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**Racism in Mark Twain's Novel
The Adventures of Huckleberry Finn:
A Thematic Analysis**

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Dedication

Dedicated to:

My mother who always encourages me to continue my higher studies, I still remember her motivating expression “Science has no limits”

May Allah protect her.

My small family: My wife, sons, daughters and grandsons.

My sister Selma and her husband who supported me to accomplish this work.

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Abstract

General Introduction

General Introduction

1 General introduction

The American history and literature have coexisted side by side. As epochal events were ignited by the literary works, writing was strongly generated by these same events. Therefore, the American literature was shaped by the history of the country that produced it.

Throughout the history of the United States, many of the most challenging and painful issues such as slavery, racism, violence and alienation have found their way in the American literature.

Racism in America has its origin in slave system which describes the African race, in particular, as Negroes who were deprived of their citizenship and robbed of political and social rights. Despite its emancipation, slavery seemed to be everlasting and discrimination against southerner blacks became not only a law but also as a paradigm. And whites continued to restrain and oppress the newly emancipated slaves by creating new laws such as Jim Crow, and by forming groups like the Ku Klux Klan to regain their white supremacy.

During and after the Civil War, former slaves and fugitives recorded their experiences under slavery. Their slave Narratives chronicled the slave life primarily in the American South, revealed the struggles of people of color in the North, as fugitives from the South, and documented the disparities between America's progressive ideal of freedom and the reality of racism in the so-called "free states." Books about racism were mainly written by Black authors who have experienced and dealt with racist attitudes. Many black women writers like Toni Morrison (1931), Harper Lee (1926-16 Feb 2016) and Maya Angelou (1928-2014) have also found in racism a subject matter to their writings. This mode of writing became dominant in American literature in the period between the Civil War and the end of the nineteenth century.

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Two of the most influential classic texts of the nineteenth-century American literature were:

Harriet Beecher Stowe's *Uncle Tom's Cabin* released and published in 1852 was one of the first books about racism. The book describes the life on Southern farm where the realities of slavery and human trading are made apparent.

Mark Twain's *Adventures of Huckleberry Finn* (1884); the book we carry our study about.

The text mainly deals with Huckleberry and Jim's exciting river trip down the Mississippi in search for freedom from a restrictive and hostile society. They are both runaways who suffer bitter social injustices. "Negro Jim is escaping from slavery in Missouri and Huckleberry Finn is running away from a drunken father who maltreats him". (Mark Twain; pp. 279-284).

In the aftermath of the war and the failure of Reconstruction Twain began to write *Adventures of Huckleberry Finn*. He stated to his intimate friend William Dean Howells his intention that was to take "a boy of twelve and run him on through life (in the first person)." But he put the manuscript aside for several years. When he decided to finish the story, he reported to his family: "I am piling up manuscript in a really astonishing way. I believe I shall complete, in two months, a book which I have been going over for 7 years. This summer it is no more trouble to me to write than it is to lie."

The book is narrated in first person through Huck. Its opening lines begin:

You don't know about me, without you have read a book by the name of *The Adventures of Tom Sawyer*, but that isn't no matter. The book was made by Mr. Mark Twain,

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and he told the truth mainly. There were things which he stretched, but mainly he told the truth.

(Twain, p. 2)

Also, in the beginning of the text, there is a warning notice, which states:

Persons attempting to find a motive in this narrative will be
Prosecuted; persons attempting to find a moral in it will be
Banished; persons attempting to find a plot in it will be shot

(Twain, p. 2)

Actually, it was not a mere exciting trip. A narrative about a white boy and a black slave's trip down the river must have intended meanings and thus, have a motive, a moral and a plot.

The novel attracted many of the American readers and posited intricate questions about the treatment of race and racism in the novel have produced a wealth of academic production as well as an ongoing social and educational discussion. Throughout its history this iconic American novel has caused a stir and a tempest in the American literature because of its racial slur, its frank language, its use of dialect and the vernacular to characterize Jim and the life of people of the Mississippi valley.

For over a century, the novel has been regarded, on the one hand, as a serious opportunity to reflect matters of race and on the other hand as a lighthearted adventure for children.

Huck Finn's zealous detractors have voiced objections to the book and opposed its being at the reach of children lest they might be infected by its failings. They might follow

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Huck's example in his use of faulty grammar, his coarse manners, his acts to steal, lie and run away.

While another important group such as teachers, librarians and public officials decided that the book fostered racism and should be banned and even removed from the shelves in libraries and schools. Defenders, in their turn, claimed that the text fiercely advocated tolerance and civil rights instead of encouraging prejudice as thought by opponents. (Blair, et al, 1988, p. xIiv)

2 Motivation

The motives behind our choice of Mark Twain's *Adventures of Huckleberry Finn* are:

Firstly, the book has caused a literary tempest and has gained a plethora of varying Interpretations that vary from being considered nonsense and meaningless, to the concern of being the root of all American literature according to Hemingway's famous claim that " all modern American literature comes from one book by Mark Twain called *Huckleberry Finn*.(Levy, xiv)

Secondly, the novel was and remains "an amazing troubling book" as depicted by the novelist Toni Morrison. (Levy, p.xiv). As every literary work is prone to different interpretations, one must think critically to differentiate between being a racist and portraying things as they were.

3 Objectives of the Study

The main objectives of the present study is to shed light on the theme of racism by analysing its occurrence throughout the novel, and to pursue its features in attempt to reveal the author's intent and attitude towards racism.

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The objectives can be summarized as follows:

- ✓ The occurrence of racism throughout HBF.
- ✓ To uncover how racism is perpetuated in the American society.
- ✓ To better understand the complexities of racism in an attempt to establish a process of judicial redress.

4 Research Questions

The present research aims to reveal the issue of racism in Mark Twain's "The Adventures of Huckleberry Finn" in an attempt to investigate and answer the following questions:

- ✓ To what extent the theme of racism is present in the novel?
- ✓ To what extent the vernacular used and the depiction of the characters, particularly Jim, the slave, carry the concept of racism?

5 Hypothesis

Here lay the important questions to ponder while analysing the novel which will be answered according to the hypothesis that racism is ingrained in the American mindset; it existed and still exists. Thus, it is impossible for Mark Twain to get rid of the society's values, neither for Huck, the major character, who lives a moral inner conflict around which revolves the whole novel. Therefore, Twain must not be charged if he satirizes the reality, and criticizes the contradiction that was present in the Southern society.

6 Methodology

In search to answer the research questions in the present study, we selected the descriptive qualitative research methods and analytic strategies. We firstly collected data by going through what other people wrote about the topic under study. In the light of the available documentation (Hard books, Electronic books, magazines, and Internet), we carried

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out the analysis and the interpretation of data. As the practice of qualitative research methods is sometimes criticized of being nonscientific and thus invalid, and because of the sensitivity of the topic, we have struggled a lot with subjectivity in data interpretation.

In our present study, we intend to adopt, on the one hand, the *Critical Race Theory* which best examines race and racism and provides a critical analysis of the concepts from a legal point of view. And we select, on the other hand, the *Freudian Psychoanalytic Theory* to analyse and interpret the characters' behaviour and motivations, and to explain how and why people behave as they do. Psychoanalytic literary criticism can reveal something about how literary texts are actually formed, and unveil the meaning of that formation.

