers who do not only dare to treat race as a central issue to the law and policy in US but it dares to look beyond the belief of getting rid of racism which means getting rid of ignorance. It is going to be used in the next practical chapters to read, analyze and examine the theme of racism in Angie Thomas’ *The Hate U Give*.

Chapter Two: Racism in Young Adult Literature: Angie Thomas's novel, *The Hate U Give*

The second chapter addresses racism in *The Hate U Give* by Angie Thomas. First, it provides an overview on Young Adult Literature and the role this genre is playing in entertaining as well as educating young readers. In addition, it introduces the author, Angie Thomas, her inspiration behind writing the story and a brief summary of the novel. Finally, it investigates racism in the novel using the three tenets of the Critical Race Theory.

II.1. Young Adult Literature: A Brief Overview

To find a book to love is something amazing. To read such book means a new world opens with limitless possibilities for imagination and creativity. A favourite book means favourite author, an author who feeds the curiosity of the readers that may be men, women, teenagers or children. The most essential category of the society is the young reader (the child or the teenager) who has a huge amount of imagination and curiosity which help to build his/her personality. The young adult reader finds in young adult literature everything he/she needs; it is his/her way for entertainment, a source of new information and as well as way for discovering new worlds and adventure.

The audience or the readers bring life to literary works through reading. Through writing, the author makes the reader travels through new story and new experience with new moral lessons. The story can be imaginary or inspired from the real-life experiences, and featuring human beings or animals as protagonists. Each story has a lesson, the impact of the moral lesson differs from one reader to another depending on the reader's gender, sex, age, the culture...etc. For one genre of literature that is concerned with the sensitive category of the society that is the young reader, the moral lesson that is directed towards the audience and the impact of these lessons in the development of both their awareness and their personality. This

genre is known as the young adult literature. It is very important to ask what 'Young adult literature' is and its impact in order to understand its role.

Young adult fiction is about stories about young and the target audience is the young reader. It has an effect on the young readers because its purpose-in addition to entertainment-is to raise the attention and to teach something, a lesson, a trait or a certain behaviour in order to inspire people at several levels. It is clearly evident that young adult literature is a totally separate genre from children's literature and adult literature (Bucher and Hinton 5). Young adult literature is usually seen as literature that is directed for teenagers from twelve to eighteen years old. However, it is a literary genre which exceeds to young people of nineteen to twenty-five years old. In this vein, Micheal Cart argues that "literature for twelve- to eighteen- years- old [can] ... be described as 'teen'" [...]; and books for eighteen to twenty-five -years old could be categorised as young adult" (91). Young Adult literature is primarily about the age of the protagonist and the age of the readership, according to Robert Carlsen:

Young adult literature is literature wherein the protagonist is either a teenager or one who approaches problems from a teenage perspective. Such novels are generally of moderate length and told from the first person. Typically, they describe initiation into the adult world, or the surmounting of a contemporary problem forced upon the protagonist(s) by the adult world. Though generally written for a teenage reader, such novels –like all fine literature– address the entire spectrum of life. (qtd. in Dushner 1)

It is very important to trace the history of contemporary Young Adult literature. It is started since its differentiation from child literature and adult literature with the publication of *The Outsiders* (1967) by S.E Hinton and *The Pigman* (1968) by Paul Zindel. These books and other publications during the 1960s addressed the problems of growing up and the issues that are related to the real life of the reader (teenagers). In 1970s, the value of young adult

literature has flourished with the publication of “honest, fresh, daring, and wonderful” (Bucher and Hinton 5) fiction like in *Go to Ask Alice* (1971) by Beatrice Sparks and *The Chocolate War* (1974) by Robert Cormier. “Judy Blume pushed the boundaries of sexual content for adolescents in her novel *Forever* (1975)” (Bucher and Hinton 5). The media also played beneficial role to the adolescent to be influenced by Young Adult Literature between 1960s and 1970s, throughout talk shows, TV shows and the Internet in which the problems of the teenagers has been addressed. Additionally, Katherine T. Bucher and Kaavonia M. Hinton state that in 1980s, the publishers made the protagonists young to catch the attention of the middle school student (6). During the next decade, 1990s, theme-based short stories collections became popular. The visual elements took place in Young Adult Literature and it changed the way books looked. When the novel, *Harry Potter*, has been realised, the style has been changed. There were changes in the linear plot style of realistic fiction into fantasy and science as well as different stories and voices in one single book. This made young adult literature flourished and recognized among other genres of literature with excellence in writing. The 21st century young adult literature has matured. The authors explore complex subjects and themes such as the crime, sexual abuse, racial violence, homeless...etc.

A literary work is good as the author’s ability to recount is well. Young adult literature (as other genres of literature) has numerous writers who are interested in the stories about the teenagers and the target is the concerns of their audience. *After the First Death* (1979) by Robert Cormier, *Celine* (1989) by Brock Cole, *Harry Potter* and *The Sorcerer’s Stone* (1998) by J. K. Rowling, *I’ll Get There, It Better Be Worth the Trip* (1969) by John Donovan, *Speak* (1999) by Laurie Halse Anderson, *The Chocolate War* (1974) by Robert Cormier and lately the novel *The Hate U Give* by Angie Thomas are among thousands of books and authors of Young Adult Literature that have a huge effect on the audience.

Each year hundreds of young adult books are published to the readers. These books reflect young adults' age and their interests. It plays an affective role in the development of the reader through dealing with contemporary issues, problems and experiences to whom the reader can relate. As it is cited in the book, *Young Adult Literature: Exploring, Evaluation and Appreciation*, young adult literature examines the changes of the adolescents' experience in addition to the development of the reader's identity and personality. It can occur via reading novels that deal with topics and themes related to their own conflicts such as discussing themes about parents, pressure relating to drugs, alcohol and sexual relationships, facing the illness and death. Michael Cart in his paper, "The Value of Young Adult Literature", argues that the importance of young adult literature lies in its ability to reflect everyday and serious issues with which readers relate and encounter in their lives. By reading about protagonists who face the same experience and personal problems, young adult literature helps them to overcome their fears and accept responsibilities towards themselves and the society. This genre also creates a way for the readers to escape from reality and the problems of everyday life to their own world through literary works that represent adventure, fantasy, horror (Bucher and Hinton 10).

One of the major themes discussed by young adult literature is the psychological issues faced by these young people especially depression. In her novel entitled *My Heart and Other Black Holes* (2015), Jasmine Warga discusses the theme of depression through the story of teenage girl, Aysel, whose depressive feelings and void leads her to think about committing suicide. The sixteen years old Aysel lives in a neighborhood which accuses her father of killing a young boy. Thus, the divorce situation of her parents along with the accusation of her father; Aysel grows up feeling lonely and depressed. In addition to that, the young girl refuses to make friendships and tries to dismiss any attempts her colleagues make to approach her. As a result of depression Aysel believes that she inherited her father's

violent behavior that is why she decides to commit suicide. This issue of depression makes Aysel feel as if she is stuck within a black hole. Through this novel, Jasmine Warga tackles one of the sensitive topics encountered by teenagers nowadays.

