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**Racism and Self-Realization in Post-World War II African- American
Literature-A Special Reference to Ralph Ellison's *Invisible Man***

**A Dissertation Submitted to the Department of Foreign Language in Partial Fulfillment
for the Master's Degree in Literature and Civilization**

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2020-2021

Dedication

This work first of all is dedicated to my passed away father : Although passed away , you still live within each one of us dear father.

To my caring and supporting mother; I would not became what I am today without your support and affection.

To my beloved sister Wahiba ,and my littel Angels Mariem , yahia , abde el rahim , Asil, and Aya .

To my sweetheart friend Karima, and my three brothers ,Issam, Ahemed and Walid .

Acknowledgments

Praise be to ALLAH, his majesty for his uncountable blessing, and best prayers and peace be unto his best messenger Mohamed, and his family and his noble companions.

First of all, I am deeply grateful to ALLAH Almighty for the divine blessing through the years

I would like to express my sincere gratitude to my supervisor Mrs. Harzallah Oum Selma for her precious guidance and advice, also for her patience and kindness. I am equally grateful to the department of foreign languages at Mohamed Kheider University.

I am most grateful to my proponent family for their consistent moral, emotional and financial support. Thanks to my passed father laibidi Terghini who always supports me before and after his death , and to my mother souad, my sisters ,and brothers, Wahiba, Issam, Ahmed and Walid.

I am sincerely grateful to my best friends, Karima and Shayma for their unconditional love and support

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Abstract:

The present research examines the theme of racism and self-realization in American- Post-WWII literature . This is achieved through the analysis of Ralph Ellison's *Invisible Man*(1952).In it, the writer used unreal characters to portray the situation of African African-American citizens during fifties.In the first chapter,the focus on the theory of New- historicism and psychoanalysis. In the second chapter, the focus will on the historical and sociocultural background of African Americans during Post-WWII.The aim of the study is to discuss the events of the novel. In chapter three and four, the main point of discussion is:how literature portray reality .The methodology used to study racism and self-realization of Afro-American citizens Ralph Ellison's *Invisible Man* that classified into primary source'Ellison's *Invisible Man*, and secondary sources. We used articles , e-books and websites. Concerning the methodological implication, we will well upon the theory of New-Historicism context of both the author's and critic's histories. Also the study will include other theory which is psychoanalysis . Our focus on the historical portrayal of racism and self(-realisation in the novel that we are going to study.The conclusion of the dissertation brings the reader to understand the major theme of Ellison's novel:racism.On the other hand,we want to argues how literature works as a mirror that reflect reality.

التلخيص

يهدف هذا البحث في موضوع العنصرية وتحقيق في أمريكا في فترة ما بعد الحرب العالمية الثانية في رواية الرجل الخفي لـ رالف اليسون. استخدم الكاتب شخصيات ادبية لتحقيق اهدافه الكتابية وإعدادات حقيقية لتصوير ما حدث للمواطنين الأمريكيين من أصل أفريقي خلال فترة زمنية معينة. أن توضع على النظرية التاريخية الجديدة والتحليل النفسي . في الفصل الثاني ، سيتم التركيز على الخلفية التاريخية والاجتماعية والثقافية للأمريكيين الأفارقة خلال فترة ما بعد الحرب العالمية الثانية. هدفنا هو التركيز على ذروة الرواية منذ العديد من الأحداث التي ناقشها الكاتب الذي سيتم الإشارة إليه في هذه الرسالة. في الفصل الثالث والرابع ، النقطة الرئيسية للمناقشة هي: كيف يعمل الأدب كمرآة تعكس الواقع. سينصب تركيزنا على التصوير التاريخي للعنصرية والذات (وإدراكه في الرواية التي سنقوم بدراستها. خاتمة الأطروحة تجعل القارئ يفهم الموضوع الرئيسي لرواية اليسون: العنصرية والمقاومة. من ناحية ان نجادل في كيفية عمل الادب كمرآة تعكس الواقع.