The present research will be divided to three chapters:

Chapter One will be devoted to the historical and literary background, the political events and literary movements in the last decades of the nineteenth century that made a milieu out of which emerges the literary work, the topic under study.

Chapter Two will present the various theories which we aim to use and apply in our study. The discussion will turn around the theme of racism along with the distinctive literary stream the author belongs to.

Chapter Three is concerned with the practical side of our study. It will focus on the analysis of the elements of racism through the text.

Chapter One

Historical &

Literary Background

1 Historical Background

1.1 Introduction

The developing acute disparities between the northern and southern United States had created tensions over some issues such as the states' rights towards the federal authority, the westward expansion and slavery which led to the American Civil War that lasted about six years (1861-1865).

In our present study, we are not going to discuss in details the stages of this war, or to get into its root political facts, but to show to what extent it posits a real background to the topic under study.

Primarily, Mark Twain's *Adventures of Huckleberry Finn*, topic of our research was published in the midst of this challenging period. That was, almost ten years had passed since the emancipation of slaves. And the resentment of the fugitive slave law continued to simmer among humane Americans.

1.2 The American Civil War

The American Civil War is a fundamental turning point in the history of the United States of America. It rose from a mixture of causes including regional conflicts between North and South, economic forces, and humanitarian concerns for the welfare of enslaved people.

It started because of the differences between the North and the South. A flourishing industrial North supplied by abundant natural sources, large cities and urban areas. And an agricultural South with its fertile soil and warm climate that help to grow many crops out of which cotton and tobacco were the main economic products. The south's agricultural economy was depended mainly on the labour of black slaves. Slavery was the backbone of the plantation owners' wealth and became part of the south way of life.

Southerners found in emancipation a hindrance to their prosperity and a danger that will produce economic ruins. They thought “slavery was not the evil that Yankee fanatics portrayed; it was a positive good, the basis of prosperity, peace, and white supremacy, a necessity to prevent blacks from degenerating into barbarism, crime, and poverty”. (McPherson, 1988, p. 8)

1.3 The Emancipation Proclamation

The Emancipation Proclamation was arguably one of the most important documents in the history of the United States. It was the most revolutionary pronouncement ever signed by an American president. During the Civil War, the 16th American president Abraham Lincoln issued the Emancipation Proclamation on January, 1st 1863. The proclamation declared, that "all persons held as slaves within any States, or designated part of the State, the people whereof shall be in rebellion against the United States, shall be then, thenceforward, and forever free." (Allen, C., 2004).

Individually, Lincoln hated slavery and was convinced that it was “an unqualified evil to the negro, the white man, and the State,” (Allen, C., 2004). It was to his personal judgment, detestable and on its way to the grave. To express his hate, Lincoln was not exaggerating when he claimed in 1858:

I hate it because of the monstrous injustice of slavery itself. I hate it because it deprives our republican example of its just influence in the world- enables the enemies of free institutions, with plausibility, to taunt us as hypocrites- causes the real friends of freedom to doubt our sincerity, and especially because it forces so many really good men amongst ourselves into an open war with the very fundamental

principles of civil liberty- criticizing the Declaration of Independence,
and insisting that there is no right principle of action but self-interest.

(Guelzo,2005)

Lincoln, also, remarked, "I never, in my life, felt more certain that I was doing right, than I do in signing this paper."

The Proclamation had influenced and prepared citizens to advocate and accept abolition for all slaves. It had a great positive impact on the Union efforts and changes the course of the war, from a battle to restore the Union to a battle for the abolition of slavery.

The Emancipation Proclamation continued to be a symbol of equality and an act of social justice.

1.4 The fugitive slave Law

Historically, two Fugitive Slave Acts passed constitutionally by the American congress: in 1793 and in 1850.

The Fugitive Slave Acts were among the most controversial laws of the early 19th century. It ordered all northerner and southerner citizens return runaway slaves. And whoever helped a slave to flee would be jailed and fined. These measures enraged northerners and make them feel partners in the slave system and reset to subvert this oppressive law.

Because of the severity of the acts' measures, abolitionists and antislavery groups redoubled their efforts to assist runaway slaves. Resistance burst into riots and revolts in many Northern states including Vermont, New Hampshire, Rhode Island, Massachusetts and Connecticut where slavery had been abolished. These new free states have become safe havens for runaway slaves. They even organized clandestine resistant groups to aid slaves in their escape to Northern States.(Encyclopædia Britannica)

1.5 Harriet Beecher Stowe's Uncle Tom's Cabin

The contribution and impact of literature in the American political life is substantial. The Harriet Beecher Stowe's anti-slavery novel *Uncle Tom's Cabin* was a prime example that confronted the legacy of race relations in the U.S. and changed forever how Americans viewed slavery, the system that treated people as property. The novel was published in installments in the anti-slavery newspaper "*The National Era*" in 1851 for nine months. It came out as a book format in the spring of 1852. Within two years it became a nationwide and a worldwide bestseller. The novel offered a vision of slavery that few in the nation had seen before. The book succeeded in its goal, which was to start a wave of anti-slavery sentiment across the nation. Upon meeting Stowe, President Lincoln remarked, "So you're the little woman who wrote the book that started this Great War". (Mc Pherson, 1988)

The book had ignited the anti-slavery movement, and intensified most the animosity and hostility between the North and the South over the issue of slavery that became the most heinous sin ever known. The novel was considered to be one of the precipitants of the Civil War as it raised people's awareness of the intricacy of slavery and racism. It opposed the Fugitive Slave Law, and debated the future of freed people.

Despite the efforts to ban the novel, it continued to be a reference to liberal abolitionists and anti-slavery advocates. It not only contributed to the outbreak of the Civil War, but it determined the type of country Americans wanted.

2 Literary Background

2.1 Ante-bellum American literature

Before the antebellum period, American literature was hardly distinguishable, and most of the reading materials came from Britain. In the first decades of the nineteenth century Americans began to create their own literary style and became more independent. In his “American Scholar” address in Harvard 1837 Emerson argued that Americans were self-reliant enough to develop a literature reflecting their own national character. (Shi,1995, p 20). They began working with American themes focusing on history, biographies and autobiographies. Among the great writers of the period: Ralph Waldo Emerson, Henry David Thoreau, Edgar Allan Poe, Nathaniel Hawthorne, Harriet Beecher Stowe, Frederick Douglass, Herman Melville, Walt Whitman, and Emily Dickinson.

In the pre-Civil war period, African-American literature started with narratives by slaves focused on freedom and themes of slavery emphasizing the cruelty, indignity and the ultimate dehumanization of slaves.

Pioneer writers have realized major works and tackled different themes among which we cite the following as examples of American writers’ achievement: James Fennimore Cooper’s *Last of the Mohicans* (1826), Henry David Thoreau’s *Walden* (1854), Walt Whitman’s *Leaves of Grass* (1855), *Nathaniel Hawthorne’s Scarlet Letter* (1850), Herman Melville’s *Moby-Dick* (1851), and Edgar Allan Poe’s “Fall of the House of Usher” (1839) and the “Tell-Tale Heart” (1843).

2.2 Post-bellum American literature

Due to the major changes in the American society after the Civil War, distinctive development in the field of literature has been witnessed along with an important

development in the domains of urbanism and industry, a change that has affected almost every side in the individual American life.

