

# CHAPTER I

## INTRODUCTION

### 1.1. Background of the Study

“Racism is an ideology of racial domination” (Wilson, 1999:14). In other words, it means that racism systems encompass economic, political, social, and cultural actions, as well believes that institutionalize and perpetuate an unequal distribution of privileges, resources, and power between white people and people of Color. This system is historic, normalized, taken for the grant, deeply embedded, and works to the benefit of whites and to the disadvantage of people of color (Hilliard, 1992). Among social scientists, the race is generally understood as a social construction. Biologically, physical differences such as skin color do not have a relationship with ability or behavior in groups, but racial differences still have extraordinary significance in structuring social reality.

Racism involves white people and black people. People do discriminate towards white people or another people who have black skin because of their skin; this qualifies as racism according to the definition because people who have black skin cannot make another people accept their existence. History provides us with a long record of white people holding and using power and privilege over people of black skin to conquer them so that their existence always stay under white people (Paula Rothenberg Defining Racism and Sexism).

In (Sherwood, 2001) previous publication, until the mid-nineteenth century, attitudes to black peoples were fluid, with racist ideology perhaps mainly confined to those making their fortunes in the trade in enslaved Africans and from the labor of these men, women, and children on plantations in the Americas and West Indies. Racist has known a long ago; it happened and spread out since ago and until now. Yet from the 1840s, racist ideology deliberately promulgated in Britain. It was spread by all possible means, including popular culture, the media, the churches and missionaries, the

education system and spokespeople from all walks of life, as well as by the burgeoning 'scientific' and imperialist associations (MacKenzie, 1986). Racist ideologies were long lasting and framed discussion and policies relating to 'race' and 'race relations' in the post-war period. Black people and Asians that entered Britain in large numbers from the 1950s onwards suffered the social, cultural, political and economic effect of this racism, which had their origin in the mid-nineteenth century onwards.

Bring up racism reflected in material object of this research, *Colour Blind* novel by Catherine Cookson showed the story of the child of mixed parentage being brought up in Newcastle, England and the struggles and prejudices she has to endure. The story opens before the main character is born. It is 1915 in Newcastle, England - the coal capital of the world. Bridget McQueen has sent a letter home to her parents to say that she will be coming to tea that afternoon to introduce her new husband to the family. Bridget's brother, Matt, is angry that his sister has married before the family has met her husband. When Bridget arrives, the family are in a state of shock to find that Bridget's husband is black. The family is still reeling from the shock when it is discovered that Bridget did not get married in a Catholic Church and that she is pregnant with James's child.

Matt is the evil character in the book. None of the family want the child to be born. Bridget's mother tries to get a local midwife to attend the birth, so that should the baby not be white, it can be killed. Rosa Angela is born. Then, Rose grows up and goes to school, where she has to suffer prejudiced behavior from both pupils and teachers alike. Her Uncle Matt is always threatening her and being verbally abusive. Her life is a misery. One day, one of the girls tell her she will not go to heaven because heaven is for whites only. Rose goes to see the local church to ask the priest if this is so, he says, no, God is colour blind.

The researcher chooses *Colour Blind* as the object of the research based on some reasons. First, this researcher is interested to analyze of literature. *Colour Blind* is inspiring because this novel gives some moral value, which can be our lesson in life and has an interesting literary value to discuss. This novel does not only tells about an unwanted child in their parent's family because of skin color but also about racism, discrimination and destroy in the family.

Second, this novel is a real story life, the characters in this book are fictitious and this book does not relate to any living person. The setting of the place is in Tyneside, there are any several actual place-names used in this novel, with the fifteen names of streets like Casey's Wharf, and other parts of Holborn are imaginary.

The last reason is the researcher wants to share about social justice which is happened in 1968 especially racism in Britain as depicted in this novel.

The researcher will analyze *Colour Blind* novel on the issue of racism by using Critical Race Theory. The title composed is "Racism Reflected In *Colour Blind* Novel (1968) By Catherine Cookson: Critical Race Theory."

## **1.2. Problem Statement**

Based on the background of the study the researcher is intend to analyze several problems of Racism Reflected in *Colour Blind* Novel (1968): Critical Race Theory such as:

1. What are the indicators of racism in *Colour Blind* novel?
2. How does racism occurred in *Colour Blind* novel?
3. Why is racism specifically addressed by the author in the work of *Colour Blind* novel?

### **1.3. Objectives of the Study**

Conducting the research, the researcher formulates the objectives of the study as Follows:

1. To identify the indicators of racism in *Colour Blind* novel based on Critical Race Theory.
2. To describe how social status is occurred in *Colour Blind* based on Critical Race Theory.
3. To reveal the underlying reasons why the author in the work of *Colour Blind* novel specifically addresses racism.

### **1.4. Limitation of the Study**

In this study, the writer focuses on the analysis of Racism Reflected In *Colour Blind* Novel (1968) by Catherine Cookson based on Critical Race Theory. The researcher takes three part to analyze, the first is about the indicators of racism, the second is social status is occurred, and the third is the reason why the author specifically addresses racism.

### **1.5. The Benefit of the Study**

By analyzing *Colour Blind* novel by Catherine Cookson, there are two benefits:

#### **1. Theoretical Benefit**

This study gives contribution especially of literary studies on *Colour Blind* novel. This study also contributes in adding knowledge to readers about racism reflected from the novel.

#### **2. Practical Benefit**

This research will help other researchers to improve their knowledge based on sentence structure. Besides, this research also give the additional knowledge in the field of literature as a reference for other researcher in analyzing with different perspective.