Résumé :

Cette thèse examine le thème du racisme et de la réalisation de soi dans les États-Unis après la Seconde Guerre mondiale. Ceci est réalisé grâce à l'analyse de *l'homme invisible* de Ralph Ellison (1952). Dans ce document, l'écrivain a utilisé des personnages fictifs et un cadre réel pour décrire ce qui est arrivé aux citoyens afro-américains au cours d'une période donnée. Dans le premier chapitre, notre objectif sera reposer sur la théorie du New historicism et de la psychanalyse. Dans le deuxième chapitre, l'accent sera mis sur le contexte historique et socioculturel des Afro-Américains pendant l'après-guerre. Notre objectif est de nous concentrer sur l'apogée du roman puisque de nombreux événements sont évoqués par l'écrivain auquel il sera fait référence dans cette thèse. Dans les chapitres trois et quatre, le principal point de discussion est : comment la littérature fonctionne comme un miroir qui reflète la réalité. Notre accent sera mis sur la représentation historique du racisme et de la réalisation de soi dans le roman que nous allons étudier. La conclusion de la thèse amène le lecteur à comprendre le thème majeur du roman d'Ellison : le racisme et la résistance. part, nous voulons argumenter comment la littérature fonctionne comme un miroir qui reflète la réalité.

General introduction

Literature is a piece of writing presented by authors for self entertainment (fantasy to escape from the harsh realities of life), or, to reflect real events, in this case, literature works as the mirror that reflects reality (mimetic).

This study is concerned with the analysis of some historical events of Afro-American citizens during Post –WWII in the novel African American writer Ralph Ellison’s *Invisible Man* (1952). In this work, we want to highlight the theme of racism which is considered the major theme of Afro-American novels on the one hand. On the other hand, my work is concerned with the theme of self-realization in the same novel. The latter point is considered a reflection of the racism and the failure of the American Dream.

American Post-World-II portrayed the bad situation of African-American citizens. It shows how minorities were targeted to discrimination, violence, and oppression. African Americans could no longer support this condition, prompting nonviolent protests that became defined as the Civil Rights Movement. Throughout the prominent Brown vs. Board of Education decision in 1954, the Supreme Court decided that “segregated school facilities” for black children was “unequal.” White racial discrimination was found to be unconstitutional in this case.

Racism in the United States spread in the twentieth century as a result of immigration. African Americans were the mistreated minorities, suffering greatly at the hands of whites. The latter events encouraged many African- American writers to create what is called African American literature. African-American writers started racial

discrimination and racism that are in same time the main themes authors works. Many black American authors arose as a result of this problem or phenomenon. Ralph Ellison is just one of those, and in his novel *Invisible Man*, he addresses the topic with his own specific style of writing. The novel's incidents provides the reader with a picture of black people's live in a particular period of time, American Post-WWII.

This research is focuses on the theme of racism and self-realization in Ralph Ellison's *Invisible Man*. The researcher shall try to focus on the theme of racism and self-realization. The research focuses on racism, which has been a major issue in the United States for many years. According to the study, incidents in the novel show the key elements of racism and self-realization, indicating that the novel is based on historical events. Via literary work, it discusses racism in white society, as well as self-realization (resistance) of blacks in American Post-WWII. . On the basis of these considerations, a research question have been formulated for the present study :

1. Was there any racism and self-realization for African -American citizens during Post-WWII?
2. Was there any difference between white and black citizens that led to the blacks' refusal of their situation during the Post-WWII era ?
3. Why did the Post- WWII Afro-American writers portray what happened during that time?
4. What did the Afro-American writer mean by their portrayal to the character' suffering that led to his attempts to integrate themselves within the American society?

To answer the previous questions, we need to relate them in one null hypothesis which is: According to the research, incidents in the novel indicate the main elements of racism and self-realization, confirming that the novel is a representation of historical events which explores racism and self-realization in white society through literary work.

The purpose of our work is to represent the theme of racism and self realization in Post-WWII African-American literature. We also want to show the origin of the Civil-Rights movement and the causes of not applying the American Dream.

The theme of African Americans in literary 1950s has been the subject of numerous critical works from various angles. By focusing on a different angle of the same theme, such as racism and self-realization, which are both seen as forms of resistance against white people's discrimination and segregation, our study aims to effectively portray the same theme.

The material used to study racism and self-realization of Afro-American citizens during the Post- WWII is the novel of Ralph Ellison's *Invisible Man* that classified into primary source'Ellison's *Invisible Man*, and secondary sources. We use articles, e-books and websites. Concerning the methodology, we will use the theory of New-Historicism which is based on the notion that literature should be studied in the context of both the author's and critic's histories. Also the study will include other theory which is psychoanalysis. The latter theory is a way to interpret and analyze the main character's psychological problems. Our aim is to understand the extent of the suffering of blacks during Post-WWII America by using Erik Erikson's theory of psychosocial development, for him the search for identity is the major task of the teenagers. This period is very important in the development of an individual's feelings of self worth, integrity, and competence, growth and life changes are the main ideas of Erikson's which uses it in his

book” the childhood and the society” that seek to understand human development

The current research work is divided into four chapters. It is important to start this work with the theoretical framework. Then, we move to deal with the historical context of Afro-American society during Post-WWII. The third chapter is concerned with the analysis of Ellison’s *Invisible Man*. It aims at examining different sorts of literary representation of the suffering of the main character because of the racism and the segregation of the white society. The fourth chapter is engaged with the presentation of the self-realization of the main character that permits him to identify his black identity in the white segregated society.

