

The stereotypical racial discursive representation of blacks: a critical discourse analysis of *The Hate U Give* by Angie Thomas

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Abstract

This research attempts to analyse discursive and ideological strategies used by the narrator to highlight the representation of black in the novel *The Hate U Give*. The narrator describes, how have blacks been suppressed and prey of white autocracy. The subsequent stereotyped racial discrimination resulted in a great imbalance in the social order because only blacks were the recipient of most of the consequences and disparities. It caused chaos in shape of protests and brutal killing of blacks at the hands of white cops. The whites constructed ideology propagate blacks as savages and radicals. The data has been scrutinized for white's ideological unconscious fabricated attitudes towards blacks through Norman Fairclough's Critical Discourse Analysis. The researcher has adopted Critical Race Theory of Richard Delgado and Jean Stefancic (2001) and also Martinez (2014) as a theoretical and analytical framework which strengthen the analysis of negative representation of blacks in different discourses. The research has pointed discursive represented tools and whites' idea about the differences among black and white race. It gives us how law, media reporters, police and other institutes work against black race and how they are exploited and discriminated in every walk of life just because of their black colour.

Keywords: suppression of blacks, racial exploitation of blacks, stereotyping, discursive tools, representation of blacks, white autocracy, racial discrimination.

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1. Introduction

Race is a difference in a physical appearance, but racism is actually ideologies which are constructed by a superior class about an inferior class. The superior class has all the opportunities, privileges, and resources from which the inferior is deprived. Racism is an inequality among superior and inferior class, and this is called racial discrimination between them. There are social groups based on racist's ideologies based on self-schema which are characterized as membership devices such as race, colour and nationality, activities as oppression, suppression and discrimination of minority group, goals of racist class considered to be of lower value (priority given to non-racist group) are rooted in these social groups. These Racist's ideologies and racist groups give way to social representations and prejudices. The stances and instances can be found as negative attitudes in various social domains alike, housing, welfare, education, and immigration.

1.1. Critical discourse analysis

Paltridge (2006) suggested that there are some hidden meanings in the text which is not able for us to see within one glance so the critical approach to discourse help us to find out those veiled meaning from the text. Discourse is socially erected, and it is politically, socially, economically, and racially loaded so critically discourse analysis describes and analyses specific discourse and elucidates the way that particular discourse is used, its implication and its background knowledge. Critical discourse analysis brings us from the apparent level of a text to the profounder meaning of it and shows us why the text is as it is and what is the main purpose of it. It shows the relationship between the discourse and society and describes and interprets as well as provide explanations for this relationship. (Fairclough, 1989) Suggests that CDA deals discourse as text as a social practice and as a discursive practice and pick out context of a language and use to be crucial for discourse studies. He gives three-dimensional model for CDA which includes description, interpretation, and explanation for a text analysis.

1.2. Discursive racial discrimination

Jasmine (2019) said that racism is actually differences in physical appearances among the people and this difference is based on skin, hair and eye colours. If there are no differences in attitude and behaviour but there are differences in physique, so they are called racist. These differences among the people are socially constructed. The concept of race in western countries developed in seventeenth and eighteenth century because of European colonist and the spreading of capitalist. European scientist like Carl Linnaeus (zoologist) categorizes people in to four races and assigned their characteristic. For example, he considered Europeans as a white, American as a bull-headed, and Asiatic as an arrogant and African as black and negligence. The race distinction which was made during seventeenth and eighteenth century were changing with the passage of time. For example, the fair skinned Europeans immigrants were not considered as white. In the same way Irish immigrants were discriminated by Anglo Saxon protestant and treated as black.

Race is a difference in physical appearance, but racism is ideologies which are constructed by a superior class about an inferior class. The superior class has all the opportunities, privileges, and resources from which the inferior is deprived. Racism is an inequality among superior and inferior class, and this is called racial discrimination between them.

Before the sixteenth century the scientist, intellectual and religious people hold the concept of race. They used biological theories to define race and considered all non-Europeans as inferior. The religious scholar used religion as a medium to define the superiority of Europe. With the advent of sixteenth century the Europe was in American, and they wanted to destroy their culture and government system. So, they made the American as a slave. They were exposed to the extensive physical violence. All those who migrated to United States were considered to be an inferior race. For example, the Chinese were immigrated to united nation, so they were supposed to give less money for work than other non-European people and they were exposed to fatal works in late 19th century. the emergence of sociology as a scientific discipline of society with the same time of the abolition of slavery in Europe.

The French philosopher Aguste Comte's work took place in universities and for the first time the racism was studied as object of inquiry among the sociologists. W. E. B. Debois studied racism and provided a statistical analysis of the race inequality particularly related to black American. During 20th century the failure of the institutionalization of Jim Crow racism after civil war the sociologist studied racism from the point of view of black people. In the mid of 20th century, the confluence of holocaust with the rapid development in the civil rights the sociologist gave much more attention to the racial discrimination and criticized ethno-nationalist, ideologist, imperialist, and fascist and started study of social and psychological circumstances underlying these condition. During that time the sociologist asked different questions through questioner or survey about racism to find out individual behaviour, but these sociologists were reluctant to enter and speak on the white people role against in the oppression of black people.

According to sociologist after the civil rights movement there was decline in the racist attitude of white people towards black people. For example, in 1940's, forty percent of the racial equality was increased and it is increased more than ninety percent till 1980. It was the decline in racial inequality. This is what the social acceptability among black and white this was data which they collected through questionnaire and survey. But here racism took a new shape when white people still considered black as a cause of problem for white people's society because the white believe on the western liberal democratic principles like individualism, equality and egalitarianism etc. But the black were trying to violate it. The way the white accepted black and provided them opportunities just for the affirmative action. But some interview and critical discourse analysis show that racial attitude towards black was still present among white. It is more cleared through psychological test taken by Mahzarin Banaji and his colleague. They worked upon the unconscious of a person and find out that the individual assimilated positive words for white and negative words for black.