This critical period has given birth to some important figures of literature among whom was Samuel Langhorne Clemens better known by his pen name Mark Twain, the author of the best known book *The Adventures of Huckleberry Finn*. Ernest Hemingway's expression about Twain may summarize the importance of the author and his great work: "All of the American literature comes from one great book, Twain's *The Adventures of Huckleberry Finn*."

Twain's vigorous realistic style has found appreciation upon the readers' public. It fits their tastes and interests by the humorous popular dialect and the specific regional features it involves.

William Dean Howells's "*Daisy Miller*" (1879), "*The Portrait of a Lady*" (1881) and "*The Rise of Silas Lapham*" (1885) best reflect realism, in which he "painted life as it is, and the human feelings in their true proportion and relation" (High, 2000)

Contrary to local colorists, Cosmopolitan novelists emerge with international themes that emphasize the relationship of native Americans and cosmopolitan Europeans. In his works, Henry James (1843-1916) glorified the working of the mind. He said that events inside one's head can be as dramatic as events in the outside world. (Ibid, p. 92).

Naturalists strongly influenced by Charles Darwin and determinism. Best naturalistic novel was Stephen Crane's «*Maggie: A Girl of the Streets*» published in (1893).(Reil, 2001).

Out of the above mentioned examples, we notice the abundance and the variety of the literary background out of which emerges Twain's *The Adventures of Huckleberry Finn* that occupied a large room in the American literature.

2.3 Slave narratives

Fugitives and former slaves have written about their enslavement experiences either in the form of fiction or autobiographies. They have contributed to the enrichment of the American literature. These narratives were accounts of the harsh realities of slavery, of the horror of their capture, their sale, their atrocious treatment, their escape and their eventual freedom.

A large amount of approximately one hundred American slave narratives were published in the period from 1760 till the end of the Civil War. Narrators picture their survival under the segregation regime and the exploitation of the slave owners. “Usually the antebellum slave narrator portrays slavery as a condition of extreme physical, intellectual, and spiritual deprivation, a kind of hell on earth” (Andrews). American black writers of African descent were former slaves and abolitionists. They have widely opened the dialogue between blacks and whites over the issues of slavery, racism and American identity.

The most prominent narratives are those of the first African American writer Phillis Wheatly in her “*Poems on Various Subjects*” (1773) , Frederick Douglass “*Narrative of the Life of Frederick Douglass*” and “*Narrative of the Life of Frederick Douglass, an American Slave, Written by Himself*” (1845), which follows Douglass’s courageous escape from his Maryland slaveholder and documents his journey from slave to a free man .Also, Olaudah Equiano’s “*Interesting Narrative of the Life of Olaudah Equiano; or, Gustavus Vassa, the African, Written by Himself*”(1789) , a narrative traces Equiano’s life from boyhood through his experience as a slave to his freedom.

Among the most notable writers was W.E.B. Du Bois, one of the original founders of the NAACP¹, who published a collection of 14 essays, titled “*The Souls of Black Folk*” (1903). The book “is a work of sociology rather than of fiction. It describes the effects of white American racial prejudice on the minds of blacks” (High,2000). It, also, describes their special culture. William Wells Brown’s popular autobiography “*Narrative of William W. Brown, a Fugitive Slave*” published in (1847).

One of the best-selling slave narratives of the late 19th and the early 20th century was Booker T. Washington’s “*Up from Slavery*”(1901), a classic American successful story that praise enthusiastically the African American progress and interracial cooperation since the end of slavery in 1865.

We, also, mention the notable modern African American autobiographies which further the natural extension of the civil rights movement and its emphasis on racial integration, such as Richard Wright’s “*Black Boy*” (1945) which record the disturbing social injustice and human suffering. And “*The Autobiography of Malcolm X*” published in 1965, shortly after his death, and was considered one of the most influential nonfiction books of the 20th century.

2.4 Conclusion

This is the era in which Twain wrote his novel. His characters who were the product of that period must be a true reflection of the society they lived in. Also, the characteristic of society during that time period could be found in the novel. Therefore, the incorporation of the important aspects of the society in the lives of the characters made the author more reliable and trustworthy. As a result, when reading the novel one will know about the historical events to which the literary works of that time are related. Among these events,

¹TheNational Association for the Advancement of Colored People Founded Feb. 12. 1909. It advocates the Civil Rights.

slavery during the 1800's, slave acts and the fact that freeing or helping slaves and the risk one may face when doing such illegal acts. This aspect was included throughout the entire novel as Huckleberry Finn tried to free the black slave, Jim.

Chapter Two

Twain's Literary

Stream & Analytical

Literary Theories

1 Introduction

In this chapter, we are going to show the instruments and the different aspects that Twain used in the novel to better involve his readers. His use of dialect and slang words was salient and pervaded the entire novel. He successfully excelled in recording the way people speak.

As he states in the beginning of his novel: "...in this book a number of different dialects are used." Thus the dialogue used by the characters has not only brought them to life but also made them sound like real people. (Lathbury, R. & Meyers, K.H. 2010:36-40).

This realistic style is not meant to indict the story to be racist rather than to be a means of reflecting the true popular racist beliefs and a remark on the society's ignorant attitude to those black skinned people.

2 Racism in the United States of America

Race and racism are complex and disputed notions not only in the United States but everywhere in the world. We do not intend, by the present research, to place emphasis on the historical stages of racism rather than to illuminate its darker side and complexity in the American society. Racism existed throughout human history. It may be defined as the sentiment of hate of a person towards another either because of skin color, language, customs, or the feeling of supremacy and the belief that a particular race is superior to another.

Although it is illegal in United States, racial inequality, however, remains a troubling issue in the American psyche and political landscape. Nothing prevents it from occurring because it is rooted in the makeup of the human nature. Representative John L. Dawson, a member of Congress after the Civil War, insisted that racial prejudice was "implanted by

Providence for wise purposes.” Senator James Doolittle of Wisconsin, a contemporary of Dawson’s, claimed that an “‘instinct of our nature’ impelled us to sort people into racial categories and to recognize the natural supremacy of whites when compared to people with darker skins.”(Wood, 1970)

Historically, in America, racism had its origins in the slave system. Slaves were subjected to an oppressive regimen that deprives them from any right. Slavery made a solid ground for racism. Trinidadian historian of slavery Eric Williams put it: “Slavery was not born of racism: rather, racism was the consequence of slavery.” A man of a black skin is a Negro, but a Negro is not necessarily a slave. Being black differs from being a slave. A black skinned person becomes a slave in certain relations only because he was thrust into slavery without his consent. While slavery existed as an economic system for thousands of years before the conquest of America, racism as we understand it today did not exist.

Racism is not a neutral topic. It stirs up strong emotions and feelings as it wounds and dehumanizes those who are targeted by it. It divides and alienates people and creates changes in societies and, thus, influenced wars, the formation of nations, and legal codes.

3 Realism in American literature

Realism is a style and a type of writing that attempts to describe life without exaggeration or any romantic subjectivity. It is broadly defined as the “faithful representation of reality”. The movement has began after the American Civil War to the turn of the century during which writers such as William Dean Howells, Henry James, Mark Twain, and others wrote fiction devoted to accurate representation that explore the American lives in various subjects.