Chapter one: New Historicism and Psychoanalysis: A Theoretical

Background

1.Introduction:

American literature was a rich domain for various schools and theories. Some of these theories were a continuation of the previous theory or a reaction to them. In light of this concern, we will discuss the theory of New- historicism and psychoanalysis.

As a departure, New-Historicism is one of many ways of understanding history. And since the novel under study is considered a historical novel, the first section of the first chapter is meant for introducing the definition of New-Historicism. Then, it deals with the relationship between New –Historicism and literature and it argues how literature is a mirror that reflects reality. Moreover, the reader is provided with psychological analysis of characters' attitudes according to theories of psychologist, such as Erik Erikson.

1.1Brief history about literary theory:

Any literary study is dependent on literary theory, either explicitly or implicitly study and analysis do not exist in isolation. The techniques and concepts we use in the study of a literary work are referred to as literary theory, and by applying it we refer to theories that reveal the potential significance of literature. It is a way to discover and to make predictions about a literary work; it could also be used to justify various types of critical action. Literary theory not only frames the relationship between a writer and his

work, but it also helps us understand the universe. Furthermore, studying literary theory increases the productivity of both the reader and the authors (Brewton 24).

A literary theory had great impact on literature that aims to establish ,to understand a connection between the author and his fiction, and to analyze the essential context of the text, such as: race, class, and gender. Lately, literary theory has tried to understand how texts are more the result of a society than an individual author, and how those texts, in turn, help to construct cultures (25).

Literary theories were created as a way of approaching a literary text and interpreting its context according to the principles and philosophies of a specific literary theory. The theory acts as a mirror, or an angle of view, from which we want the text to be. The term "theory" is now used as literary approaches to literary books. Each theory's creators and advocates believe their theory is the "theory," but there is no "better" theory because literature is a very complex work, and introducing one theory may only provide a limited explanation of what is implied in the text. With the impact of Victorian literature, this approach to literary studies began in the nineteenth century. Facts aren't facts unless they've been interpreted, according to Frederick Nietzsche. Nietzsche's criticism influenced literary studies greatly and resulted in a period of great literary philosophizing in the twentieth century (25).

Literary theories are used by authors as different levels to research literature; these focus them to study works of art based on certain norms, which are derived from the theories, and which adopt what particular aspects of a work are significant (25).

2. Major Literary Theories used in the novel:

The following is a set of major literary theories which introduced a new method in text reading and analyzing. Both theories concentrated on the psychology of work, others dived more into the outer factors in which have determined the production of a given literary work in a given era or a social context.

1.1 Brief history about New-historicism:

New Historicism was unlike the previous theories such as New Criticism and Structuralism that focused on the form of the text. New Historicism tries to understand the text base mainly on historical context rather than the form. It sees history as part of literary works and it results the product of culture and social power. This approach draws the focus on the economic and social realities, of how ideologies were presented in the text to form power in a given era.

New Historicism presents a critical approach to literary criticism. It is a form of literary criticism that stresses on the significance of a text by comparing it to the structures of power, culture, or philosophy in a given period. It began with German writers at the end of the 18th century and expanded with twentieth-century philosophers. The literary work is not distinctive; it is a complex of cultural discourses, including religion, politics, economics, and aesthetics. This approach demonstrates that a literary work is affected by the author's background, values, and beliefs as well as his time and situations. It emphasizes on the literary text as part of a social and historical background, as well as the contemporary reader's reaction to the novel (Parker 219).

The New Historicist Parker argues that “Literary texts influence the socio - historical world, which affects the literary texts, so that the textuality of history and the history of texts form and redefine each other in a continuous loop of mutual influence”(219). Literature and history are, in reality, interconnected with indistinguishable impact. Old Historicists, on the other hand, thought that literature only reflected history at the level of smooth comparison between text and context. As a consequence, Old Historicism reduced the importance of sense in any text.