Most sociologist studied racism on the post-civil rights era (1970-2000) and they more focus on the debating and explaining the certain form of racism and hold a belief that racism weather overt or covert is basic feature of society. The sociologists claimed that the overt racism did not disappear in the post-civil rights era and they provided several explanations for this rejuvenation and racial discriminations and racial inequality. It includes

- A. The change in the attitude of people toward racism in Europe and united nation.
- B. The implementation of boundaries among white and marginalized group.
- C. Sudden upward movement in the economy among white people.

There were rise in the white supremacy in the United States and Britain. And this supremacy gave rise to the economic inequality among white and marginalized group.

1.3. Racist ideologies

Dijk (2000) Suggested ideologies which are based on the racism is not ill define but these ideologies clarify the differences between white and black people or racist and non-racist group and these differences are highly problematic. The ideological self-schema is problematic because it is characterized as: Ideologies can differentiate people on the basis of colour, race and nationality. For example, we the white people and we the Dutch people. The activities of both racist and non-racist are different, and it is because of ideologies constructs activities and practices. On the basis of such ideologies minority groups are suppressed, oppressed, considers other, different and inferior.

The goal of racist class is to be considered lower than non-racist class because non-racist people considered themselves pure and gave priority to their own self than racist group. Non-racist considered themselves superior and dominance over racist people and all the recourses and privileges are given to white people because of their ideologies of position. Racist ideologies give ways to other social representation that is racist attitude and prejudice, and they are negative belief in a various social domain like housing, welfare, work, education etc.

1.4. Critical Race Theory

In 1989 after the failure of Critical legal studies (CLS) because the scholar of this group didn't acknowledge that how the race is the main component to the system of law being challenged, so a number of lawyers leave CLS and started Critical Race Theory (CRT). It was first dispersed in the US law school and centred on the imbalance power and mingling together the problem of power, race and racism. The co-founding member of this group Mari Matsuda defines CRT as: "The work of progressive legal scholars of colour who are attempting to develop a jurisprudence that accounts for the role of racism in American law and that work towards the elimination of racism as part of a larger goal of eliminating all forms of subordination" (Cited in Delgado & Stefincic, 2001). The main figure of this group like Richard Delgado, Derrick Bell and Kimberlee Crenshaw suggested the concept of colour blind and said that the racial differences must be ignored and the equality and normalcy must be maintained in all institutionalized injustice to racial minority.

Martinez (2014) argued that in 1989 after the failure of Critical legal studies (CLS) CRT developed in its response because they were not able to recognize the important component, race, in the system of law so much of scholar left CLS and started critical race theory (CRT) for the rights of black race. After circulating in the US law's schools its attention was fastened to the imbalance power and welding together the problem of power, race and racism the scholar of black people who were creating a body of law for the role of racism in American law and worked toward the annihilation of racism and all form of discrimination.

The main figure of this group like Richard Delgado, Derrick Bell and Kimberlee Crenshaw suggested the concept of colour blind and said that the racial differences must be ignored and the equality and normalcy must be maintain in all institutionalized injustice to racial minority. The CRT developed from the experience of students and teacher in the US law school because

they had experiences of failing CLS and liberal civil rights ideologies in the constructive role in the racial ideologies in the American cultural institutions.

The earliest moment in the development of CRT in 1981 when the student revolted, boycotted and making an organization of course on race and law in Harvard law school because this course was organized in the reaction to white Harvard administrations who refused to hire another black teacher after Derrick Bell who left Harvard school at 1980. Derrick Bell developed a racial politics as organized concept of scholarly study. His work *Race, Racism and American law* is considered to be the earliest development of CRT. This course focused on the American law through the lenses of race. The earliest notion united the CRT's scholar, addressed the law treatment of race from critical perspective. This course challenged the liberal notions of what course is enough to include in the stander curriculum and this provided an opportunity to CRT scholar to share their own point of view. The CRT exposed how the law constructed race and shaped the race relation across the social plane. (Also cited in Delgado & Stefinc, 2001)

Martinez (2014) argued that racism is the crucial component in US society. Delgado & Stefinc, 2001 said that racism is an implanted element of our society and it is ingrained in such a way that it seems natural to a person. Tylor suggested that the superiority of whites are so enrooted in our educational, political and legal structure that it encompasses all so it can't be easily recognized by people (cited in Martinez, A. Y, 2014). Derrick Bell discussed racism that racism is the permanent and central not fleeting and periphery in the lives of white and black people but black have an experiences of it because they are living under such system of oppression and racism.

The second concept of CRT is that the white people didn't accept the harsh realities of black people so CRT should developed such a methodologies of writing stories in which they should tell the experiences of black people and should provide the way in which the people of colour should challenge the current myth and should prepare minorities' people the black people should write against the one-sided story of superior white people. CRT believed that social structure is dynamic not a static one it was created by white people through words and stories so the black should also produce and recreate the social system and structure. The third idea of CRT is to end up all sort of discriminations and should challenge the claim of race brutality, equal opportunities, objectivity, colour blindness and merit. He argued that the radicalized ideologies act as the power, self-interest and privilege for white people of US. According to Derrick bell the white people bear the advantages of black only when it is in the favours of white people. The task of challenging the current ideologies is a huge task so the CRT put this task in interdisciplinary approach like law, sociologies, education etc.