Indeed, young adult literature is used for teaching purposes. It focuses on addressing the reading abilities of the adolescent and their thinking level. According to Gillet and Temple Bucher and Hilton argue that:

[S]tudents move through stages of reading development. Independent reading begins in the Building Fluency State (usually second or third grade) and continues into Reading for Pleasure/Reading to Learn, and finally into Mature Reading, which includes critical reading and analysis. When teachers understand both the developmental and reading appreciation levels of their students, they are best able to help adolescents find appropriate materials that will simultaneously challenge and entertain them. (qtd. in Buser and Hilton 11)

The students develop their reading, writing, listening and speaking skills. They start reading in some young age novels that are often presented by images, then they move slowly into reading written forms for pleasure and to learn some new experiences and as a last step they read to develop their critical thinking skill through reading and interpreting young adult novels. In addition to using young adult literature for teaching purposes, it is an opportunity to build a strong relationship between the reader and the writer. It transfers the emotions, desires and the needs of the writer to the readers through words and pages. It makes the readers experience the happiness, the sadness, the development of the protagonist's journey in the story that is usually ends with a moral lesson that is addressed for them.

Since 1960s, young adult literature has become a significant genre in literature which has gained acceptance by readers. This genre reflects the writer's experience in order to make

the reader feel and live the same events in the story. It is more about the relationship between the reader's age, protagonist's age and the moral lessons of the novel. This genre plays an important element in the development of the young reader, in the teaching purposed and in building a bond between the writer and the reader.

II.2. Angie Thomas and her Work, *The Hate U Give*: A Brief Introduction

Angie Thomas is an African-American young adult writer, she is 33-year-old and is from Jackson, Mississippi. She is the writer of the most sensitive and debatable novel in her career and in the American society today. It is known as *The Hate U Give*.

Angie Thomas grew up in a poor black neighbourhood called Georgetown. This neighbourhood is known for its bad reputation: drug dealers, shootings, violence, killing...etc. She has witnessed so many shotguns approximately every night in her neighbourhood. Angie Thomas, in an interview, declares that: "When I was six, I was at the park, and two drug dealers decided to recreate the wild west with a shootout," Thomas recalls. "I ended up running out of the crossfire, and, the very next day, my mom took me to the library, because she wanted me to see that there was more to the world than what I saw that day" (Thomas, "thedebutnovelist"). The author was living in a tough situation in which she was living on the benefits of her grandmother after her mother lost her job and sometimes the family was running out of the food. Angie Thomas says: "We were living off the benefits my grandmother received and, even with that, there were days when we didn't know if we'd have enough food" (Thomas, "books play"). As a teenager, Angie had to leave the school and to be home-schooled with the help of her mother as a teacher. Later, she came back to school where she got her bachelor's degree in creative writing from Belhaven University in Jackson. Attending Belhaven University made the author feel that she is living as two different people in "two different worlds": "when I was a senior in college. I was [...], living in two very

different worlds – my mostly black, poor neighborhood, and my mostly white, upper-class school. I often changed who I was, wherever I was” (Thomas, “an interview”)

The death of Oscar Grant, an innocent unarmed African American young man who was shot down by the hands of white police in Oakland, was the motive to write about what is exactly happening in the American society. This accident made the writer realize that racism, discrimination and police injustice are still part of the American society. The reactions of her classmates, how they responded to the death of Oscar made her enraged. They gave the right to the white police, that the police officer did only his job, and justified the murder only because he was an ex-con and drug dealer. Thomas says in an interview: “One thing that stood out about Oscar was the way people talked about his past, ”Thomas adds “At school, people were talking about what he had done, that he may have deserved it, that he was in the wrong. But Oscar could have been any of the young men I get up with, who were maybe doing things they shouldn’t have been doing. They are all [seen as] thugs. They are put on trial sometimes, for their own death” (Thomas, “the debut novelist”).

Angie Thomas started to write short stories as a way to make her words heard. In 2010, she created a short story inspired by the deaths of young, unarmed black people. After a decade, the short story developed into a novel when she found that African American still suffer from racial discrimination and police brutality. In 2017, she decided to open up her feelings and attitudes towards the subject; she wanted to give a voice to every single African American in USA especially the children who had the same experience as hers and she hoped her voice go beyond the borders. It is her way to talk about her journey and her emotions in the sensitive novel, *The Hate U Give*, which was published in 2017.

The title- *The Hate U Give*- is taken from Tupac Shakur, who is an American rapper. In a conversation with Lulu Garcia-Navarro, Angie Thomas says:

I often say that I want to write like Tupac rapped. I could listen to his album and within a few minutes, I could go from thinking deeply to laughing to crying to partying. And that's what I want to do as a writer - I want to make you think at times; I want to make you laugh at times; I want to make you cry at times - so he was an influence in that way. (Thomas, "THUG Explores")

In the previous passage, Angie Thomas had a talk about the title of her novel, *The Hate U Give*, and she declares that she took the title of the book from Tupac's Tattoo "the thug life". The tattoo, The Hate U Give Little Infant Fucks Everybody, means "what society feeds the youth has a way of coming back and effecting us all" (Thomas 48). It is clear that the rapper had a huge influence on the writer and on her writing. She liked the way the rapper made her feel mixture of feelings at the same time, she wanted her style to be the same as Tupac's, she wanted her reader to feel the same feelings; she wanted to make the reader cry, laugh, angry and think in one single work. This is the influence of Tupac on the writings of the writer, Angie Thomas.

The novel, *The Hate U Give*, is a story of young black girl named Starr who witnesses a tragedy of the death of her best friend, Khalil. He is a black young man who got killed by a white police officer for absolutely doing nothing wrong. Throughout the narrative, readers can notice that Starr is living in two worlds; in her neighborhood with the blacks and in Williamson Prep school with her white friends. Throughout the novel, Thomas portrays Starr's struggle to find herself and to bring justice to her best friend, Khalil.

The story of *The Hate U Give* reflects the life of Angie Thomas as a black girl who witnessed the murder of African Americans and her experience as a member of the black marginalized society. In a shared interview with Arvani Ahmadi, Angie Thomas declares that she writes for her own identity. Angie Thomas adds in the same interview with Arvani

Ahmadi: “Also, I think it’s hard for us sometimes as writers, especially writers from marginalized backgrounds, when people say, “Oh, you’re writing about a topic that’s so difficult right now.” We’re just writing about our own identities.” The novel is inspired by real-life experience of the writer. There are many scenes in the novel that are related to the real life of the writer. Like Starr, the protagonist, Angie Thomas was living in two different worlds; in a poor neighborhood and attended an upper white school. Khalil’s death was also another accident that is taken after the real murder of Oscar. Thomas heard two different stories about Oscar’s death and murder; one from her black community and another in the school. The black community saw Oscar as one of them; his case is shared with all the blacks. However, at the school there were people who justified the crime because he was a dealer. Both versions of the story are depicted in *The Hate U Give* with Starr and Khalil. Moreover, the writer as she is African American had to code switch the language in her two worlds. She did the same she with Starr. She had to look as an intelligent girl who belongs to a white school and to avoid all the ways that may make them call her a ghetto or angry weak black girl. The novel has changed a lot in the American society. It changed a lot of thoughts, feelings in the minds of the young readers and even of the elders. It creates a voice for the black marginalized society to talk about their problems. It is a story that stresses that black lives matter.