New Historicism tries to capture the culture of the texts by taking into account a wide range of cultural, political, social, economic, and aesthetic concerns. In other terms, history can describe cultural and social phenomena. As a result, history is as complicated as literature. New Historicism is a school of thought inspired by Michel Foucault's theory and focused on Stephen Greenbelt’s literary criticism.

As a result, literature plays a role in the building the discourses and philosophies as well as reflecting power relations. Rather than simply reproducing history, literature literally makes it. As a result, New Historicists are concerned with the role of literature in politics and the idea of power (Guerin et al. 219-220).

2.3The impact of new-historicism on literature;

Ellison’s *Invisible Man*(1952) can be seen as a reflection of the writer’s historical, social, economic, and political conditions of American Post-WWII.In my work,we use New Historicism approach, which allows the researcher to examine this literary work not only through the scope of history, but also through the perspectives of cultural, national, and financial factors. The researcher uses the New Historicism as a method to address the

novel's main points that reflect the facts. In other words, the novel's events would be analyzed to illustrate how they relate to historical events.

3.Psychoanalysis:

3.1Definition of psychoanalysis:

The Psychoanalytic approach is one of the critical approaches, which originated during the twentieth century; it views and analyzes literary works at the level of psychology. The basis of this approach was adapted from Sigmund Freud's theories, Swiss psychiatrist and psychotherapist Carl Jung, and German American psychologist Erik Erikson. The critics use Psychological Approach to analyze authors, characters, and audiences. They apply a specific psychological principle to examine literature from different parts .this theory mainly used to analyze the characters psyche that the author created(Friedman and Medeiros 1)

3.2Erik Erikson theory and identity crisis:

Erik Erikson is a psychologist and a critic who started developing his most central theory of psychosocial development in the mid and late 1940s.His theory is more related to children's development.In his book *Childhood and Society*(1950), Erikson showed a significant point of view about the relationship between individual and society. Although Erikson "formally" dedicated devotion to Freudian psychoanalysis, he was more aware than Freud of how social conditions influenced the internal psyches of people.

Most notably, *Childhood and Society* developed the idea of an eight-stage human life cycle based on the struggle to establish and maintain personal identity. It is worth

noting that Erikson's definition of identity was first developed in his still incomplete "Manuscript von Erikson" more than three decades ago. It is the tale of his wanders haft in a troubled world. Childhood is a period of life when an individual is between the ages between (from one to twelve years).In this story, identity was described as a personal sense of similarity and historical continuity through which life seemed to be real (Friedman and Medeiros 1-2).

Erikson became more aware and conscious of the negative effects of racism on minority children over time, particularly after Robert Coles accompanied him on a tour of the South to better understand Southern race relations. His analyses of African-American novelists such as Richard Wright, James Baldwin, and particularly Ralph Ellison's depiction of "powerless faces, of wordless voices" among African-Americans in *Invisible Man* (1952) had a new urgency for him. Erikson attempted to demonstrate how ethnic portrayals of oppressed minorities led to the creation of a negative psychosocial identity in *Childhood and Society* (1950).The critics Friedman and Medeiros argue that "The Negro is an example of an American minority that is pushed to associate with its own evil identity fragments by the stress the tradition and the limitations of opportunity"(7).

An identity crisis is a developmental stage in which an individual's concept of identity or position in the universe is questioned. The encounters, connections, ideas, attitudes, and behaviors that constitute a person's subjective sense of identity are all part of identity. This aids in the development of a consistent self-image that keeps nearly stable throughout time when new components of the self are established or reinforced (8).

The notion is based on the research of developmental psychologist Erik Erikson, who felt that one of the most fundamental problems that humans experience is the construction of identity. An identity crisis, according to Erikson, is a period of intense examination and investigation of many points of time at oneself. Although building a sense of self is an essential aspect of childhood, Erikson did not feel that identity development and growth were limited to this period. However, sense of self is something that develops and evolves as people face new difficulties and encounter new things during their lives (8-9).

3.3 Psychoanalysis and literature:

Characters and plot are the pillar of literature and are an important part that literary works cannot create without them; they are not simple objects in literary works. They play a big role in making events and are the performances of actions while the plot is the main event that done by them according to the novelist Henry James: “What is character but the determination of incident? What is incident but the illustration of character?” with another word this statement refers to the mutual relationship between the characters and the plot or both complete each other (Bennett and Royal 60).

As a result, this study focuses on the psychological interpretation of the character and event since the novel built on the theory of Eric Erikson that emphasize on the identity creation by eight stages that he brings. With other words, it focuses on the protagonist who is the unnamed narrator that all story focuses on him, from the young age to college and work. Thus, the researcher interprets and analyses the character's

psychology from various sides; his dreams, the society affects on them the causes and effects of his depression, disappointment, and the feeling of alienate.