Mark Twain, William Dean Howells and Henry James were influenced by the works of early European Realists, namely Balzac's *La Comedie Humaine* (begun in the 1830s);

Turgenev's *Sportsman's Sketches* (1852); and Flaubert's *Madame Bovary* (1856). (Lathbury & Meyers. H., 2010).

The movement appeared as a reaction to and a rejection of Romanticism. Writers exchanged fantasy for reality and presented the literature that detailed everyday life in American society. Realism can be seen in the true- to- life descriptions of Bret Harte (1836 - 1906) and Mark Twain. For them and others realism was not a literary technique, but a way of speaking the truth and of liberating themselves of all conventions of the society.

William Dean Howells (1837-1920) is an important figure of the movement and the creator of the first theory of realism which becomes the mainstream of the American literature. (High,1986). His own depiction was that "Realism is nothing more and nothing less than the truthful treatment of material." (Lathbury & Meyers.H., 2010). Howells put his realist theories into practice in his novels. In "*A Modern Instance*", Howells stirred the theme of "divorce", a topic that hasn't been talked about openly before. He writes that romantic writers told sugar coated lies that "make one forget and all its cares and duties" (Shi,1995, p100). He added that a good realist should be interested in "the common feelings of the commonplace people" (High, 1986). Howells views that the fundamental purpose of literature is to make the race better and kinder, to help people know one another fraternally. A close study of real life would make people to deal justly, in a sense that realism is "only a phase of humanity". It does not only mirror or document the American life but it ameliorates its social disturbances.(Shi, 1995)

Realistic novelists, generally, avoid the sensational, dramatic elements of naturalistic novels and romances. They are engaged in a life -and- death struggle, as said the Chicago novelist Josef Kirkland in 1886.(Ibid, p 101)

Mark Twain, as a prime example shows realism in almost every aspect of his novel *Adventures of Huckleberry Finn*. It was an immensely realistic work in which Twain depicted his characters in much detailed description to show them as real as the ordinary people. He portrays the way his characters are dressed, the local dialect they speak and the setting in which the story takes place. He was one of the first popular American writers to use colloquial American speech and slang.

Twain created a completely original American voice. As Twain scholar Hamlin Hill noted in his introduction to the centennial facsimile edition: "No major writer before Mark Twain had dared to liberate, without explanation or apology, the common character to tell his own story in his own language, and so to dramatize a realistic version of the average American." (Bruce, 2000)

4 Regionalism and Local Color

According to the *Oxford Companion to American Literature*, "In local-color literature one finds the dual influence of romanticism and realism, since the author frequently looks away from ordinary life to distant lands, strange customs, or exotic scenes, but retains through minute detail a sense of fidelity and accuracy of description" (439).

Each region is marked by its distinctive customs, values, economic conditions and social structures. A new style in the American literature has taken place. Texts have concentrated on regional particular features and depended on impartial depiction of the everyday life. This style is "Regionalism and Local color".

Regionalism refers to texts that focused heavily on specific, unique features of a certain region including speech, manner, folklore and beliefs, tradition, topography, and history.

Local colorists have recorded the segmental details of the American regional cultures, the dialects, the daily routines and the physical landscapes. The aim of local colorist writers is to portray realistically the lives of various sections and people in an attempt to bring them to life and make the readers fully overwhelmed by the story they read.

Regionalist authors, also, give importance to the narrator. He serves as a reporter who makes the region's unique customs and traditions more understandable to the reader.

Among the important figures who employ regionalism in their works are Mark Twain in his "*Adventures of Huckleberry Finn*", Kate Chopin (1850-1904) in her "*The Awakening*" and Henry James (1843-1916) in his "*Daisy Miller: A Study*".

As regionalist and realist writers are impartial and do not wish to hide the unpleasant, they are always vulnerable to bitter criticism and often depicted as 'vulgar', 'obscene' or amoral.

In the beginning of his novel, Twain tells his reader, "In this book a number of dialects are used, to wit: the Missouri negro dialect, the extremist form of the backwoods South-Western dialects; the ordinary "Pike-Country" dialect; and four modified varieties of this last" (Twain, 108). This will make the reader feel closer to the character as well as the region and the setting where the story takes place. The reader will be transported, if not physically, to experience real life in its real time.

5 Analytical Literary Theories

Literary Theories could closely be compared to lenses through which critics analyse works of art and literature. They are tools that help readers to think deeply and insightfully about the literature they read. There are many theories that each of them has different ways of approaching texts.

In our present research, we have adopted two theories that seem to better analyse the interpretations we are conducting:

Firstly, we adopt Critical Race Theory (CRT) as it best identifies elements of racism in a fictional work. It, also, helps to examine and understand the socio-cultural drives that shape how one perceives, experiences and responds to racism. It, additionally, focuses on the origin of racism and seeks the ways of getting rid of it.

Secondly, we opt for Psychoanalytic Theory and literary criticism (Freudian Theory) to better explain the inner conflicts that fictional characters may have, and psychoanalytically interpret their behaviour to enrich our understanding of the work of literature. The Theory prime basis is that psychological drives and impulses help in shaping human behaviour and artistic production.

The implication of both Theories will not be chronologically stated as the first concerns the whole topic 'Racism', and the second deals with parts when analyzing individual states of characters in the text.

6 Critical Race Theory

6.1 Introduction

The laws after the Civil War which were meant to reduce and alleviate violence and prejudice against blacks in the South haven't provided much protection for the black people. Despite the abolition of slavery, still many citizens suffer from discriminatory and humiliating practices that may infect not only the daily interaction between individuals, but also the economic system and the political and cultural institutions.

Racism has become a quotidian component of American life. It is engrained in the fabric and system of the American society. President Barack Obama argued that racism is in

“the DNA” of Americans. In a course of discussion with the comedian Marc Maron, he declared

The legacy of slavery, Jim Crow, discrimination in almost every institution of our lives, you know, that casts a long shadow, and that's still part of our DNA that's passed on. We're not cured of it, ... And it's not just a matter of it not being polite to say 'n-----' in public. That's not the measure of whether racism still exists or not. it's not just a matter of overt discrimination. Societies don't overnight completely erase everything that happened 200-300 years prior,

(Bordin and Scacchi, 2015: p1)

6.2 Definition

Critical Race Theory or (CRT) is an intellectual movement that questions the law's treatment of people of color, and the fact of race and racism in the American society. It challenges the prevalence of racial inequality in society. CRT is a theoretical and interpretive mode that best examines the appearance of race and racism across dominant cultural modes of expression. It provides a critical analysis of race and racism from a legal point of view. It is, also, defined as a complex set of inquiries that Critical Race Theorists have pursued in the process of mounting an intellectual and political opposition to the prevailing ideology of contemporary American law. (*Renshaw, & Gotanda, & Peller, G & Tomas, 1995: xi*)

6.3 Emergence and development

Critical Race Theory was developed in the mid-1970s by scholars like Derrick Bell, Alan Freeman, and Richard Delgado who realized that it was time for new theories and strategies to confront the subtler forms of racism that still exist. And “every post war attempt to give former slaves some of the rights and privileges of citizenship collided with a racist determination to thwart all efforts to improve the conditions of the black people.” (Wood, 1970, p. 2)

The theory owes a great debt to many civil rights leaders from whom it derives its inspiration such as Martin Luther King, W.E.B. Du Bois, and Rosa Parks and from nationalist movements, Malcolm X. (Delgado & Stefancic 2000: xvi).