Angie Thomas did not stop with *The Hate U Give* but she has continued her journey of writing. In the beginning of 2019, she penned another novel, *On the Come Up*. Lately in 2021, she has announced the publication of a new work, *Concrete Rose*, in which the focus is quite different from the two other stories. *Concrete Rose* explores black boyhood and manhood in Garden Heights seventeen years prior to *The Hate U Give* events.

II.3. The Representation of Racism in Angie Thomas's *The Hate U Give*

“Because we weren't doing anything wrong”(Thomas 119)

The Hate U Give is a story that is based on the real experiences of the author Angie Thomas who has witnessed different images and scenarios of racism in the U.S society towards the colored people especially the African Americans or the black people. The African American community is still experiencing racism and injustice simply because they have different race, culture and physical appearance including: skin color, hair texture, eye formation...etc. Since racism is the main theme in the novel, Critical Race Theory by Richard Delgado and Jean Stenfancic is used in analyzing *The Hate U Give*. Racial discrimination, injustice and inequality are strategies used by the dominant society towards the non-dominant one. Racism distinguishes and sets people into different categories and treat them differently based on their race. This idea is stated by Delgado and Stenfancic as “any program or practice of discrimination, segregation, persecution, or mistreatment based on membership in race or ethnic group” (154). Critical Race Theory has six based tenets that study the relation between race, power and law and it is used to represent the issue of racism in *The Hate U Give*. These six tenets are: everyday racism, material discrimination, social construction, differential racialization, intersectionality, and the voice of color. This study is going to be investigated through the four tenets which are: racism in everyday life, differential racialization, social construction and the voice of color.

Richard and Stenfancic in their book ‘*Critical Race Theory: an introduction*(2001)’ argue “Everyday racism is a common, ordinary experience for the coloured in this country. Ordinariness itself means that racism is difficult to cure or address”(07). It is clearly stated that racism is a complicated act, physical or verbal, towards the coloured people, it can be racist behaviours or activities that occur in everyday life. In *The Hate U Give* by Angie

Thomas, everyday racism happens in many events. It has evidently happened to a black teenager named Khalil who is treated in a racist manner by the white police officer.

Moreover, Khalil is shot by a white police officer although he did nothing wrong. This accident happens when Khalil leaves the party with Starr on their way back home. A police officer asks them first to stop then give him the car and driver's papers. After that the police officer asks Khalil to get out of the car. Suddenly, Khalil goes back to the car to check if Starr is fine, that's when the police officer shoots down Khalil three times. Khalil dies for absolutely doing nothing wrong. In the novel, the narrator demonstrates that in the black community it is known that one should show his/her hands to the police in order not to be misunderstood. In this matter, African Americans are usually accused for not coping with the police that is why they attempt to hold their hands in the air each time they are caught (Thomas 7). It is an unfair action from a white police man towards an innocent, unarmed black young man.

After the death of Starr's best friend, Khalil, another event takes place to show how racism is part of the African American everyday life, Starr, the protagonist, has two close female friends from Williamson school, Hailey and Maya, both of them are white, she has a close relationship with both of them until Hailey says her joke to a black girl who studies with them in the sport class. Starr was very upset and angry and it is shown in the following passage:

“... pretend the ball is some fried chicken.” “Lighten up! It was only game talk.” “A fried chicken joke was only game talk? Really?” I ask. “Her eyes widen. Oh my God. You think I was being racist?” “... You made a fried chicken comment to the only black girl in the room. You can say something racist and not be a racist! (Thomas 32)

The quotation above is conversation between Starr and Hailey. Hailey does not think that she said something racist to the black girl, she considers it as a normal joke, whereas, it is a

verbal indirect racism that did make Starr very upset and saw it as an inappropriate act towards a black girl. The chicken fried was the food of the slavery because it was cheap and easy to feed and good source of meat. The whites used it as a joke to make the blacks feel inferior and it is a racist sign.

According to Delgado and Stenfancic, gender, race and the economic status are some criteria that are used to choose a certain group to be the dominant one and classify people into various categorization (minors and majors). The classification of race is the creation of social thoughts and relation. They point out that races are the products of social thoughts and relation(7). Social construction is an important tenet that is well represented in the novel. Angie Thomas portrays what the U.S society thinks about the African Americans. They see them (blacks) as inferior, bad, criminals, drug dealers, and carry the signs of violence and evil. The police officer wrongly kills Khalil because he is black, he accusingly thinks that Khalil has a gun as every black man has. This act is a racist behavior since the victim does not do anything wrong. Starr describes the attitude of the white police to the detective Gomez as the following: “The officer patted Khalil down three times.” “Three?” “Yeah, I counted. Yes, ma’m. He didn’t find anything. He then told Khalil to stay put while he ran his license and registration.” “Khalil opened the driver’s side door and”- “ Pow! Pow! Pow! Blood,” “The officer shot him.” (Thomas 28). It is evident that Khalil was ill-treated by the white police before he shot him down for simply being black. It is so clear that the police officer is a racist person and he did a racist behavior towards a black man because of his accusations, unjust judgment towards the black community, as the narrator indicates in the following quote: “We weren’t doing anything wrong. Not only did Officer Cruise assume we were up to no good, he assumed we were criminals” “... I’m sick of this! Just like y’all think all of us are bad because of some people...”(Thomas 119)

The above passage is by Starr. She tells the truth about the incident. She insists that they are innocent and on that tragic day they did not offend the police officer in any way. The only reason behind the death of the innocent boy is that the officer falsely assumed that they were criminals because they were black. From this, it can be seen that some members of the white society are still doing racist behaviors towards the blacks. They still have the idea that the black people are violent and deserve to be treated as criminal. Due to racial prejudice, Khalil is killed. Khalil is viewed by whites through a negative stereotype. He is seen as a drug dealer not as a victim or a human. In this sense, Khalil is misjudged on the basis of his physical appearance to be a bad man just because he is black.

Another important element in the theory is differential racialization. According to the two previous scholars, it is about how the majority discriminate the minority groups according to certain conditions and to political and economic circumstances. It may be the same situation but the judgement is it not the same; the blacks and the whites will not have the same judgment simply because the blacks are all considered criminals and drug dealers and the white are innocent and they have reason for doing the crime. This tenet appears in the novel in two scenes. The first scene appears when the detective Gomez at the police station asks several questions to Starr about Khalil's death:

“Now, do you know if Khalil sold narcotics?”

” Investigating or justifying?”

But what the hell does that have to do with him getting murdered? Is that supposed to make all of this okay?

I straighten up, look Gomez dead in her eyes, and say, “I never saw him sell drugs or do drugs.”

“But do you know if he sold them?” she asks.

“Did you consume any alcohol at the party?” she asks.

“You haven’t asked my child about the cop yet,” Momma says.

“You keep asking her about Khalil, like he’s the reason he’s dead. Like he said, he didn’t pull the trigger on himself.” (Thomas 28)

The quotation shows the quality of the questions that are asked by the detective. She is not trying to find the truth about Khalil’s death; however, she is giving a justification why the police officer has killed the innocent Khalil. She has the same thoughts that the blacks are bad people. Here in this passage, it clearly shows that the black people get unfair treatment, they are blamed for the acts which they have nothing to do with them. It is a white policeman who killed a black young boy but the judgement is giving freedom to the killer and justifying his crime according to the background of the victim not to the way how Khalil is shot without any specific reason.