4.Conclusion :

In summary, the reasearch will be examined and analyzed from both the viewpoint of New Historicism and Psychoanalytic literary theory, with an emphasis on the history. This will aid the researcher in analyzing the novel from various perspectives and proving the hypothesis that was proposed.

Chapter two: The Historical Background of African-American

Literature During Post-WWII

2.Introduction

The historical and sociological context of African Americans throughout the Post-WWII period will be highlighted. Since there are numerous occurrences that are mentioned by the author, to whom this dissertation will make reference, our goal is to concentrate on the novel's finale.

As a departure, a brief summary of the African Americans after the abolishment of slavery to American Post-WWII. Our focus on the climate of the fifties, discussing the cultural and the literary background of the novel. In addition to a brief representation of Civil Rights movement and its role in identifying the African American identity. The decline of the principles of the American Dream also are discussed in this chapter in which the American Dream has become the central theme of African American literature since the nineteenth century. What is intended to be pointed out in the next point is: the African American literature and its major themes.

2.1 Brief history of The African Americans from 1865 to 1950s :

After the Abolishment of slavery, African Americans wished to have better living conditions. Although some white people supported them, most of them refused to recognize them as American citizens. All these events led to the spread of abuses and discrimination in all parts of America. The new policies were created on both sides the North and the South. By 1900, those were used as tools or ways to separate American society. The main issues that were practiced on them largely were the racism in South

racism, oppression, and inequality includes in every part of public life, containing education, and the military services. Although segregation was usually illegal in the North, in the south was not so. They were separated in practice but not by law, which means they were oppressed in reality but not by law or a separate state. Before the Civil Rights Movement of 1964 was established, black people fought for equal rights but after that, many things had been changed particular education (Dwight 277).

2.1.1 Education :

After the end of slavery, the United States Constitution passed the three most significant Amendments to guarantee African Americans citizenship. The 13th Amendment abolished slavery, the 14th Amendment established citizenship, and the 15th Amendment made voting legal. Around 1873 and 1883, the Supreme Court published a set of cases known as the "Jim Crow Laws," which made it illegal to mix blacks and whites in public places in both North and South states. These decisions were also implemented in schools in South America. In 1896, the Supreme Court established the principle of "separate but equal," or the formal division of races (33).

This case Plessey v Ferguson was not applied during WWII, but it was a cause for creating another case which was a way that changes American history. Plessey v Ferguson is an incident back to 1892 when African American train passenger Homer Plessey refused to seat in a car for whites. This action was against the separation car act of 1890 in Louisiana which demanded separate railway cars for blacks and whites, on the basis that equality should be provided for all races, it is important to note that the act was passed in the northern state (34).

Plessey v Ferguson decision is shown that the north was not a true supporter of giving African Americans their equality, cause such a term was unfamiliar to the entire country. Some of The citizens' groups, which included both black and white supporters, voted to challenge the legality of Louisiana law. Homer Plessey was sure to hold an services intended only for and by whites as part of programs. Because Homer Plessey had broken Louisiana state law, a police officer was paid to arrest him. The case was taken to state court, where judge john Ferguson found that neither the 13th nor the 14th amendments had been crossed (Hoffer 33-34-35).

In the United States, school segregation had a long history. Slave education was forbidden for African Americans from the beginning of the slave period. Even though slavery was abolished, Jim Crow Laws segregated races and led to the creation of separate schools. African Americans and white Americans attended separate schools under the doctrine 'separate but equal' which was the opposite , 'separate and unequal,' because white people were refused to share with them the same opportunities. Those listed for African Americans are often of higher quality. In comparison to white American schools, African American schools earned less government money per student (301).