From the late 1970's, Derrick Bell has launched two essays which were the eventual development of CRT. The first was “Serving Two Masters” and the second was “The Interest Convergence Dilemma” in which Bell remarked that the law was not trustworthy and reliable in the struggle for racial liberation and every reform in civil right was tied to the interest of the whites. (*Renshaw, & Gotanda, & Peller, G & Tomas, 1995: xxxiv*)

Critical Race Theory develops, in part, as a response to the shortcomings of Critical Legal Studies and radical feminism and after a long lasting struggle of scholars of color.

Most Americans believe that their society is fair and just, and the legal system frames antidiscrimination law and doctrine with this presupposition in mind. But most critical race theorists believe the opposite is true, however; racism for them is ordinary, normal, and deeply embedded in everyday life and institutions.

6.4 Basic Principles of CRT

CRT begins with basic principles and perspectives. “One is that racism is normal, not aberrant, in American society. Because racism is an ingrained feature of our landscape, it looks ordinary and natural to persons in the culture”. (Delgado & Stefancic 2000: xvi)

Although formal equal opportunity laws insist on treating blacks and whites alike, they remedy only the most blatant forms of racial discrimination and injustice.

The second theme of CRT is that a culture constructs its own social reality. Through words, stories one may create new promising realities. “By writing and speaking against them, we may hope to contribute to a better, fairer world.” (Ibid: xvii)

The third insight called “interest convergence” was developed by Derrick Bell. It holds that white elite will encourage racial advances for the black when these advances promote their own interest.

CRT as a theoretical perspective provides a lens that pays particular attention to how race and ethnicity affect individual experiences and different forms of discrimination. It also provides a way to communicate the experiences and realities of the oppressed, a first step in understanding the complexity of racism and beginning a process of judicial redress.

6.5 Important figures of CRT

Richard Delgado (1939) is a founder of the Critical Race Theory School of legal scholarship, and is also notable for his scholarship on hate speech, and for introducing storytelling into legal scholarship.

Professor Derrick Bell (1930 - 2011) is often credited for helping lay the foundation for Critical Race Theory. He brought his experience in and reflections on the civil rights movement and racial inequality to the center of his teaching and scholarship.

Alan Freeman He taught at the state university of New York at Buffalo law school. He wrote a number of foundational articles including the pioneering piece that documented how the U.S Supreme Court's race jurisprudence, even when seemingly liberal in thrust nevertheless legitimized racism.

Other prominent CRT scholars like Kimberlé Crenshaw, Mari Matsuda, and Patricia Williams share an interest in recognizing racism as a quotidian component of American life.

7 Psychoanalytic Theory (Freudian Theory)

7.1 Introduction

Sigmund Freud was born in Vienna in 1856. He graduated from the University of Vienna at the age of 26 and obtained his medical degree. Four years later he became a lecturer at the university. Freud spent much of his life working on his theory, which he named psychoanalysis.

He invented the term self-analysis, which he would often perform himself to understand his fears and his unconscious. He became popular and is often viewed as the father of Psychology.

Sigmund Freud's Psychoanalytic Theory is one of the most influential in psychology. It places great importance on how conflicts among the parts of the mind shape a person's behaviour. Freud argues that human behaviour is the result of the interactions among three component parts of the mind: the id, ego, and superego. The theory, also, places a great emphasis on the role of unconscious psychological conflicts in shaping behavior and personality.

7.2 Freud's structure and division of the mind

According to Freud, the personality of a person is divided into three main parts: the id, ego, and superego.

The Id is the first portion of the personality to develop. It is focused on the wants and needs of a person and does not care about the consequences, and the aims at achieving pleasure and avoiding pain.

The Ego is the opposite of the Id, which focuses on morality and justice. It is the judgment portion of the personality. It works against the Id and tries to control the Id's impulses. It's an agency that regulates and opposes the drives.

The Superego makes decisions if things are right or wrong. It works as "a representative of parental and social influences upon the drives." (Wright, 2003)

The Id wants its wishes to be satisfied whether or not they are compatible with external demands. The Ego finds itself threatened by the pressure of the unacceptable wishes which will be kept far from the conscious. This tuning of something away is called Repression, the ego's way of denying access of painful memories from consciousness. (Ibid, p11)

7.3 Consciousness and Unconscious

Freud views that the mind is composed of two parts: A part is the conscious which includes the things we are aware of; and the unconscious which includes the drives and impulses. This latter is "consisting of instinctual representation, ideas and images originally fixated in a moment of repression." (Wright, 2003. p10)

In this section of our research we attempt to apply the Freudian lens to literature to get a deeper understanding of the text under study. Through the present approach we pursue characters' behaviours which are, according to the theory, a set of internal conflicts between previously mentioned psychic forces.

Although Freud's theories are criticized of being abstract and strange, particularly his focus on sexuality as the main driver of a human personality development, they paved the way for further discussion.

7.4 Conclusion

What characterizes Mark Twain's style to portray truthfully the reality as it is, is realism that details everyday life. Regionalism is another feature that characterizes Twain's literature which adds more accuracy to the portrayal of ordinary life. Through these two features, the theme of racism is mirrored overtly which indicted Twain to be a racist.

The theories that we introduce in this chapter will treat race phenomenon in an attempt to soften its harsh effect on people's dignity and honor. The psychoanalytical theory, particularly, will study the possible reaction of the victims to whom the mistreatment is addressed.

Chapter Three

Racism in

Huckleberry Finn

Corpus Analysis

Chapter III Racism in Huckleberry Finn Corpus Analysis

1. Introduction

The issue of racism is central in Twain's HBF although it is, sometimes, shown ironically among other much related themes such as: slavery, freedom, and prejudice. In fact the theme of racism has been dealt with by many authors and literary critics.

In this chapter we attempt to analyse the elements and aspects of racism throughout the entire novel. Our interpretations are primarily based on the extent to which racism is instilled in the minds of the white individuals and how the oppressive rules and laws continue indefinitely to support racism and white supremacy.

Obviously, there are racial tensions throughout this novel, but Huck and Jim overcome this obstacle by overlooking their differences and developing a close relationship.

Though the novel may seem to be offensive by its use of dialect, its racial slur, its degrading language and its depiction of Jim, the black slave, it isn't intended to apply harm but to show the society's actions. If the novel doesn't appear to overcome racial prejudice, it seems to show the possibility of reconciliation between the two races. The frequent use of the offensive derogatory term, the "N" word, which means (nigger), 219 times may point out the cruel Southern society and the ubiquity of racism in such environment .

Mark Twain is, arguably, a product of his own time and place. He was born and raised in Missouri, a southern state amid a slaveholding society where he lived close to slaves as his parents owned slaves themselves. He himself claims that it is logically impossible for a society that owns slaves to be just. Twain use of irony and sarcasm to attack slavery is apparent throughout the novel as it seems clearly to expose racism and the injustices of slavery. (Bloom, p.64)

2. The Corpus

Mark Twain's *Adventures of Huckleberry Finn* tells adventures of a young boy who runs away from home, and floats down the Mississippi River. He meets a runaway slave named Jim and the two undertake a series of adventures based on the picaresque novel by Mark Twain. As the story progresses the duo undergo an array of episodic enterprises, while Huckleberry slowly changes his views of bigotry. He matures throughout the novel by befriending Jim. Huck is mean and treats Jim like dirt. However by the conclusion of the novel, Huck realizes his true friendship with Jim and proves his maturity.