What if it was the opposite; a black person kills a white one, what will be the result or the judgement. These questions are raised in the second scene which represent another differential racialization by the father Maverick. When he has an argument with uncle Carlos about it. It can be seen in this sentence from the novel, *The Hate U Give*: “Ne-gro, please. If I kill Tyrone, I’m going to prison. If a cop kills me, he’s getting put on leave.’ ’Oh, we know the truth, that’s not what we want. „says Daddy, “We want justice.” (Thomas 15). This is a part of an argument between a black person who is the father Maverick and a white person who is the uncle Carlos. On the one hand, the father tells if he kills a white person, he will immediately go to the prison. On the other hand, if it is a vice versa, if a white person kills him, the white person is not going to be held accountable for the crime. The father is making

a comparison treatment between the two races. There is a different treatment even though it is the same situation, but the punishment is different. This is exactly how differential racialization is shown in *The Hate U Give*. Usually, the black people get unfair treatment by the hands of the whites for no specific reason, only because of their skin colour.

To conclude, the American society is a multicultural society where many cultures are living together forming one society. The African American are still suffering from racist' acts from the white. The young adult novel, *The Hate U Give*, by Angie Thomas stresses one of the contemporary issues in the U.S society which is racism. Through the the story, Angie Thomas addresses racism as the major theme. She represents many cases related to the issue. She highlights clearly that racism may occur in everyday experience. The writer wants to make the reader thinks deeply and live the story in order to raise their awareness about the seriousness of racism through the incidents that happened to Starr with her best friend Khalil.

Chapter Three : The Transformation of Starr Carter in the Novel, *The Hate U Give*

The third chapter is mostly concerned with the development of Starr Carter. It starts by introducing the two worlds she is living in: the Garden Heights and the Williamson Prep school, then showing her character and how it changes in relation with where and whom she is. The next section explores Starr's dilemma and struggle as she is the witness of the police brutality and injustice towards the African-American community. The last section addresses Starr's ability to overcome her fear and end her dilemma by finding her voice and taking action to obtain justice for her best friend, Khalil

III.1. Starr between Two Worlds: 'The White' Williamson School and The 'Black' Garden Heights Neighborhood

Angie Thomas, the writer of *The Hate U Give*, declares in one of her interviews that the story of the novel is inspired from her life. It portrays what the African-American community had to deal with in everyday life experience as they are a minority group in the U.S society such as: racism, police brutality and the injustice. The novel expresses the perspective of the writer as it is shown from the protagonist's view in order to share the African American story with the entire world not only with the African-American community, in other words, to create a voice to defend their story.

The novel opens the eyes of the reader to feel what it is like to be a black teenager girl who lives in hostile and violent environment. Starr is the main character in the novel. She is a 16 years old ordinary African-American girl. The story focuses on Starr. It describes her journey started with the death of her best friend, Khalil, by the hands of white police as she is the only witness of the shooting, until the end when she is fighting against the injustice to get justice for Khalil. The progress of the events explores how Starr resists racism, seeks to find her identity and take actions to get the justice.

Starr Carter finds herself between two completely different worlds; the first one as a member of the black community from Garden heights neighborhood and the second one as a member of an upper white private school called Williamson Prep school. She is stuck between two worlds; as Williamson Starr and Garden Starr. This drives her to conceal herself as a ghetto girl from her neighborhood when she is in the private white school. She has to be careful about how she speaks, acts and behaves when she goes to Williamson Prep School in order not to confirm what has been said about the blacks: “That’s when I realized Williamson is one world and Garden Heights is another, and I have to keep them separate” (Thomas22).

The protagonist is not really a sociable person; she is kind of an introvert. She lives in Garden Heights with her family. Her father is the owner of a grocery store in the neighborhood, her mother is a nurse, she has an older step brother, Seven, and young brother, Sekani. The following passage describes the relationships of Starr in her neighborhood: “Kenya is about the only person I hang out with in Garden Heights—it’s hard to make friends when you go to a school that’s forty-five minutes away and you’re a latchkey kid who’s only seen at her family’s store. It’s easy to hang out with Kenya because of our connection to Seven” (Thomas 1).

Starr attends Williamson Prep school since middle school. It is hard for her to make friends. She does not know a lot of friends from Garden Heights except for Kenya since she is Seven’s step sister. She always feels out of the place when she is with Garden Heights’ people. She is known as the Big Mav’s daughter. She does not have any relation with them. Starr literally knows no one there. She chooses to be far from Garden peers and not to make any friends with them “... I really don’t know anybody. Their faces are familiar, but you don’t get names and life stories when you’re bagging folks’ groceries” (Thomas 2).

Her relationship with the Garden Heights neighborhood is characterized by carelessness. She totally does not care about how they think about her, she has no single issue how they see her. She admits that people can talk whatever they want about her in the neighborhood because she does not care at all. A small conversation between Starr and Kenya shows that: “Do I look like I care what people think?”“No! And that’s the problem!”(Thomas 1).

Starr in Williamson Prep school is quite different. Her character takes another way. Williamson Prep school is a white private school located outside Garden Heights, about forty-five minutes away from her home. She goes to the school with her brothers. Her parents see that Williamson Prep school is the best for them because they want a better and proper education and it is a safe place better than in the neighborhood. It is their way to protect their kids for what is going around in in the Garden Heights as: shooting, drug dealing, war guns...etc. Starr’s father is a proud African American who has always been the supportive father. He wants the best for his children. In this regard, he chooses the Williamson Prep School to guarantee a better life for his children.

In the white school, Starr is one of the black students that are attending the school in the different grades. Her social life is not complicated as in Garden Heights. Her white classmates welcome her among them. She easily connects with them and makes friends; she has two white best friends: Hailey and Maya and a white boyfriend called Chris.

Starr in her two different worlds has different identities and personalities. She is two different persons. She has realized that since her sleep home party in the seventh grade with her two best friends. It is stated from her thoughts in the following sentences:

Hailey didn't come. Her dad didn't want her spending the night in "the ghetto" I overheard my parents say that. Maya came but ended up asking her parents to come get her that night. There was a drive-by around the corner, and the gunshots scared her. That's when I realized Williamson is one world and Garden Heights is another, and I have to keep them separate. (21)

Since then, Starr understood that her world and her friend's world are different. She cannot bring Garden Heights to Williamson. She cannot see herself as Ghetto girl in her school, she cares how she acts and speaks to avoid the talks about her as being violent and noisy. She does not want to look like an angry black girl. Consequently, from the thoughts of Starr, Williamson Starr is born. To be Williamson Starr has various dimensions. She has certain rules to be followed. First, she does hide that she is coming from a Ghetto black neighborhood. Second, she has to be silent and not to be easily provoked. Third, she does not talk about her life in the Garden Heights, her people and her friends. This can be seen in the following conversation in the school:

The drug dealer. That's how they see him. It doesn't matter that he's suspected of doing it. "Drug dealer" is louder than "suspected" ever will be if it's revealed that I was in the car, what will that make me? The thug ghetto girl with the drug dealer? What will my teachers think about me? My friends? The whole fucking world, possibly? (Thomas 70)

After the death of her best friend, Khalil, by the white police, she starts to feel that she is betraying her friend, Khalil, but she has nothing to do with it. She cannot talk about the incident because at first she does not want the students to know that she was with Khalil in the car.