Jim Crow Laws came to established legal decisions to separate between African American and Americans . In 1896, the judiciary branch published the Plessey V. Ferguson case, which declared that segregation between blacks and whites was legal and constitutional, and that both had the same equality and chances . The idea that the decision made by court of "separate yet equal" was very popular in American colleges, but it was not used correctly. The organization of black people were created to transmit

many issues that African American was enforced without any sense of awareness .Racial discrimination and apartheid ,in the United States, were flourished in whole countries which called the National Association for the Advancement of Colored People (NAACP)that was created in 1909 . The case was followed by other law that made for educational problems that called Brown v. Board of Education of Topeka, which was settled in 1954. The Supreme Court ruled that racism in schools are unconstitutional. 1 (Dwight 301)

This case was came as an opposition to the decision of the Plessey v. Ferguson. African-American children were treated in different ways by whites because of color of their skin. They were oppressed and crossed the separate and equal doctrine, which declared that African Americans and Americans should have the same rights in all public services . The case happened because Mr. Brown's daughter, Linda Brown, was refused by a America administration school that was only for whites. The case discussed by the Supreme Court since it is a case that take attention by the whole country and specifically it occurs when blacks took their liberty ,this law ruled that the father was right, and that segregated schools were illegal . It was a turning point in United States history. It explains educational opportunities that blacks were suffer from (Myers231-232).

Brown v. Board of Education of Topeka name were created from different five decisions that were heard a by the United States supreme court because they were important topic.They all related in one point which is oppression that implemented in public schools. These case are : Brown v. Topeka Board of Education, Briggs v. Elliot, Davis v. Board of Education of Prince Edward County, Bolling v. Sharpe, and Gerhardt

v. Ethel w. Although each case had its groups of facts and evidence, the main problem from every case was the legality of racial segregation in public schools. *Brown v. Board of Education of Topeka* was the name given to the case by the Supreme Court in 1952 (Myers 231).

The *Brown* decision was a new thing that they have never happened in African American history because it differed from Plessey's separate but equal theory. Even so, the Court's concerns regarding the psychological effects of legality of decision were imposed segregation seem aged fifty years later. While the Jim Crow system is no longer existed, the majority of black children continue to attend majority black public schools (Clayborne 5).

Furthermore, no modern civil rights movement has the power to change that reality. Even though *Brown* describes a failed effort to achieve systemic racial progress, the opinion nevertheless challenges us by affirming liberal ideals that are still relevant today: "In these days, it is unlikely that any child will fairly be expected to succeed in life if he is denied the opportunity of an education. In which the state has agreed to offer such an opportunity, it is a right that must be made available to everyone on a fair basis" (Clayborne 5).

The very next year, the Supreme Court issued *Brown II*, which outlined how the *Brown* decision could be applied. The NAACP argued that desegregation should occur immediately or on a set timeline. The school districts said that this was impossible and that it would cause confusion. Another landmark ruling by the Supreme Court, written by Chief Justice Warren, demanded that school boards "make a timely and fair start"(6)

toward enforcement. It ordered lower courts to issue orders to schools requiring them to admit black students “with all deliberate speed.” Such language expressed an awareness of the political realities of the day (6).

Following the Brown cases, the Supreme Court began to end racial segregation in the 1950s and 1960s. In a series of brief rulings, the court abolished segregation on buses, beaches, municipal golf courses, and other public places. In each case, the court declared the Brown case. In *Loving v. Virginia*, the Supreme Court ruled that the state could no longer forbid people of different cultures from marrying one another. The Virginia act, which the court ruled illegal, did nothing more than confirm the doctrine of racial oppression, that was according to Chief Justice Warren. By the end of the 1960s, the court had ended all kinds of civil racism (5-6).

2.1.2Politics:

Blacks experienced racial segregation and work inequality as a result of the First World War when political and economic issues began to emerge. During the Great Migration to the North (1910-1940), both of them benefited. During the Second Post-World War ,political parties dealt with the issues of the day, and each party attempted to address these problems according to its values.

In Chicago, the communist party was founded in 1919. It opposes and prevents racism in the workplace. In the late 1920s, the party stressed black people's right to self-determination. In other terms, Black People in the Black Belt (a wider area stretching from Maryland to Texas, but centered in the Deep South; Georgia, Alabama, Mississippi, and Louisiana) desired their state separate from the United States. Previous to the socialist party's split, it did not appeal to African Americans. Following this, some

African Americans joined the communist party, while others entered the African Blood Brotherhood (Foster 574).

The African Blood Brotherhood for African Emancipation and Redemption was a progressive U.S. black liberation organization founded in 1919 by journalist Cyril Briggs in New York City .Both organizations are fighting racism, colonialism, self-determination for the Black Belt, and capitalism, and have links to the communist party. They argued that capitalism exploited people of all races who were poor. The African Blood Brotherhood was established in 1920s. Its founders entered the Workers Party of America, which later became the Workers Party of America .In 1950 the African American were suffered from inequality and racism .Because of this deeds blacks started to fight in order to gain their full right here the civil right movement established to this reason a (Shores 170).