Along the way, Huck and Jim meet the King and Duke, who ultimately send the protagonists towards a different route on their journey. As Huck begins to have a change of heart, he gradually begins to distinguish between right and wrong. Conclusively, Huck is faced with the moral dilemma between the world's prejudice, of which he has grown up with, and the lessons Jim has taught him throughout the story about the evils of racism. Huck was, thus, torn between religious indoctrination and an intrinsic sense of morality. Around this reality revolves our story.

2.1 Characters

We have been satisfied with this sample of Twain's colorful and varied characters. We focus on the prominent characters whose roles mirror the themes of racism and slavery much better. Twain declared that he has chosen a twelve years old child for his work named "Huckleberry Finn." This choice must not be unintentional. Twain selected this personality as a narrator of the literary work to allow himself to comment on race freely. A child may benefit the narrative better than an adult. He will be unreliable due to his age, and enable the author to be more realistic through the use of the lower class language, and the vernacular

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people are acquainted with. Jim, then, appears to be Huck's companion introduced by the author as the most human and righteous character in the novel.

Huckleberry Finn is the protagonist and narrator of the novel. Huck is the thirteen-year-old son of a vicious drunk in St. Petersburg, Missouri, a town on the Mississippi River. He is the narrator of the novel. He has been adopted into normal society by the Widow Douglass after the events of *The Adventures of Tom Sawyer*. In his love for freedom, Huck rebels both against his father Pap's debauchery and against his hypocritical society. Though he is formally uneducated, he is thoughtful, intelligent and wise beyond his years. Huck defies societal conventions by befriending the black slave Jim while travelling with him on their raft down the Mississippi.

Jim is one of Miss Watson's household slaves. Jim is superstitious and occasionally sentimental, but he is also intelligent. Jim's longing for his family, and his friendship with both Huck and Tom demonstrate to Huck that humanity has nothing to do with race. Jim consistently acts as a noble human being and a loyal friend. Because Jim is a black man and a runaway slave, he is at the mercy of almost all the other characters in the novel and is often forced into ridiculous and degrading situations. Furthermore, Jim is described as more thoughtful, loyal, family-oriented and faithful than whites.

Tom Sawyer is Huck's childhood friend, a boy from a respectable family who is both bright and learned; he is also a prankish boy. Unlike Huck, Tom has been raised in relative comfort. He is not as morally mature as Huck, and his impracticality endangers himself and others, especially Jim. Tom is also self-indulgent, even selfish. Despite his shortcomings, however, Tom exerts a powerful influence on Huck.

Widow Douglas and Miss Watson - Two wealthy sisters who live together in a large house in St. Petersburg and who adopt Huck. The gaunt and severe Miss Watson is the most

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prominent representative of the hypocritical religious and ethical values Twain criticizes in the novel. The Widow Douglas is somewhat gentler in her beliefs and has more patience with the mischievous Huck. When Huck acts in a manner contrary to societal expectations, it is the Widow Douglas whom he fears disappointing.

2.2 The setting

What makes Mark Twain's novel HBF one of the America's best and favorite storytellers are the elements of the setting. It was the Mississippi River and the values and cultures of people living along its shores. (Bruce, 2000. P11). The novel displays all elements of American humour. It blends the American condition in a fascinating and engaging manner. ((Bruce, 2000. P17).

The Mississippi River is the area where Mark Twain grew. It includes not only his home town of Hannibal, Missouri, fictionalized as St. Petersburg, but the river he loved as a boy and came to revere during his days as a riverboat pilot. His life on the river influenced him a great deal. Perhaps most important, the riverboat life provided him with the pen name Mark Twain, Life on the river and its surrounding areas gave Twain the material for several of his books. They are a source for the great adventures that Huck and Jim go on, creating the mood of adventure in the story. It serves as a retreat from society.

3. Elements of Racism in Huckleberry Finn

Racism, this blatant form of prejudice pervades Twain's HBF novel in a variety of forms. Most prominent form can be felt throughout the characters' interactions.

Many argued that the book's images perpetuate racism and deeply insult the African American race. The use of certain words to describe African Americans does serve a purpose beyond simple racial discrimination. The use accents and slang words brings Twain's characters to life.

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Those who criticize Huck Finn condemn it for being racist, they often criticize it specifically for the portrayal of Jim and the use of the word “Nigger”.

3.1 Depiction and Treatment of Jim

Mark Twain never presents Jim negatively, but portrays him as a good friend, a man devoted to his family and loyal to his companions. Although opponents believe that Jim’s presentation is seen as a humorous mimic of Huck Finn (Jocelyn, 1998. P.xvi). If Jim is depicted to be illiterate, childlike, not very bright and extremely superstitious in the first chapters, Twain seems to tell the truth as he promised to do. He portrayed the stereotypical racism in the 1840s, the effect of slavery and life of a black in that period.

Also, what makes the story a true reflection of the region is the detailed description of Jim's superstition such as "Miss Watson's nigger, Jim, had a hair-ball as big as your fist, which had been took out of the fourth stomach of an ox, and he used to do magic with it," (Twain, p. 118) . Jim is depicted as a slave in the south during a period when slavery was common and widely accepted as the way of life.

In one scene Huck Finn’s conflicted emotions saw Jim as an inferior, due to his upbringing in the racially intolerant south. He thought Jim is overstepping his place in society by trying to be free.

3.2 The "N" Word

The American society remains deeply afflicted by racism. Despite the abolition of slavery many citizens suffer from discriminatory attitudes and practices. Racial insult embodies clearly the bad images of racism. “Language injures the dignity and self-regard of the person to whom it is addressed.” (Delgado, 2000).

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The verbal abuse is largely played in Twain's HBF. The frequent explicit use of the derogatory word "Nigger" is an apparent example of racism. According to CRT the psychological responses to such stigmatization consists of feelings of humiliation , isolation and self- hatred . The word nigger according to Webster's dictionary means a "Negro" or a member of any dark skinned race of people but remains highly offensive and is never accepted as a proper term. It is even the last word uttered before a fight as it injures the victims concerned by the insult. (Leonard, J.S. & Tenney, T.A. & Davis, T.M. 1992)

To better grasp the harmful effects of such a word, we state some examples to show the reactions of blacks as they are targeted by this epithet. Darden C. a black attorney depicts the word " N " as " the filthiest , dirtiest, nastiest word in the English language."²

Many black Americans have indeed expressed disgust to the use of "nigger". In his biography, the black American Langston Hughes who wrote about his own feeling towards racial insults and the signification of "nigger" to blacks in 1940:

The word nigger to colored people of high and low degree is like a red rag to a bull. Used rightly or wrongly, ironically or seriously, of necessity for the sake of realism, or impishly for the sake of comedy [,] it doesn't matter. Negroes do not like it in any book or play whatsoever, be the book or play every ever so sympathetic in its treatment of the basic problems of the race. The word nigger

²Censorship and *Race*. Retrieved from www.mvla.net/view/27707.pdf

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,you see, sums up for us who are colored all the
bitter years of insult and struggle in America.

(*Ibid*,p.6)

Such people refuse to accept the good intentions of a text that places the insulting epithet so often in the mouths of characters, black and white. They argue that no amount of intended irony or satire can erase the humiliation experienced by black children.