1.4.1. Principles of Critical Race Theory

Richard Delgado & Jean Stefanic (2001) suggested that the first principle of CRT is that racism is an ordinary which means it is tough to cure so the concept of equality and colour blindness must put in rules and this is the only solution for the eradication of all form of discrimination of black people. The system of white is dominant over black both physically and materially so the second tenet of CRT is called material determinism. The white people just enhance their interest of material though the hard work of black and there is less incentive in society to eradicate such evils so the CRT should work for it.

The third principle of CRT is that racism is a social product, and it is invented inside society. It is not biologically, inherent, and fixed but it is created inside society and then manipulated. In society people have common origin and shares physical features like skin colour, physique, and hair although in the same society there are dwarf, more intelligent, less intelligent and other moral behaviour people which society ignored and instead of such difference society created race and gave them pseudo permanent character and this the main subject of CRT. The final theme of CRT is the unique voice of colour that minority should talk about race and racism. The movement of legal storytelling urges black to write and share their own experiences about racism and the legal system to apply their own unique perspective to assess law's master narratives.

a. The ambiguity of language

A person always come across with a puzzling situation which he thought that what other said because people do not always deliver what they want to deliver and do not always explore what they want to explore. A person does not completely expose himself or herself because language itself do not explain each and everything and it creates ambiguity so this ambiguity is cleared through unconscious thinking of a person and also by paralinguistic qualities.

b. Social context

A language ambiguity is clarified through social context. No one easily says that what other said without reference to the context because it is background knowledge with both the speaker and listeners.

c. Social identity

Language clarifies the identity of a person weather they are fiends, father and children and teacher and students.

d. Modes

The identity which enacted by a person is not fully achieved through language. There is a need of other language that is facial expression, gesture and body language. The person may have one type of expression with father while another type of expression with friends.

2. Critical discourse analysis

Paltridge, B. (2006) argued that there are some hidden meanings in the text which is not visible to us so critical discourse analysis is an approach which helping us to probe down the text and find it out. Discourse is a socially constructed and socially, economically, racially and politically loaded. So CDA describes and analyse these discourses and find out its implication, purpose and background knowledge of it. It is actually showing the relationship between the use of language with social context. CDA explores the ideologies, culture difference, gender, ethnicity and identity and shows how they are constructed and visible in a text. CDA also examines the political and social issue in a text. Ideologies are constructed through discourse and these ideologies are sometime the shared background knowledge of a person. CDA not only analysed these discourse but also provided explanation for it.

2.1. CDA on text, sentence, and word level

CDA focused how the text is presented through different perspective of a writer or speaker. It focused on contents which are emphasized on text level. And it's also works on an assumption, shared background knowledge and attitude of the speaker or writer. On sentence level CDA focused on content in sentence level and also focused on the concept which is used in sentence and also on why it is used? And what is it about? On words level CDA focused on words connotation. It analysed whether words are formally used or informally. It also concerned with the choice of words may have the same attitude of author for reader or not. In simple words CDA brings us from the surface level of text to a deeper meaning of it and shows why a text is as it is and what main purpose of it is.

Winted (2018) describes that *The Hate U Give* is a novel about the black people who is considered as other because of their skin colour. In the novel the Star who has placed on the two plain of word that is Garden height (a black people community) and a Williamson (a white people school). In Williamson she always tries to change her mannerism because she wanted to avoid of being called other. One night she was returning from party with her childhood friend Khalil so police stopped then and killed Khalil without any reason. Then Star Cater stood for his right and told the people that she was killed because of his black colour. She was not only stood for Khalil but for all those who was killed by the police as Khalil. She appeared to be as an epitome of justice in the novel *The Hate U Give*.

Yassini, I. (2018) argued that *The Hate U Give* is addressing a racial discrimination among black and white in which a young black girl with a racial identity struggles against racial discriminations. She exposed the racial issue in America such as police brutality, drugs trade, gang violence black lives matter movement. In *The Hate U Give* the young girl was living with her father Marvick, with her mother Lisa, her half-brother Seven and her little brother Sekani. This family portrayed the current racial issue in the novel. When her friend Khalil was killed by police at the beginning, she was silent but when she copes with the tragedy, she stood for him and also stood for the black people community to protect them.

3. Research methodology

For the analysis of the data the researcher chooses the Fairclough three dimensional CDA model. Through this model the researcher finds out how the white people discourse runs against black. The research of the critical discourse analyses are qualitative. And this studies qualitative in nature because of critical discourse analysis. There is no need of statistical data for the analysis of data. Logic and argument are the main tool for the analysis of data. The whole novel is studied logically and find out the data for analysis.

3.1. Fair Clough's Three Dimensional Model

Researcher chooses three dimensional model of Critical Discourse Analysis for the analysis of the text, this model has three categories because of it is called dimensions. First dimension of this model is called text. Text includes images, speech and script or all of three and this is called analysis at word level. The second dimension is called discursive practice which includes production or construction of the text. Here analysis takes place at text level and third dimension is called social practice and it is about standard of society here analysis takes place

at norms level. Norman Fairclough has presented ten questions for the analysis of the text in his book *Language and Power* (1989). Interpretation is the relationship between text and interaction. For the interpretation Norman Fairclough presented six major domains such as social context, intertextuality context, surface of utterance, meaning of utterance, local coherence and text, structure and used by researcher for interpretation. Explanation is the relationship between interaction and social context. For explanation researcher uses the social effects of discourse at three level of social organization that is social level, institutional level and situational level as described by Norman Fairclough. This model will be used by the researcher that how the racism is discursively represented in the novel. The Norman Fairclough model consists of three parts that is Description, Interpretation and Explanation.