2.2 Civil Rights Movement:

The united states had a history of violence and racist views towards the slaves.Historically speaking,slaves came to the United States of America to escape from the miserable lives that they were faced in their mother country.They passed by many events ,as the American Civil War,that led to their abolishment 1865. This meant that after slaves were freed and the rule was modified to give African-Americans independence and liberty, they migrated to the north, often to Chicago, where manufacturing and factories were available, leaving discrimination, poverty, and a lack of jobs in the south. They thought that north is a better place for them to have the equal right but when they went there, they felt disappointed (Peck and Howard 3) .

This migration created in black people a sense of independence, which supported the emergence of the civil rights movement. That black demonstrations swept seeking constitutional equality at national level as well as to end the discrimination in state and local government. The civil rights movement alongside several other major civil rights groups collectively known as the "Big Five:" the National Association for the Advancement of Colored People (NAACP), the Congress on Racial Equality (CORE) , The National Urban League , Student Nonviolent Coordinating Committee (SNCC), and the Southern Christian Leadership Conference (SCLC) .Each one of those organization had a specific purpose to help African American from all side politically, socially and economically (Klarman 189).

The first one known as CORE that is a mixed-race American group created in 1942 by James Farmer with the aim of improving race issues and ending bad practices through straightforward projects. Farm worker was now the racial and ethnic secretary for the United States section of the libertarian organization Fellowship of Reconciliation (FOR) but had retired due to a constitutional disagreement; he established CORE as a framework for Mahatma Gandhi's nonviolent approach to fighting racial discrimination (256).

CORE's activities started in 1942 with a play at a Chicago coffee shop to oppose discrimination in public places. The representation was among the first of its kind in the United States, and it established CORE as a driving force behind the desegregation of public facilities in Northern cities. Following the Court's Ruling in 1946 that a separated seat on national buses was unlawful, CORE and FOR organized the first Freedom Ride, an ethnic nonviolent rally (256).

The organization shifted its focus to the Southern in the late 1950s, fighting discrimination and organizing voter registration drives for Black People. In the early 1960s, it is among the most important civil rights groups by supporting activist movements in the South to check legal segregation (Greenberg 256).

Secondly , the National Association for the Advancement of Colored People is another way that helped African American during that times of 1950s a mixed-race American organization that is also known as (NAACP). Its role is to stop oppression in housing, education, jobs, elections, and transportation, as well as fighting racism and protecting Black People's fundamental rights. W.E.B. Du Bois, Ida Bell Wells-Barnett, Mary White Ovington, and others formed the NAACP in 1909 in response to the problems as racial inequality that faced the African Americans, following at the end of the 1908 Springfield (Illinois) Race Riot. Any of the founders were involved with Du Bois' Niagara Movement a democratic party, and a civil rights organization (80).

It has included legislative steps to help the acceptance of civil rights legislation, educational and public awareness services to gain public support, and direct action to accomplish clear objectives for black people. the NAACP Legal Defense and Education Organization was founded in 1939 as a separate judiciary force for the civil rights movement, investigating Brown v. Board of Education of Topeka, the lawsuit that succeeded in the Judiciary's landmark of 1954 school-desegregation decision (Jack 80).

The National Urban League is other group of an American service organization dedicated to ending racist attitudes and encouraging Black People and other communities in participating in all aspects of American society. More than 110 regional

associated entities were functioning throughout the United States by the late twentieth century. The company's situated in new York State. The National League on Urban Circumstances Of many Black people was formed in 1911(Schlachter and Weber 6).

The new group aimed to assist Black People, particularly those who were migrating to New York City from rural areas in the South to find work as well as integrating themselves within American. The New York City example organization was quickly copied in other places. In 1920, the National Urban League officially had shortened its name to National Urban League. (7).

The fourth group is the Southern Christian Leadership Conference (SCLC) that is an African American civil rights organization.A nondenominational state agency in Atlanta, Georgia. It is first associated by The Reverend Martin Luther King, Jr. who had played a major role in the American civil rights movement and other civil rights activists. The movement created in 1957 to organize and promote local groups working for complete equitable treatment of Black people in all parts of American life. The group ran leadership training programs, public educational programs, and voting registration efforts largely in the South and several border areas (Magill 10).

The last one is named Student Nonviolent Coordinating Committee (SNCC), later known as Student National Coordinating Committee (after 1969), it was part from many organization that defend on black student right .In addition it was an American political group that was active during the 1960s civil rights movement. It began as an inter-racial organization promoting peace, but as the years progress, it became more aggressive, mirroring national changes in African American activity (268).