In her study of the various arguments for and against HBF, Peaches Henry, also writes about her own experience when she summarizes the wickedness of such a word as she can't forget the anger she feels when her white classmate reads aloud the word "nigger." She adds, "In fact,as I write this letter I am getting angry all over again. I wanted to sink into my seat. Some of the whites snickered, others giggled. I can recall nothing of the literary merits of this work that you term "the greatest of all American novels." I only recall the sense of relief I felt when I would flip ahead a few pages and see that the word "nigger" would not be read that hour."(Leonard, J.S. & Tenney, T.A. & Davis, T.M. 1992)

3.3 The Harms of Racism

More than a century after the abolition of slavery has passed and the blacks still were not looked at as equals to whites. This attitude has serious harms not only on the individuals but also on society as a whole. According to CRT, the most serious ill effects are psychological.

As preceded, no effect is more harmful than racial insults and verbal harassment. Victims of such abuse will psychologically be injured. Serious psychological effects may result in mental illnesses such as stresses and frustrations. The affected people may react negatively by seeking escape through alcohol, drugs and different other kinds of anti- social behaviours. (Delgado, R. & Stephanic, J. 2000)

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Words may cause harm whether racial or otherwise. Racial abuse may also have physical consequences. According to CRT “insults produce elevation in blood pressure.” And rates of mortality and morbidity because of hypertension diseases among blacks is higher than among their whites counterparts.(Ibid, p.133)

The scar left by the “N-----” word as an insult remains incurable and can’t be accepted by any black person. Nothing can alleviate a black’s suffering even “The achievement of high socioeconomic status does not diminish the psychological harms caused by prejudice.”

(Ibid, p.134)

3.4 White Supremacy Belief

Hypocrisy may cause man to act inhumanely. White supremacy is a form of racial discrimination. It is an individual racist belief and a behaviour that stem from conscious or unconscious personal prejudice. This complex pervades the text at every interaction with the black character, Jim. CRT advocates assert that race is not an inherent characteristic of people but instead a product of social practices. (Ibid, 2000)

The following quotes will better clarify Huck’s reactions towards his ‘companion’ are the product of the southern society’s culture. He, thus, mouths opinions that he has been taught by society.

*“... Well, he was right; he was most always right; he had
an uncommon level head for a nigger.”*

(Twain, 81)

As he was raised in Southern slave owning society, Huck thinks according to the common belief that blacks are less intelligent than whites. Therefore, he is astonished at Jim’s such a level head. Society sees blacks as nothing more than slaves and possessions. Jim

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himself reinforces this attitude: "I owns mysef, en I's wuth eight hund'd dollars" (Twain, P.41)

Give a nigger an inch and he'll take an ell."Thinks I, this is what comes of my not thinking. Here was this nigger, which was as good as helped to run away, coming right out flat-footed and saying he would steal his children that belonged to a man I didn't even know; a man that hadn't ever done me no harm.

(Twain, p.92)

The society's morals and conventions build Huck's superego. This causes Huck much confusion and contradiction when he judges Jim's plans to take back his children as amoral as one steals someone's belongings as if Jim's children belonged to someone else.

I'll never vote agin as long as I live. And to see the cool way of that nigger- Why, he wouldn't a give me the road if I hadn't shoved him out o' the way. I says to the people, why ain't this nigger put up at auction and sold?

(Twain, p.29)

Huck's father Pap objects intensely the government's granting an educated professor the right to vote. He strongly believes he is superior to this professor just because of his color of skin. Pap's sense of racial superiority is rooted in the sense of his personal inferiority, because he is a total failure and wants to compensate when he denigrates others. "In many

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ways the scene with the professor symbolizes the American ideal life, liberty and the pursuit of happiness.”(Jocelyn, 1998. P.38)

We blowed out a cylinder- head.’

‘Good gracious! Anybody hurt?’

‘No’ m Killed a nigger.’

‘Well, it’s lucky; because sometimes people do get hurt.

(Twain, p.223)

It’s Twain’s way to ironically view the bitter truth of the old South in which people did not care about the death of a black person. A black, for them, is a mere property.

It was fifteen minutes before I could work myself
up to go and humble myself to a nigger; but I done
it, I warn’t ever sorry for it afterwards, neither.

(Twain, p89)

The word seems to be ordinary and couldn’t carry any connotations of bigotry. The use of vernacular makes it an accepted vocabulary of the day. Huck isn’t happy about having to apologize to a black man, but he does it. Huck appears, here, as less racist than others.

I was sorry to hear Jim say that, it was such a lowering of
him. My conscience got to stirring me up hotter than ever,
until at last I says to it, ‘ Let up on me – it ain’t too *late*

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yet – I'll paddle ashore at the first light and tell." I felt
easy and happy and light as a feather right off.

(Twain, p92)

Psychologically, Huck suffers a persistent conflict. Either he sides the urges of his Id and his own active conscience which stirs the emotions of empathy towards Jim who become not only a companion but also a father. Or he listens to his Ego and puts his own convictions aside. He surrenders at last when his Ego sides the Superego against his will, his Id. He respects and favours the society's morals which prohibit aiding a fugitive slave.

I was a trembling, because I'd got to decide, forever,
betwixt two things, and I knowed it. I studied a minute,
sort of holding my breath, and then says to myself:

'All right, then, I'll go to hell.

(Twain, p.217)

Finally, Huck decides to listen to his Id, and rejects what society, Superego has taught him, and how he opposes the pressures exerted on him. Here, Huck has shown explicitly his transition from prejudice to tolerance, an attitude that shows Jim as the human being that deserves help and rescue. Twain is making a mockery of Southern society's values, that it is a sin to be kind to black people.

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Then I thought a minute and says to myself, hold on; s'pose you'd done right and give Jim up, would you feel better than what you do now? No says I, I'd feel bad—I'd feel just the same way I do now. Well, then, says I, what's the use you learning to do right when It's troublesome to do right and ain't no trouble to do wrong and the wages is just the same?

(Twain, p95)

Huck's inner psychological is confused. Ideas are to and fro in search of a final decision. Will it be right if he follows the convictions of his conscience or will he retains the influence of society on him. Huck opened his mind to the view that slavery is wrong and must not be accepted so, he attacks the social norms of slavery in specific, and racism in general.

Conscience says to me 'What had poor Miss Watson done to you that you could see her nigger go off right under your eyes and never say one single word? What did that poor old woman do to you, that you could treat her so mean?... 'I got to feeling so mean and so miserable I most wished I was dead.

(Twain, p91)

Huck's internal struggle between the force of society and the force of friendship is present in the novel. The conscience, here, opposes society's moral conventions.

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It is a battle between Huck's outer voice and inner conversations as a character and a person.

3.5 Homosexuality in Huckleberry Finn

Twain's AHBF has been a target to criticism and various interpretations. Some critics or readers are reading the work through the lens of their sexual orientation. Leslie Fiedler an American literary critic, who applied Freudian psychology and social theories to American literature, claimed that there are traits of homoeroticism in the relationship between Huck, the white boy and the runaway slave, Jim. He states that the homoerotic aspects present in such works as Twain's *Huckleberry Finn* and Melville's *Moby Dick* are an indication of the "implacable nostalgia for the infantile". Leslie has faced a stormy reaction, although he later depicts the aspects as "chaste male love" or "innocent homosexuality" which implicate another guilty form of homosexuality. (Das Santos, p 56)

Jim's use of "honey" and "Chile" in addressing Huck " Come back to the raft Again, Huck , honey". It is the expression on which Leslie Fiedler bases his claim that Huck and Jim are homo-sexual.