3.1.1. Description

Description is the principal level of Fairclough's three dimensional analytical model. At this level the researcher retains his method more objective rather than subjective. The researcher has to ask from text at words, sentence and paragraph level these 10 question given below.

A. Vocabulary

I. What experiential values do words have?

What classification schemes are drawn upon?

Are there words which are ideologically contested?

Is there rewording or over wording used?

What ideologically significant meaning relations (synonymy, hyponymy, and antonym) are there between words?

II. What relational values do words have?

Do the data have euphemistic expressions?

Is there usage of formal or informal words?

III. What expressive values do words have?

IV. What metaphors are used?

B. Grammar

V. What experiential values do grammatical features have?

What types of process and participant predominate?

Is agency clear or not?

Are processes real what they seem?

Are nominalizations used if yes then what?

Does the discourse producer used sentences active or passive?

Are sentences positive or negative?

VI. What relational values do grammatical features have in the selected data?

What modes (declarative, grammatical question, imperative) are used?

Are there important features of relational modality?

Are the pronouns we and you used, and if so, how?

VII. What expressive values do grammatical features have?
Are there important features of expressive modality?

VIII. How are (simple) sentences linked together?
What logical connectors are used?
Are complex sentences characterized by coordination or/ subordination?
What means are used for referring inside and outside the text?

C. Textual structures

IX. What interactional conventions are used? Are there ways in which one participant controls the turns of others?

X. What larger-scale structures does the text have?

3.1.2. Interpretation and explanation

Interpretation is the analysis of text by the researcher from his own perspective which is called member resources (MR). Researcher has the right of freedom to interpret the data from their own perspective. According to Norman Fairclough three dimensional model Explanation is from two different points of view that is whether it is a part of social fight that altered social structure or it is because of power to sustain the current power discourse. A researcher will focus on the whole problem of the social setup that how the society deals with the problem under studies and how the problems effects the social structure of society or how the society brings changes for the problem.

3.2. Theoretical framework for data analysis

Critical race theory scholars wanted to end up all sorts of discrimination and brutality of whites upon blacks and tried to maintain equality among them. The CRT was developed in the response of not hiring black teacher in Harvard administration after Derek Bell at 1980. Derek Bell initiated a movement of black rights, which took the shape of a theory called critical race theory. They said that racism is an implanted element in our education, political and legal system which proved to be a superiority of white race upon black race and because of such thinking the whites did not even consider the black race lifestyle (cited in Delgado &Stefinic, 2001). So, CRT wanted to develop such a counter stories which should make a mindset of black that they should stand for their own rights and through this way the racial discrimination should end up and there should be an equal opportunities and equal rights.

4. Data analysis

4.1. Insignificance of black race life

In the paragraph the cop (one-fifteenth) stopped Khalil and Star and asked that where are they coming from and told Khalil to show his license then ordered him to get out from the car. When Khalil left his car, the cop pinned him against the back door without any reason.

The writer described his novel *The Hate U Give* in (2017).

Khalil hands the officer his papers and license. One-Fifteen looks over them. "Where are you two coming from tonight?" "Nunya," Khalil says, meaning none of your business. "What you pull me over for?" One-Fifteen yanks him by his arm and the officer barks at me. "Don't move!" I do what he tells me, but my hands are shaking too much to be still. (P.26)

A. Description

The nominated paragraph implies the application of Q: 1. Q: 2. Q: 3. Q: 5 Q: 6. Q: 7. Q: 8. And Q: 9.

Ideological loaded words: "officer", "men" (Q: 1)

Euphemistic expression: "What you pull me over for?" (Q: 2)

Informal word: "Bark" (Q: 2)

Expressive word: "none" "none of your business." (Q: 3)

Predominant of one participant: "where are you coming from?" "Get out from the car." (Q: 5)

Agency: "get out from the car" (Q: 5)

Imperative words: "Get out from the car", "hands on the dashboard", "don't move" (Q: 6)

Relational modality: "get out from the car", "hands on the dashboard" (Q: 6)

Pronoun: "you and I" (Q: 6)

Expressive modality: "where you are coming from?" (Q: 7)

Logical connector: "So, or" (Q: 8)

Means: "you", "yours", "him", and "his" (Q: 8)

Interactional conventional: "dialogue" (Q: 9)

Participant dominates other: "where you coming from?" (Interruption of officers.). "Get out the car." (Enforcing explicitness)

B. Interpretation and explanation

The word "officer" shows the superiority. Here it shows the superiority of white because Khalil is suffered in the hand of one-fifteenth (a white cop). He orders Khalil to show his license, get out from the car and then orders him to pull your hands up. The officer did it because of the racism. Khalil was a black and the officer harassed him and complete negate them by saying don't bark and Khalil and star did the same as officer ordered them because of superiority and it also shows the inferiority of black in a social set up. The harassment of black is done through words and physical torture like first officer asked questions from Kahlil and then treated him badly. Racism is implanted in their social set up in a way which seems natural to a person and because of it the people of colour are suffered a lot and even killed like cop stopped Khalil and harassed him because of his colour (Delgado & Stefancic, 2001).

This paragraph shows the extinguishing of the black life. Khalil was killed by a cop without any reason then left his body in a street like a thing for exhibition. Police told the crowd to leave and search out his car rather than to give attention to Khalil. Khalil laid on earth with open eyes, open mouth and uncover body.