It is apparent that Starr exhibits two different identities depending on where she is between her two worlds. To live in distinctive worlds is not an easy experience for her. In the first pages Starr declares that: “I’m not even sure I *belong* at this party. That’s not on some boogie shit, either. There are just some places where it’s not enough to be me. Either version of me. Big D’s spring break party is one of those places” (Thomas 1).

Starr feels that she is neither Garden girl nor Williamson girl. She wants to find a place where she can be herself and delay all the obstacles that are facing her. “I just wish I could be myself at Williamson like Will was himself in Bel-Air” (Thomas 21). Bel-Air is her favorite TV show about Will’s complicated journey of what means to be black man in America today. She somehow makes a comparison between her life with her favorite TV show. She has to change her character according to the situation she is in and to people who are around her. She switches her character whenever she is in her two worlds. Whenever she is in the Williamson Prep school, she cancels her identity as a black girl from a poor neighborhood. She cannot mix between the two Starrs in one world. According to Mogan Wietzke in the article entitled “The Hate U Give”:

Starr alters the presentation of herself to white people, in an effort to fit in. At Williamson Prep, an(almost) all white school, Starr transforms herself into an entirely new version of herself, eliminating many of her subtle attributes and slang so that she does not appear “ghetto” to her classmates and friends. (Wietzke par. 2)

When she is in Williamson school, she becomes Williamson Starr, and as a result, when she is in her neighborhood the Garden Height she turns to Garden Heights Starr.

An important point that it should be highlighted in this section is the code switching. The code switching is something popular in the American society among the African-

American community in order to fit and cope with a certain social group. Angie Thomas in one of her interviews “*The Hate U Give* Explores Racism and Police Violence” declares that the code switching is something that African-Americans have to do a lot which she has experienced in her life. The writer attended a white upper school and she was from a black poor neighborhood. According to Thomas in the same interview, she had to fight to look like an intelligent girl, the practice of code switching is deeply explored in *The Hate U Give*. Starr is living between two worlds, as a result, she has to code switch her dialect when she is in Williamson school and in Garden Heights. She uses code switching to feel secure. Bradyn Wood emphasizes in the article entitled “Code Switching and the Youth of America” that Starr feels the need to code switch to escape judgment and the feeling of being inferior. A specific example of code switching is the vocabulary of the main character which depends on the situation she is in (Bradyn). The expressions “’gonna”, “Ai’ght”, “k”, “ain’t” and others are used when Starr is around the Garden Heights which are very popular and common language among the Africans. However, these expressions are not used by Starr when she is in Williamson School because she makes sure to talk and act like her classmates in the white school. Another point why the African-American code switch is for their own protection, especially from the superiors (Peirce et al). In the novel, it appears when Starr recalls her talk with her daddy when she was child: “keep your hands visible. Don’t make any sudden moves. Only speak when they speak to you” (Thomas 20). Here, the father shows her how to react when she is in a suspicious place. The main reason why the main character Starr practices the code switching and speaks proper English is to make her reputation clean and not to look like a Ghetto girl “black angry girl”.

The protagonist of *the Hate U Give*, Starr Carter, is shown as a girl who is suffering to find herself in two worlds; the Williamson Prep school and the Garden Heights neighborhood. She has two opposite characters in two worlds but she does not want any of

these characters, she just wants to be herself. Being in the two worlds makes her feel that she needs to cope and code switch the dialect to feel secure and not to be under the judgment from either communities.

III.2. Starr after the Death of Khalil: Finding a Voice; Finding Justice

After the death of Starr's best friend Khalil, she is faced with police injustice. She has experienced and witnessed the death of her childhood friend. As the story continues, Starr struggles between her two worlds; the Williamson world and Garden Heights world. One week after the tragic event, the African-American community and all the Americans have heard in the news about Khalil's death. The news of the tragedy spread like wildfire. Media start to talk about Khalil, however, they have portrayed the story in which Khalil is presented as a drug dealer and a criminal. They did not mention that he was unarmed (Thomas 65). This opens Starr's eyes to the injustice that the police can cause for the black community. Leonard Moore, in the Article "Police Brutality in The United States", refers to the term "police brutality" as: "the unwarranted or excessive and often illegal use of force against civilians by U.S. police officers. Forms of police brutality have ranged from assault, beating ... and murder" (Moore par.1). As an authority, the police tend to use violence such as shooting, beating, illegal arrest and even they use verbal insults and racist expressions against the colored people especially the blacks when they are on duty.

Khalil's death has made an echo in the white school. They think Khalil's death is deserved and justified. They do not find it wrong for the police to kill unarmed person because the victim was a drug dealer, they do not see him as a normal young boy and an American citizen. Starr comments "The drug dealer. That's how they see him. It doesn't matter that he's suspected of doing it. "Drug dealer" is louder than "suspected" ever will be"(Thomas 70).

Starr is infuriated and she does not understand her white classmates' reaction towards the death of Khalil. The feeling of guilt has come out to the surface. She feels that she is betraying her black community by dating a white boyfriend, Chris, and having two white best friends Hailey, and Maya. She starts realizing that her white friends are different from her, they are white a different world. She questions herself if she is betraying them in the following words:

... it's like I suddenly really, *really* realized that Chris is white. Just like One-Fifteen. And I know, I'm sitting here next to my white best friend, but it's almost as if I'm giving Khalil, Daddy, Seven, and every other black guy in my life a big, loud "fuck you" by having a white boyfriend.

Chris didn't pull us over, he didn't shoot Khalil, but am I betraying who I am by dating him? I need to figure this out. (Thomas 66)

The main character is the sole witness of an unfortunate night. She struggles between two options; whether to testify in front of the grand jury or to stay silent and hide her identity as the witness of the crime. She is trying to find a solution to do what is right and to get the justice for Khalil's case. At this level, she also realizes that the black community and other colored communities were and are still suffering from police injustice and brutality. They cannot have an end to these acts no matter what they do to change and stop it. The following quote is a kind of affirmation between Starr and Seven:

"We want an immediate end to police brutality," I say, "and the murder of black people, other people of color, and oppressed people"

"Again."

“We want an immediate end to police brutality and the murder of black people, other people of color, and oppressed people.”

“And what did Brother Malcolm say is our objective?”

Seven and I could recite Malcolm X quotes by the time we were thirteen. Sekani hasn't gotten there yet.

“Complete freedom, justice, and equality,” I say, “by any means necessary.”

“Again.”