The two words are not always affectionate, and in case of a child, they, sometimes, mean the opposite. Moreover, such words are common southern forms of address from adults to children. (Carrington, Jr., 1976, p 29). Huck is also called "honey" and "chile" by Mrs. Loftus with whom a sexual relationship can hardly be linked. She and Jim are the only kind characters to Huck. When she first addressed the child as "honey" she thinks he is a girl, and she is not unaware of the special form of words according to the southern vocabulary when they are directed to a child rather than to an adult!(Ibid, 28)

To comment, It seems to us that some interpretations hold an extreme position when they fabricate such false accusations. We see more logical is what seems like homosexuality

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in today's terms is nothing more than pure friendship as it was the case in the late antebellum. We, also, wonder why do people feel the need to make these 'connections' that the author himself, most certainly, was not trying to make. Moreover, we should not be puzzled by the term of endearment, "honey". The word is no more affection for Huck, and not in a sexual way. One may address someone else as "honey" in an informal situation.

In chapter 36, when Jim was imprisoned, he was so happy to see his friends Huck and Tom visit him in his prison. "He was so glad to see us he most cried, and called us "honey" and all the pet names he could think of. It is an insult to call this pathetic joy, sex.

(Carrington, Jr., 1976, p 30)

4. Conclusion

Mark Twain's *Adventures of Huckleberry Finn* is arguably one of the significant pieces of literature that mirrors the racial relations in the pre-civil war American south and recreates the world in which Huckleberry Finn lived.

After a thorough analytical study of the novel one may realize the frequent occurrence of the issue of slavery and racism. The most prominent controversy was about the frequent use of the offensive word "nigger" addressed to black skinned people.

The writer's genuine ability in the use of humor and the vernacular speech to tackle the issues of racism and slavery add more authenticity to the novel. This may point out the ubiquity of racism; a reality that has indicted the author, the novel and the major character Huckleberry Finn of being racists. The voice of Huck which does not necessary always reflect Twain's, is a mere product of the Southern society's culture.

General Conclusion

General Conclusion

By the end of our analytical study, we can sum up that the representation of race throughout the novel and the challenges to social norms of racism make up an important part of Twain's work. Through the perspective of an innocent boy, Twain conducts a more serious critical look at society. Intentionally, it is through this character that the author can satirically attack the social norms of slavery specifically and racism in general. Twain is aware of the power of satire as a tool in the service of social criticism. The sentence that best summarizes Twain's struggle comes from Ronald Wright, "Twain hid his conflict in satire and wept in private over the brutalities and injustices of his civilization." (Mishkin, 1996. p85). It is only through Huck that Twain uses these harsh words to show how horribly African Americans are treated. In other words, he confronts the society's hypocrisy of slavery through his character.

In addition, Twain's use of dialects enables him to portray authentically life in the ante and post-bellum times. This dialect and the frank language and the slur they contain led some to conclude that the book was racist. This interpretation, either right or wrong, asserts the inclusion of racism in the novel. And what is judged to be racist by some appears to Huck to be natural and ordinary and is accepted just because society accepts it. But Huck's destructive views on black skinned slaves and his societal morals begin to fade and slowly change. This may be the author's intent to convince his readers that people cannot be easily change, but can possibly change. This shows that Mark Twain thinks slavery is immoral and a dark stain on human history. Huck thinks that slavery was normal at first and begins to think that it should not be allowed and that African Americans are just like white people.

The novel is actually against slavery. The fact that a boy growing up in the pre-Civil War South is able to think of a black slave as his friend shows that Huck, more than anyone else in the story, is a good friend and a good person. The most prominent anti-slavery statement that the novel makes is Huck and Jim's friendship that lasts for the duration of the entire novel.

Additionally, some critics make Mark Twain's depiction of Jim too simple and stereotypical, which in the end presents a kind of racially charged undertone. But the fact of Jim's devotion to Huck throughout the novel, and the fact that he is so afraid that he has lost Huck once they are separated in the fog, show that Twain was against slavery. The novel, thus, is not racist rather it is about racism. It promotes a deeper understanding of racism in USA and provides many teachable moments about race relations between different peoples.

Far from any prejudice, Twain's novel *Adventures of Huckleberry Finn* appears as an appeal for reconciliation between whites and blacks. As it is ingrained in the individual's mind, racism will remain a hindrance to a nation's prosperity and development.

Racism cannot be eliminated. CRT advocates state that "poverty can be eliminated but skin color cannot". To coexist with the reality of racism, white Americans need to confront their racist past so that they stop perpetuating racism any more. And black Americans need to know about their racist past to survive with racism in America

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Abstract

The problem of racism is deeply rooted in the American history mainly in the southern society. In our present research, we aim to reveal this issue in Mark Twain's novel *The Adventures of Huckleberry Finn* in an attempt to investigate the occurrence of the theme of racism throughout the novel. In this study, we have adopted the Critical Race Theory (CRT) as it best examines the appearance of race and racism through which scholars explain how victims of racism react and counter prejudice. We have also found in psychoanalytic criticism based on Freudian theories a helpful tool to understand, explain and analyse the characters' behaviours and psychoanalytic attitudes. Our analysis is mainly based on the occurrence of the theme of racism in the novel. Our research is divided into three chapters: A historical and a literary background chapter followed by a theoretical chapter and concluded by an analytical third one. This latter is mainly devoted to analyse the occurrence of the theme of racism in the novel. After analysis we come up with the result that racism will not stop only after promoting people's awareness, understanding and encouraging forgiveness to which the CRT calls for.

Key Terms: Racism , slavery , prejudice , segregation , Huckleberry Finn

ملخص

إن مشكلة العنصرية متجذرة بعمق في تاريخ أمريكا وخاصة في مجتمعاتها الجنوبية . في بحثنا هذا نهدف إلى توضيح هذه القضية من خلال رواية هاكل باري فين للروائي الأمريكي مارك توين في محاولة لتعقب مفهوم العنصرية في تطور الرواية . وقد ارتأينا تطبيق النظرية النقدية للجنس كونها تتناول جيداً مظاهر ظاهرة العنصرية والجنس والتي من خلالها يوضح روادها كيفية ردود فعل ضحايا العنصرية . كما وجدنا تطبيق النقد النفسي التحليلي الذي يعتمد على نظريات فرويد النفسية أداة مساعدة على فهم و شرح وتحليل سلوكيات الشخصيات و مواقفها النفسية . وقد اعتمدنا تقسيم البحث إلى ثلاث أجزاء خصص أولها بالخلفية التاريخية والأدبية في حين تناول الجزء الثاني الجانب النظري وتناول الجزء الثالث الجانب التحليلي الذي قمنا فيه بتحليل ظهور مفهوم العنصرية داخل الرواية . بعد التحليل خلصنا إلى أن العنصرية لن تنتوقف إلا بترقية الوعي والتفهم ونشر روح التسامح الشيء الذي تدعو إليه نظرية نقد العنصرية.

الكلمات المفتاحية: العنصرية , العبودية , التحيز , التمييز , هاكل باري فين