Angie Thomas (2017) says:

"Khalil doesn't move. He doesn't utter a word. He doesn't even look at me. His body stiffens, and he's gone..... Khalil doesn't move. He doesn't utter a word. He doesn't even look at me. His body stiffens, and he's gone. I hope he sees God. Someone else screams. I blink through

my tears. Officer One-Fifteen yells at me, pointing the same gun he killed my friend with. I put my hands up” (pp. 28-29).

A. Description

The designated portion specifies the usage of Q:1, Q:2, Q:3, Q:5, Q:6, Q:8, Q:9.

Ideologically Loaded words: “God”, “Office”, “Exhibit”, “Cops”, “Killed”, “Brush” (Q:1)

Synonyms: “cops”, “police”. (Q: 1)

Euphemistic words: “I try to tell them to stop,” “please cover his body,” “please close his eye,” “please close his mouth,” “get away from his car.” (Q: 2)

Informal words: “shit.” (Q: 2)

Formal words: “please.” (Q: 2)

Expressive value: “He doesn’t utter a words,” “He doesn’t look at me,” “His body stiffen,” “He has gone,” “please cover his book.” (Q: 1)

Participant predominates: “cops,” “police.” “One-fifteenth.” (Q: 5)

Agency: “the leave Khalil body in the street like it’s an exhibit.” (Q: 5)

Active sentence: “Khalil doesn’t move,” “I hope he see god,” (Q: 5)

Mode: “Declaration,” the leave Khalil body in a street like it is an exhibit,” “Khalil doesn’t move,” “I blink through my team,” (Q: 6)

Relational modality: “they leave Khalil body,” (Q: 6)

Simple sentence: “he doesn’t move,” “he doesn’t utter words,” (Q: 8)

Dominate one participate: “white dominate over black,” the cops rummage through Khalil car,” “I try to tell them to stop... but the words never come out,” (Q: 9)

B. Interpretation and explanation

The words exhibit shows the helplessness of the black people the white cop killed Khalil and leave it in a street like a thing for exhibition. It shows the harsh treatment of black in the hands of white. The white cops killed many of the black just because of hair brush in their hands because mostly considered this brush as a gun and killed black. It is very normal in US to kill a black person twice in a week, once a black man in US, Michael Brown, was killed by an officer just because of his race. He has a hairbrush in his hand but officer considered it as a gun. He told the office that he hasn’t a gun but the officer killed him until he died away. The white superiority is the important element in all social set up like political, legal and educational structure. The white superiority is found everywhere like cops who show their superiority to kill Khalil just between that he has a hair brush and because he was black. (Martinez, 2014).

This paragraph describes the announcement of the grand jury that they are not to punish one-fifteenth for Khalil death and says that their sympathy is with Khalil’s family. They completely negate the life, friends and family of Khalil. It shows that the Black life is nothing but a tool for playing.

This paragraph is taken from Angie Thomas novel *The Hate U Give*.

“If you’re just tuning in, the grand jury has decided not to indict Officer Brian Cruise Jr. in the death of Khalil Harris.....h to be considered a crime. But damn, what about his life? He was once a walking, talking human being. He had family. He had friends. He had dreams. None of it fucking mattered. He was just a thug who deserved to die. (P.383)

A. Description

The particular passage shows the practice of Q: 1. Q: 2. Q: 3. Q: 5. Q: 6. Q: 9.

Ideological loaded words: “death, Khalil, human being, family and grand jury” (Q: 1)

Euphemistic expression: “what about his life.” (Q: 2)

Informal words: “fucking.” (Q: 2)

Expressive value: “I told the truth, I did everything, I was supposed to do and it was not fucking good enough” (Q: 3)

Predominant participant: “the ground jury has decided not to indict officer Brain Cruise JR in the death of Khalil Harris (Q: 5)

Agency: “the ground jury has decided not to indict officer Brain Cruise JR in the death of Khalil Harris.” (Q: 5)

Active sentences: “I told the truth. I did everything.” (Q: 5)

Relational modality: “the ground jury has decided not to indict officer Brain Cruise JR in the death of Khalil Harris” here the grand jury dominant over black community. (Q: 6)

Mode: Declarative: “he was once walking talking human being. He had family. He had friends” (Q: 6)

Participant dominancy: “Grand jury” (Q: 9)

B. Interpretation and explanation

The word “Grand Jury” describes the authority, law and power. The grand jury gives their own verdict when someone did something wrong. Here Khalil was killed by an officer without any reason. Star gave a report against one-fifteenth because star saw him when he killed Khalil. The news, reporter and other institution were against him and blamed him as a drugs dealer, thug and violent but black community were still have hope that the grand jury would give a verdict in the favour of black race and they were waiting for it. But the proclamation of the grand jury shocked the black race when the grand jury said that they are not going to punish one-fifteenth and their sympathy would be with Khalil family. Here the grand jury completely negates the life, family and friends of Khalil. It shows the black life is nothing but a tool of playing. Angie Thomas portrays the ideological thinking of the white race in which white always did the same with black. Whenever a black killed someone so the grand jury announced punishment for them but it is not in the case of white race because they should leave free. Critical race theory has been started to end up the racial difference, inequity and for the black rights. (Richard Delgado and Jean Stefancic, 2001)

4.2. Stereotyping

This paragraph shows the stereotype of black people that how the white race use stereotype for black people. When Khalil was killed then the white cops blame him as a drug dealer. In this paragraph also describes the other friend (Natasha) who was also killed in front of her eyes. The Lisa wanted to leave the Garden height street because she considered it as unsafe place for living. Angie Thomas (2017) says:

“You said it yourself, he thought Khalil was a drug dealer,” Daddy says. “Thug. Why he assumed that though? “I’ve been thinking about it.” “And we’re not going anywhere,” Daddy says. “Maverick, she’s seen two of her friends get killed,” Momma says. “Two! And

she's only sixteen."If I kill Tyrone, I'm going to prison. If a cop kills me, he's getting put on leave. May be. (P.55)

A. Description

The particular piece indicates the presentation/usage of Q: 1, Q: 2, Q: 3, Q: 5, Q: 6.