“Complete freedom, justice, and equality, by any means necessary.” (Thomas 199)

Khalil was not the first one who has been killed by the white police for doing nothing wrong. He is not the first African-American victim of injustice from the system. The blacks become the victims of the police brutality because they see them as the source of committing the crimes and they (police) gave the right to themselves to do whatever they want such as: illegal arrest and unexplained killing. “The Police Violence Against Afro-descendants in the United States” work indicates that police excessive use of force against African-Americans is a long standing issue in the United States, reports indicate that police officers kill about 1000 people and wound more than 50,000 each year on average (60-1). It is important to highlight the effect of police injustice on the Afro-Americans. It affects the mental and physical health of blacks. Some African-American die and others are traumatized because of the inappropriate use of force. Khalil Harris, in *The Hate U Give*, represents one of the black young man who loses his life due to police brutality. Trauma is an example of the mental impact of the police unjustifiable use of the force has on African Americans. As it is cited in the journal article entitled “Other Worlds Represented in Angie Thomas’s *The Hate U Give*”: “Race-related trauma is the spiritual, psychological, and physiological devastation

African-Americans experience following ... aggressive encroachment of oppression and white supremacy” (Jones 52). Some of the Afro-Americans after they face the abuse by the police, they go through some serious mental issues namely in the form of trauma.

In the novel, the main character was affected by the police brutality. After the death of Khalil, she could not trust her two friends anymore. (it is shown in the first section). She has also suffered from a trauma; when she suppresses the murder of her childhood Natasha. This has happened when Starr chooses the silent treatment in the sense of hiding her identity. The African American community has always been suspected of crimes and drugs. The members of the black society face the excessive use of force by the U.S authority which may lead to different results. The effect may be mentally or physically. This tragic phenomenon leads to end the life of the some of them and cause a trauma to others. It is rooted deeply in the society that black people have to endure in their ordinary life.

III.3. Overcoming Racism: A Message of Hope in Angie Thomas’s *The Hate U Give*

Angie Thomas as an African-American writer wants to make the change in the society. Everyone has his\her way to change things and she finds it through something she loves which is writing. Hundreds of the blacks are killed and get injured by the U.S. police force without any specific reason only because they are different; they are blacks a different race from theirs. She speaks up about racism and injustice in her community through a short story at first which develops to what is known now as *The Hate U Give*. She makes her voice out to the world through the novel.

Critical Race Theory stresses the importance of using the voice to speak up for change by the minorities. This idea goes under the name” the voice of color”. Richard Delgado and Jean Stenfancic, in their book, *Critical Race Theory: An Introduction*, point the difficulty of being a minor. The writers and thinkers are the voice of their minor groups, they use their voices to reveal the truth in the society (22). Moreover, humans are born free, they use their

words to show their freedom and get their rights. This point is further discussed by Suriyan Panalay in the book, *Racism in Contemporary African American Children's and Young Adult Literature*, as follow: “[T]he ability to speak and write about race and racism, as outlined in CRT, is learned through the experience of racial oppression by those who have lived that reality, suggesting that Voice of Color is in fact socially acquired, not biologically inherited” (39-40). The voice of color is considered an effective medium that should be used by members of the oppressed group to talk about racism in the hope of making their own survival in the racist society. In the novel, *The Hate U Give*, the last tenet of Critical Race Theory has been presented through the struggle of Starr to find herself using her voice.

Starr finds herself in dilemma as she is the only witness of Khalil's death. She is in between whether or not to be in the front and get the justice for Khalil. At the beginning, she is not committed to be publicly known as the witness for her safety and privacy. She is afraid about her image; she is only known as “a sixteen-years- old black female witness”. On the day of Khalil's funeral, she realizes that the police do not have the intention to arrest the cop who is responsible for Khalil's death. In addition to that, her community know that he was unarmed and they do not want people to know that. These events in the funeral do not make her brave enough to reveal herself and go to the march and protest. Ms. O'frah offers to represent her but she refuses: “huh? I'm not sure I'll ever be ready for the shit that's about to happen” (Thomas 84).

However, all Starr's doubts and plans starts falling down when she gets mad of her white friends because they go to protest for Khalil only to miss classes. She drops all the lines that she draws for her image in Williamson Prep school.” All my Williamson rules go out the door, and Starr from Garden Heights shows up” (Thomas 113). She also gets furious because her friend, Hailey, as ruined the protest because her friend sees it as a way to escape classes and she still sees Khalil a drug dealer. Starr makes her own decision and she decides not to

join the protest. She stands up for her decisions for first time in her life and chooses not to follow others in her school who do not care about Khalil, they care only to have a day off.

The change starts to take place in the story. Starr begins to make things in order to help Khalil in his grave. She starts from what she loves to do “Tumblr”, she starts a new blog to let people know who is the real Khalil under the name “The Khalil I Know”. This way is known among the black community. P. Stephy Monisha asserts that “[o]ne of the rebelling mechanisms employed by African Americans is voicing out their opinion through social media by using hashtags like #blacklivesmatter, #sayhername, #nojusticenopeace, #icantbreathe” (3994). In the novel, Starr posts their pictures together to have fair and another version of what has been portrayed by the media in which they focus on the drug dealer boy. Her aim behind “The Khalil I Know” is to alter the image of her best friend in the eyes of others: “I know it’s not the same as getting on the news... but I hope it helps” (127). She wants to show that Khalil is not just a drug dealer, he is more than that; at least a human who got killed for no reason. Until now, her identity is still secret to the public.

Each story has different voices and sides. The minorities tend to tell their own stories to transmit their suffering to the world. However, the majority member also tends to tell stories from the white perspective. This latter is called the majoritarian or counter story which accentuates the privilege of whites at the expense of other groups. In this regard, Bryson Bethany explains a majoritarian story “as meritocratic in nature, explaining the success and failure at the individual level while ignoring structural barriers and challenges faced by those marginalized by racism and other intersecting-isms” (qtd. in GerDonna24). *The Hate U Give*, this point is presented when One’s fifteen father (the police officer) is going to have an interview in the national program news.

After the opening of the blog, Starr and her family accept to meet Ms. O’frah, an activist for blacks’ rights and a member in “Just Us For Justice”. As a reaction to the father’s

interview, Starr is going to tell their side of the story in order to recapitulate the truth that Khalil is innocent. In the meeting, she realizes that Khalil's life matter, Natasha's life also mattered and all the black lives matter. Natasha is a child friend of her who got murdered in the street and the police did not catch the criminal. As a result, Starr accepts to be in the news and Ms. O'rah as a representative to help her voice gets heard without publishing her identity.

Starr continues with her actions. She does an interview for the national program news. Her identity is still unknown while she tells her side of the story. She corrects the false information that is given by the police's father; she gives the truth about who is Khalil and what exactly happened in the day of the crime. Starr sees the interview as "her way to fight, not caring who she hurts if she gets hurt"(179).

Starr realizes that to make your voice heard is a tough responsibility. Starr is struggling. After the interview, she has still to go to the grand jury to testify. She fights her own feeling inside the room, she feels the same emotions in that night whenever she speaks in the name of Khalil in front of the jurors. She feels like this: "The un-brave part of me, which feels like most of me, shouts no. It wants to crawl up in a corner and act as if none of this ever happened. But all those people outside are praying for me. My parents are watching me. Khalil needs me" (Thomas 208). She still thinks that she is not brave enough as the people are describing her but she has to testify. Her courage comes from Khalil's memories, her family and her white boyfriend, Chris.