Ideological loaded words: "drugs dealer", "race", "thug," (Q: 1)

Euphemistic expression: "why," "why he assumes that thought," "why was she even in a car with drugs dealer," "what you think if you live next door to them the will treat you different," (Q: 2)

Informal words: "poisonous," "thug," "drugs," "dealer." (Q: 2)

Expressive value: "drug dealer," "Khalil was a drugs dealer," (Q: 3)

Process and participant predominate: "if I kill Tyron," I am going to poisons if cop a kills me," he is getting put on leave," (Q: 5)

Active sentence: "Khalil was a drug dealer," "why he assume that though," (Q:5)

Negative sentence: "Khalil was a drugs dealer," (Q: 5)

Mode: declaration: "Khalil was a drugs dealer," "if I kill Tyron," (Q: 6)

Relational modality: "I am going to prism," if a cop kills me he is Getty put on leave (Q: 6)

Dominate one participant: "white dominate," (Q: 9)

B. Interpretation and explanation

The word "Thug" is an ideologically represented for black people in white society. The white race uses stereotypes as "thug" and "drug dealer" for black. Because of such stereotypes the black race is considered to be inferior and don't have any prestige in social set up and these stereotypes works against them from centuries. When one-fifteenth killed Khalil then they blame him as a "thug" and "drug dealer" and white considered the removal of such persons from their own societies are good for their social set up. Later it was confirmed by one-fifteenth father that the one-fifteenth is working for making the differences in theirs life. The world "poisonous" shows the insecurity of black race in the garden height where anybody may be killed any time without any fact like Khalil and Natasha and then there would be no one to ask about them. This is a harsh reality of black people. To end up such discrimination one has to identify such harsh realities about black and should work for it to snatch their basic rights from the white race (Delgado & Stefancic, 2001).

In these paragraphs the white uses stereotypes for Khalil. Reporters and News clearly describes that Khalil was a drug dealer, gang member and thug. Even Star cater gave report against the cop but in the new it was portrayed that an unidentified witness had been questioned and the police is still investigating.

This passage has been taken from Angie Thomas novel *The Hate U Give* (2017) in which he says:

"On the Monday night news, they finally gave Khalil's name in the story about the shooting, but with a title added to it—Khalil Harris.... They said that an "unidentified witness" had been questioned and that the police were still investigating." (P. 106, 140) "But while the riots are my fault, the news basically makes it sound like its Khalil's fault he died. "..... "There is also suspicion that the victim was a drug dealer as well as a gang member."

A. Description

Ideological loaded words: “Khalil, gang member, drug dealer and unidentified witness,” (Q: 1)

Informal words: “drugs dealer, unidentified witness and gang member, (Q: 2)

Expressive word: “they didn’t mention that he was unarmed, the news basically make it sound like its Khalil fault he died”. (Q: 3)

Participant dominated: story, “They finally give Khalil name in the story about the shooting, Khalil was a suspected drugs dealer and new”. It shows the superiority of white race. (Q: 5)

Agency: “They finally give Khalil name in the story, news”. (Q: 5)

Active sentence: “They finally give Khalil name in the story, they didn’t mention that he was unarmed, and there is also a suspicion that a victim is drug dealer.” (Q: 5)

Mode declaration. “Give Khalil name in the story, news basically make it sound like its Khalil fault he dies.” (Q: 6)

Relational modality: “There are multiple reporter that a gun was found in the car, news basically make it sound its Khalil fault he dies”.

Logical connection: “but,” “that.” (Q: 8)

Participant domination: “News, reporters”

B. Interpretation and explanation

To show the superiority of white, the white always uses stereotypes for blacks because it is long existed and describes the inferiority of black in the society of white. The more black people’s killing are because of these sort of stereotyping when a Khalil was killed by a cop so they blamed him as a drugs dealer, gang member and violent. These stereotypes are propagated through media. Media is one of the medium through which a person can easily construct an ideology. Even Star cater gave a report against one-fifteenth but in the news they just mentioned that “an unidentified witness has been question and the police is still investigating”. This is a complete negation of black race because a white race is not believing in the real evidence of the black person about Khalil death. It is an ideology about black race among the white race in US that the black are a drugs dealer and can do any crime easily. In 2014, Michael Brown, a black person was killed by a cops not only once but a number of time for a suspicion that he has a gun. After his killing the US media made a story to criminalize him. The 80% of American African believes that this case is an important issue about race. From 2006-2012 a white cop killed black person twice in a week in US but the media were given little attention to them. (Richard Delgado and Jean Stefancic, 2001) (Martinez, 2014)

4.3. Binary opposition

In this paragraph Angie Thomas describes the attitude and thinking of black which is an ideologically constructed that white are rich and black are not. This shows the contrast or binary opposition of black and white.

These lines have been taken from Angie Thomas novel *The Hate U Give* (2017) in which she says:

“I’m white?” he says, like he’s just hearing that for the first time. “What the fuck’s that got to do with anything?” “Everything! You’re white, I’m black. You’re rich, I’m not.”(P.161)

A. Description

Ideological loaded words: “white, black, rich.” (Q: 1)

Informal words: “fuck” (Q: 2)

Expressive value: “you are white, I am black.” (Q: 3)

Participant dominates: “white dominates over black.” (Q: 5)

Agency: “you are white, I am black.” (Q: 5)

Active: “I am black, you are white.” (Q: 5)

Relational modality: “white, black.” (Q: 6)

Pronoun: “you and I. it is used to describe the contrast nature of black and white. (Q: 6)

Expressive modality: “I am white, you are black.” (Q: 7)

Participant dominate: “white.”