The jury come to a decision. The grand jury did not give Khalil the justice. They did not arrest the cop. According P. Stephy Monisha: "The most shocking but ironically the most truthful part of the novel is the judgment given by the jury. Despite all the efforts and pieces of evidence produced on behalf of Khalil the white cop is acquitted" (3994). This decision makes Starr enraged. Consequently, she goes out to protest against the decision. She defines who she is as the witness of the crime. She declares her identity to the world. She stands in

the front and shallows: “My name is Starr. I’m the one who saw what happened to Khalil,” I say into the bullhorn. “And it wasn’t right” (255). She uses her voice as a tool to get the justice for the case. She recognizes what truly her voice means. Her voice is her own weapon against any obstacles that are facing her or any member of her community. Starr takes a huge step in her journey.

These actions represent the development of Starr through the story. It makes some changes in her life. She is no longer living between her two worlds, the Williamson Starr and Garden Heights Starr no longer exist. She creates her identity through her voice. She has realized that her voice matters, her voice is the only way to regain the freedom, the equality and the justice for her and the black community (Thomas 136). She moves from the uncomfortable, un-brave and silent Starr to a totally new Starr. Her voice as a female black girl helped her to be the Starr she wants. The Starr who is brave enough to speak up, comfortable with herself; she accepts herself as she is and becomes an activist who stands for the justice for her best friend Khalil. The transformation in Starr’s personality leads to get the justice for Khalil through her actions and words. According to Barbara Gföllner, “Starr gives multiple facets of her best friend Khalil. She demonstrates his humanity and grievability” (48). the victory as black female activist means the victory of her community; she takes Khalil’s case as the black community’s case.

The Hate U Give shows the struggle of Black female girl, Starr Carter, in her two worlds. In this regard, Starr in the Garden Heights the black neighborhood and Williamson Prep White School. Through the struggle, Starr tries to get the justice to her best friend who suffered from police brutality. She represents the black community as the victim of the excessive use of illegal force by the U.S authority. Due to these conditions, the main protagonist finds the true herself, she transmits her fear and the un-brave side of her to a completely activist girl who looks for justice to Khalil and the Black community, *The Hate U*

Give is a young adult novel that supports the power of the black female women or girls when they use their voices as a tool to develop themselves through the main protagonist.

In conclusion, in the novel, *The Hate U Give*, the main character finds herself in a dilemma, in a sense, she finds herself between two worlds: the Garden Heights world and the Williamson Prep School world. she is fighting to find herself. In addition to that, Starr is affected by police injustice after the death of her best friend Khalil. In this regard, she stands for her own self and for justice for Khalil. She completely overcomes the struggles and gets the justice. She becomes a new Starr who uses her voice to bring the right of Khalil and the Black community as well.

Conclusion

Racism has always been a pervasive issue in the United States of America. It is unfortunate how this notion is encountered by different minorities on a daily basis. Many scholars and critics have tackled this issue for decades in order to analyze, discuss, and interpret solutions to reduce the effects of this problem. It goes under classifying people in accordance to their different backgrounds like: race, and ethnicity. In America, it was started as a trade to fill the needs of the workers then it develops to The Black Lives Matter movement in the beginning of 21st century. Many strategies were used by the superiors to discriminate the inferiors. Prejudice and discrimination are strategies that were used by the dominant group to judge and mistreat the non-dominant one. Scholars like: Benjamin Bowling, George M Fredrickson and Richard J Perry have discussed these strategies in their works. Indeed, literature as any other field, is full of writers who have tackled the racism as the main theme in their literary works like: Du Bois, Amiri Baraka, Toni Morrison and Zora Neal Huston. These literary works help to understand the issue and retell the stories from their own perspective. The interest did not stop here it goes further, it develops to a theory that studies the relationship race, racism and power known as Critical Race Theory.

Recently, new genre of literature has emerged. This genre depends on the age and gender of the readers' and the protagonists'. It is known as Young Adult Literature. Angie Thomas is one of the contemporary young adult writer who focuses on writing novels that have a view on the social life and the experience of the black community as the oppressed and her own experience with racism. Her debut novel, *The Hate U Give*, highlights racism as one of the fundamental themes. It tells the writer's experiences with racism throughout the perspective of the main character, Starr Carter. The novel invites the readers to contemplate on the experiences and the struggles of the black members when they are facing racism and police injustice through the voice of Starr Carter. in the present work, the theme is discussed

through the analysis of the four tenets of Critical Race Theory in order to shed light on the African American's unfortunate and tragic racist encounters in their everyday life.

Under these circumstances, Angie Thomas addresses the importance of fighting racism in the development of Starr Carter. The struggle to find justice pushes her to make her take actions that help in changing her life as well. Through finding her voice to defend her deceased friend, Khalil, Starr is also able to stand up for her own self. Her journey started with small steps by first writing blog posts to reveal the truth behind the murder of Khalil. She gathers her courage to testify in front of the jury even when she is afraid to speak up but she challenges herself and her fears. Then finally, she goes to protest after the murderer is not held accountable for his crime and is announced not guilty. She fights for Khalil's justice and in the same time for her own black community. She finally ends her dilemma and creates her identity through finding her voice. She has realized that her voice matters, her voice is the only way to reclaim the freedom, the equality and the justice for her and the black community. She realizes that all black life matters and the racists' acts should stop as soon as possible.

In conclusion, Angie Thomas succeeds in her novel *The Hate U Give*, to represent truly the suffering of the black community from oppression and racism. She uses the writing as a tool to speak up the truth and to raise the awareness of young readers about serious issues like: trauma, raping, sexual abuse, racism...etc. Fortunately, this research confirms that Angie's work *The Hate U Give*, provides a based on real life events representation of the Americans' combat against racism.

Works Cited

- Alba, Richard D, and Victor Nee. *Remaking the American Mainstream: Assimilation and Contemporary Immigration*. Cambridge, Mass; Harvard University Press, 2005.
- Bertens, Hans. *Literary Theory: The Basis*. Routledge, 2001.
- Bowling, Benjamin, and Coretta Phillips. *Racism, Crime and Justice*. Harlow; Longman, 2002.
- Brown, Susan, and Frank Bean. "Assimilation Models, Old and New: Explaining a Long Term Process." *Migration Policy Institute*, 1 Oct. 2006.
- Cart, Michael. "The Value of Young Adult Literature." *Young Adult Library Services Association (YALSA)*, American Library Association, Jan. 2008, www.ala.org/yalsa/guidelines/whitepapers/yalit.
- . *Young Adult Literature: From Romance to Realism*. American Library Association, 2010.
- Dashner, James. *Introducing Young Adult Literature (YAL) in the English as a Foreign Language (EFL) Classroom*. 2017, p. 1.
- Delgado, Richard, and Jean Stefancic. *Critical Race Theory: An Introduction*. New York University Press, 2001.
- . *Critical Race Theory: The Cutting Edge*. Temple University Press, 2013.
- Deuter, Margaret, and Jennifer Bradbery. *Oxford Advanced Learner's Dictionary*, 28 Jan. 2015.
- Ellis, GerDonna J. *Critical Race Theory and the Impact of Oppression Narratives on the Identity, Resilience, and Wellness of Students of Color*. May 2020.
- Feagin, Joe R. *Racist America: Roots, Current Realities, and Future Reparations: Remaking America with Anti-Racist Strategies*. Routledge, 2000.

- Fernandez, Jose. "Historical Subjectivity and the Revolutionary Archetype in Amiri Baraka's the Slave and Luis Valdez's Bandido!" *The Journal of American Drama and Theater*, vol. 29, 2017.
- Fishbein, Harold D. *Peer Prejudice and Discrimination the Origins of Prejudice*. Mahwah Laurence Erlbaum Associates, Inc, 2002.
- Fredrickson, George M. *Racism: A Short History*. 2002. Princeton University Press, 2015.
- Gföllner, Barbara. *The Hate They Give: Black Lives Matter in Contemporary Young Adult Literature*". 2018, p. 48.
- Gooding-Williams, Robert. "W.E.B. Du Bois." *Plato.stanford.edu*, 13 Sept. 2017, plato.stanford.edu/archives/spr2020/entries/Dubois/.
- Levin, Adam. "Finding the Historical Narrative in Angie Thomas's the Hate U Give." *English Studies in Africa*, vol. 63, no. 1, 2 Jan. 2020, pp. 148–166, 10.1080/00138398.2020.1780762. Accessed 16 Oct. 2020.
- Panlay, Suriyan. *Racism in Contemporary African American Children's and Young Adult Literature*. Cham Springer International Publishing, 2016.
- Perry, Richard. *Race and Racism: The Development of Modern Racism in America*. Palgrave Macmillan, 2016.
- Richard, Alba. *Why We Still Need a Theory of Mainstream Assimilation*. Vol. 60, 1 Jan. 2008. *research gate*.
- the Inter-American Commission on Human Rights. *African Americans, Police Use of Force , and Human Rights In The United States*. 2018.
- Thomas, Angie. "An Interview with Author Angie Thomas." *Frankie*, 28 Dec. 2018.
- . "Angie Thomas, Author of the Hate U Give: 'Books Play a Huge Part in Resistance.'" *The.guardian.com*, 27 Jan. 2019.

---. *Angie Thomas: The Debut Novelist Who Turned Racism and Police Violence into a Bestseller*. 26 Mar. 2017.

Thomas, Angie. *The Hate U Give*. Balzer & Bray/HarperTeen, 2017.

---. "The Hate U Give" Explores Racism and Police Violence." *Npr.org*, 26 Feb. 2017.

Thomas, Angie, and Ahmadi Arvin. "*The Hate U Give*" Author Interviews Arvin Ahmadi about Creating More Diverse Characters. 3 Aug. 2017.

Toth Bucher, Katherine, and Kaavonia Hinton. *Young Adult Literature: Exploration, Evaluation, and Appreciation*. Pearson, 2014.

Warga, Jasmine. *My Heart and Other Black Holes*. HarperCollins publishers, 2016.

---. *My Heart and Other Black Holes*. HarperCollins publishers, 2016.

Al-Hibri, A. Y. Is western patriarchal feminism good for third world/ minority women? In Cohen, Joshua, Matthew Howard, and Martha C. Nussbaum, eds. *Is multiculturalism bad for women?* (pp.41-46). Princeton University Press, 1999.

Pierce, Chris Manning, Sally, and Melissa Lucken. 12.5-.1 Sample 1. Lansing Community College, 12 Aug. 2020, <https://human.libretexts.org/@go/page/50419>.

Pierce, Chris Manning, Sally, and Melissa Lucken. 12.5-.2 Sample 2. Lansing Community College, 12 Aug. 2020, <https://human.libretexts.org/@go/page/50420>.

Moore, Leonard. "Police brutality in the United States". *Encyclopedia Britannica*, 27 Jul. 2020, <https://www.britannica.com/topic/Police-Brutality-in-the-United-States-2064580>. Accessed 14 September 2021.

Norwood, Arlisha. "Zora Hurston." National Women's History Museum. National Women's History Museum, 2017.

Bowman, Lorenzo; Rocco, Tonette S.; Peterson, Elizabeth; and Adker, Willene A. (2009). "Utilizing the Lens of Critical Race Theory to Analyze Stories of Race," Adult Education Research Conference.

الملخص

يتناول هذا البحث موضوع العنصرية في رواية أنجي توماس، "الكراهية التي تعطي". تكشف رواية "الكراهية التي تعطي" كيف يتعرض الأفارقة الأمريكيون إلى أعمال عنصرية مختلفة حتى الآن. في الواقع، توماس تناولت حادث موت رجل اسود أوسكار غرانت على يد الشرطة. وتسعى هذه الدراسة إلى كشف عنف الشرطة تجاه السود فضلا عن تبيان كيف أن الأدب يلعب دورا فعالا في المقاومة. واتباع نظرية العرق النقدي والمقاربة التحليلية، تحقق الدراسة في مختلف المشاهد العنصرية التي صورت في الرواية والتي تخاطب بشكل رئيسي القراء الشباب من خلال توظيف أربعة مبادئ للنظرية. وهذه المبادئ هي: كل يوم العنصرية ; العنصرية المتفرقة و البناء الاجتماعي و صوت الألوان . كما تلقي هذه المذكرة الضوء على تحول الشخصية الرئيسية ستار كارتر بمعنى أنها تسلط الضوء على التحول في شخصية بطل الرواية عندما تستخدم صوتها كأداة للقتال والتغلب على معضلتها و ضد ظلم الشرطة في المجتمع الأمريكي. تسعى هذه الدراسة إلى إظهار كيف تتطور ستار من فتاة غير واثقة، التي لا صوت لها، غير شجاعة إلى ستار جديدة الواثقة والشجاعة. وأخيرا تكشف هذه المذكرة دور أدب الشباب من البالغين في التوعية ببعض الحياة الحقيقية والمواضيع الحساسة مثل العنصرية بين جمهور هذا النوع في محاولة لإنهاء التمييز ضد الأشخاص من أعراق أخرى.

Résumé

Le présent travail examine le thème du racisme dans "la haine que tu donnes" explore comment les Africains Américains sont soumis à différents actes racistes même maintenant. En fait, Thomas a écrit ce travail en raison de la mort d'Oscar Grant entre autres par les mains de la police. Cette étude cherche à révéler la violence policière envers les noirs ainsi qu'à montrer comment la littérature joue un rôle déterminant dans la résistance. En suivant la théorie critique de la race et l'approche analytique. L'étude enquête sur les différentes scènes racistes peintes dans le roman qui s'adressent principalement aux jeunes lecteurs en utilisant quatre principes de la théorie. Ces principes sont: le racisme au quotidien, racialisation différentielle, la construction sociale et la voix de la couleur. De plus la présente thèse met en lumière la transformation du personnage principal Starr Carter. Dans un sens, elle met en évidence le changement de caractère protagoniste lorsqu'elle utilise sa voix comme un outil pour lutter et surmonter son propre dilemme et contre l'injustice policière Américaine.

Cette étude cherche à montrer comment Starr se développe à partir de la non-confiance, fille sans voix et non courageuse à une nouvelle Starr confiante et courageuse.

Enfin, cette thèse explore le rôle de la littérature des jeunes adultes pour sensibiliser le public à certains sujets réels et sensibles comme le racisme afin de tenter de mettre fin à la discrimination contre les personnes d'autres races.