B. Interpretation and explanation

The contrast between white and black are ideologically constructed. The white race considered themselves superior than a black race. All the privileges, priorities and opportunities are provided to white race and the black race are deprived from it. The words “white” and “black” in above passage describes the ideological thinking of Star cater that White race would always be rich and black would be poor and both of them are quite apart from each other this is called binary opposition. And this binary opposition describes the races and because of it the white are prejudice toward black, not treated them well, don’t provide enough opportunities to them, considered them as other and also uses law against them. And because of such lack of opportunities and privileges Star describes that white are rich and the black are poor (Delgado & Stefancic, 2001).

This paragraph describes the solidarity among the black race. The pains sorrow and suffering can be felt by the same group of people weather they know each other or not. This paragraph has been occupied from Angie Thomas novel *The Hate U Give*.

This is bigger than me and Khalil though. This is about Us, with a capital U; everybody who looks like us, feels like us, and is experiencing this pain with us despite not knowing me or Khalil. My silence isn’t helping Us (P.170).

A. Description

The designated paragraph symbolizes the usage of Q: 1. Q: 2. Q: 3. Q: 5. Q: 6.

Ideological loaded words: “Khalil,” “us.” (Q: 1)

Formal sentence: “this is about,” “us,” “with capital.” (Q: 2)

Expressive value: “everybody who looks like us feel like us and experiences this pain with us.” (Q: 3)

Agency: “this is about us,” “this shows the whole black community.” (Q: 5)

Active sentence: “this about us,” “everybody look like us.” (Q: 5)

Positive sentence: “this is all about us.” (Q: 5)

Pronoun: “us,” it is used to show the solidarity among black.” (Q: 5)

Mode: declarative: “everybody who look like us feel like us.” (Q: 6)

Relational modality: “this is about us.”

Simple sentences are linked through comma and semicolon like “this is about us, with a capital U.

B. Interpretation and explanation

The word “WE” shows the solidarity among the people and keeps all the people united. Problem of particular society is an actually not a problem of an individual but a problem of whole society and the whole society feel it. The words “WE” in the above passage shows the whole community of black. The statement “this is all about us” shows sorrow and suffering of the black because of white. White kills black without any reason, uses stereotypes for them, snatches their basic rights like political, social, economic, and social and snatches the right to use Law. Like Khalil was killed, blamed him. Media, reporter and Law worked against him. In District of Columbia in US, 60% of the black people are suffered in the hands of cop. They are kept in prison, gave probation and even killed them. So, the problem of these people can only felt by black people not by white race. They received these treatments because of race. (Richard Delgado and Jean Stefancic, 2001)

4.4. Deprivation of black

In this paragraph describes the drug dealing and lack of opportunities and education system of white and black in US. This paragraph portrays that the entire drug dealing in US societies is because of the lack of opportunities for the black people in American societies because American law didn't bring jobs for black people. The education system of white and black are also different. The education which is gotten by white race is not gotten by black race.

These lines have been occupied from Angie Thomas novel *The Hate U Give* (2017) in which she says:

“Why was he a drug dealer? Why are so many people in our neighborhood drug dealers?” I remember what Khalil said, I agreed. Our schools don't get the resources to equip you like Williamson does.....This is a multibillion-dollar industry we talking 'bout, baby. That shit is flown into our communities, but I don't know anybody with a private jet. Do you?”

A. Description

Ideological loaded words: “drugs dealer, lack of opportunities school.” (Q: 1)

Euphemistic expression: “why he was drugs dealer? Why are so many people in our neighbourhood drugs dealer?” (Q: 2)

Expressive value: “he got tired of choosing between light and food, they need money, lack of opportunities.” (Q: 3)

Participant predominant: “Lack of opportunities, it means white got all privileges.” (Q: 5)

Active sentence: “why was he a drug dealer?” (Q: 5)

Relational modality: “Why so many people in our neighbourhood are drug dealer?” (Q: 6)

Participants dominate other: “white dominate over black?” (Q: 9)

B. Interpretation and explanation

The people of colour are deprived both physically and materially and deprived from their basic

rights. They are jobless because they have lack of opportunities and other privileges. In such cases they started shabby business like drugs dealing for the sake to make money like Khalil who was indulged in the drugs dealing business just for the sake to make money. It is not only his case but also others black people cases and they are suffered because of law which is in the favour of white race. Even the quality of education of black and white is different. The black didn't receive the same quality of education as a white receive therefore Lisa enrolled her daughter Star in Williamson school which was a white race school for the sake to get education as white. This lack of opportunities, privileges are just because of race. Racism is considered to be an act of violence and discrimination. Civil right movement was started for the sake to end up discrimination and inequality among white and black. Jim Crow racism pre-civil rights era suggested that black race are underrepresented in higher education system just because of their biological factors. And this race system is constructed by law in which the law shaped the race relationship everywhere. (Martinez, 2014)

4.5. Stereotypical representation of black

This paragraph shows the black representation in the brain cruise's father interview. He describes that his working in the neighbourhood for the sake to make changes in the life black race and protect them from the wild African ways.

This paragraph has been occupied from the Angie Thomas novel *The Hate U Give* in which she says:

"My son loved working in the neighbourhood," One-Fifteen's father claims. "He always wanted to make a difference in the lives there." Funny. Slave masters thought they were making a difference in black people's lives too. Saving them from their "wild African ways." Same shit, different century. I wish people like them would stop thinking that people like me need saving (p. 242).

A. Description

This paragraph applied the application of Q: 1. Q: 2. Q: 5. Q: 6. Q: 8. and Q: 9.

Ideological loaded words: "black people, Wild African" (Q: 1)

Euphemistic expression: "I wish that the people like them would stop thinking that the people like me need saving." (Q: 2)

Participant predominate: "He always wanted to make a difference in the lives there." It shows the white dominancy. (Q: 5)

Agency: "one-fifteenth claims" he actually gives an interview to news channel. (Q: 5)

Active sentences: "my son loved working in the neighborhood." (Q: 5)

Mode: Declarative: "he always wanted to make a difference in the lives there." (Q: 6)

Relational modality: "saving them from wild African way" it shows the stereotypical behavior of white present black as inferior. (Q: 6)

Means: "he, them, they and I." (Q: 8)

Participant dominancy: "he always makes differences in the lives there" (Q: 9)

B. Interpretation and explanation

The black race is considered to be inferior and violent and the main threat to white race. The

statement “he always making a differences in the lives there” shows a complete negation of the black race. It means what a black race are doing is considered to be futile. The activities, goals positions of a black race are valueless. Words like “wild African” shows the stereotypical nature of white people. White considered a black to be violent and dangerous so considered their death to be good for society. One-fifteenth father’s said in interview that one-fifteenth saving black from their wild-African ways and declared the whole white race as moral and good through the character of One-fifteenth. It is a tradition of white people to make a story about black race and shapes a mindset of the people that a black race is violent, criminals and wild-African. And then these stories act as a narrative against black. (Richard Delgado and Jean Stefancic, 2001)

5. Discussion

Racism is not a biological factor. It is socially constructed for the sake to suppress black race because of their skin colour. The white race considered black as savage, wild Africans and violent and deprived them from their basic rights. The researcher has analysed the novel from the racism perspective that how the black are suffered, exploited, discriminated and stereotyped everywhere as Khalil’s car was stopped by the cops. The research raises the awareness in the people about the effect of the ideological discourses and discursive practices as important research genera that is using in propagation of explicit and implicit ideological knowledge and ideas. This ideological discursive practice shapes the ideas of the people and wins the consent of the masses. The uses of the verbal vocabulary play an important role in representation and stereotyping of black people.

5.1. Discursive and ideological representation of black

Language plays a vital role in the construction of ideologies. Ideologies are a shared belief among a social group. Sometime these ideologies works against the minority group because the superior class hold the view of their own group which is constructed long ago about the particular group. In US societies the white race hold the stereotypical ideologies against black and because of such ideologies the people of colour are suffered, harassed, oppressed and discriminated. Black always tries to break this chain but all is vain because in everywhere they are treated with inequality and faced discrimination in every field of their lifespan. The researcher has chosen words, interpreted it and explained it because it was connected with the research questions and highlight the role of ideologies against black race. The researcher has analysed eleven different discourses which shows that how the black are discriminated and also shows that it is much easier for the white race to use their own ideologies against black and to keep them subordinate, suppressed and discriminated as cops, reporters, media and law used their power, and stereotypical ideologies against Khalil an Star in particular as well as the whole black race.

5.2. Power and constructed ideologies

The power and stereotypical ideologies play an active role in suppression and exploitation of black people. The Cop killed Khalil, stereotyped him as a gang member, drug dealer and called him thug. When Star gave report against the cop so the grand jury, the jury gave their verdict in favour of white cop. Even media was against them. This shows the power of white against black. The suppression is not only limited to killings but the white race snatches the political,

social, economic and educational rights from black. Whenever black uses law so law also works against them and this is the extreme level of exploiting black on the basis of their color. This discrimination among white and black race creates imbalance in society and then

6. Conclusion

The studies highlight that how the people of colour are trying hard to live their life with or without discrimination. The research analysis in this thesis implies that representation and stereotyping is among those important elements in society which can occupy mentality of the society in favour of some, among the social groups or against some of other groups. In today's society the black race are exploited everywhere as shown by the researcher. They are deprived from their basic rights, harassed, oppressed and discriminated because of their colour. The purpose of this study is to show the white race and their institutions, like police, media and law superiority over black. White race snatches the rights from black to live happily. The researcher has done a lot of work for the empowerment of black and to eradicate this social evil. This social evil would be ended when there is equality among white and black race. It is possible when the law would start work in this social evil and would want to eradicate discrimination from society by providing jobs, opportunities and others privileges with equality. Media plays a vital role in construction of ideologies so the media should highlight the sorrows and sufferings of black and should propagate for the black rights. This social issue has been in need to remove from the social set up. The theoretical framework and the methodological framework can be useful for the researchers in any kind of research that is related to power, ideology and discrimination based on stereotyping and representation. The framework can be used in the analysis of the online broadcasting television news and table talks programs, interviews, dramas, movies, stage shows, talk shows, songs with the addition of transcription and transplantation

The present research highlights the issue of social black race discrimination from racist point of view. These studies of racism can be studies from wider angles. This fictional work of Angie Thomas would be studies from diverse angle. The analysed texts gives clues to the future research which the researcher found during research. The future researchers whom are interested in the area should do in-group and out-group treatment of black race. It will help in clearer picture of the implications of the study, subjectivity and biasness of the whites and their treatment of black race. The second research area is the Otherness in the novel. The comparative study of two black and white authors could give us a different point of view regarding power and stereotyping

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