SNCC was created in Raleigh, North Carolina, in early 1960 to build mostly on popularity of a wave of stay in South university areas, wherein African Americans students reject to go restaurants where they have been treated poorly due to their ethnicity .As a consequence of this nonviolent march, SNCC grew to global spotlight, putting a negative light on white prejudice in the South. In the years thereafter, the SNCC has increased its involvement, sponsoring the 1961 Independence Movement and the 1963 protest on Washington, and also campaigning for the Civil Rights Act (1964).During 1966, the organization were formally joined the larger anti-Vietnam Conflict movement (Palmer 268).

The civil right movement also facilitated black authors in shifting their subjects away from race and sex; for example, James Baldwin and Richard Wright wrote about the difficulty of becoming a black person in U.S. life. Baldwin was inspired by Wright's *Native Son* to write a series called *Notes of a Native Son*, a response to Wright's novel. Ralph Ellison, who wrote *Invisible Man*, was another writer who was significantly influenced by the shift in African American literature; even though it was his only accomplishment, its place in African American literature was secured (3).

Besides that, to encourage unity and shift, students formed committees such as the Nonviolent Coordinating Committee, which was founded in 1960 and later became the Student National Coordinating Committee, with catchphrases such as "Black Is Beautiful" and "Black Power." As a result, African American literature has become more trendy and approved in American society (3)

This phenomenon also gave birth to Black female poets and authors, such as Lorraine Hansberry, whose novel *A Raisin in the Sun* (1959) dealt with housing

discrimination practices at that time. She is also the first African-American woman on Broadway at the time, as well as the youngest American to win the New York Writers Circle Award in 1959. Gwendolyn Brooks, the first African-American woman to receive the Pulitzer Prize for Poetry for her book (1949). Throughout that period, other female writers such as Nikki Giovanni and Sonia Sanchez gained prominence. (Peck and Howard 3) .

2.3 The failure of the American Dream:

The American Dream is defined as a mindset or set of values that inspires many Americans to work toward improving their own lives. This combination of principles includes fundamental human rights, liberty, democracy, and fairness. It is likely founded on the belief that everyone has the ability and the right to attain prosperity and success, regardless of how or where they were born. Immigrants were not subjected to those beliefs and ideas because they do not correspond to American culture and nationality(Bennett23).

Each immigrant came to this country believing that they would be able to find a better life. Before they even actually lived in this country, they believed in the American Dream. They were motivated to pass the Pacific or Atlantic Oceans, or to cross the north from the south, all that because they believed in the American Dream .They believe that America is a place where everyone is welcomed to live in . This "dream" drew many of immigrants to America's roads in looking for a better life. It is the "belief" in the notion that if you work hard and try hard enough, you can achieve whatever you want. We all know that the American Dream was not as bright as the stories suggested but reality is something else. There had been injustice , oppressive businesses abusing ,and more.

But despite the difficulties, most immigrants claimed that America is better than their homes in which they could create better life and future (Interdonato 15).

Most immigrants have found success in American society, but African Americans have not achieved the same degree of success as some other groups in this country. Their lives did not rely around the American Dream. The most terrible reality that black people have been moving down through generations, as informed and affirmed by United states, is that the American Dream is not for them(20).Because slaves born blacks and not whites, their way of life and society were taken away from them. African-Americans did not want to immigrate to the United States. They were enslaved and carried to this country as slaves. The American Dream was never introduced to black people or included in their American experience.

For three hundred and fifty years, however, they received a completely different note. The implication is that the American Dream is not for them. Since two hundred and fifty years of racism, black people were exposed to another hundred years of injustice and abuse under Jim Crowe and the Plessey v Ferguson decision (separate but equal). The process oppression was created only to reject the principle of American Dream by both individuals and institutions (136).

To put it another way, Black Americans, like white people, dreamed for a brighter future; their dream was to lead their lives as they desired, without pressure. Before being poor immigrants, African-Americans were brought to the United States as slaves in the 17th century and regarded as second-class citizens, subjected to oppression and racism. Slavery developed the American Dream into a nightmare for colored people. After the Declaration of Independence's guarantees of rights, African Americans were oppressed

and harassed as a result of their ethnic background, and were not considered to be part of the Country and its dream (Flax 136).

As result, According to the declaration of the independence that argued that all American citizens have equal rights. Also immigrants of various ethnicities and cultural backgrounds have equal treatment in terms of social, economic, and political opportunities. Sadly, the American Dream is mostly for white Americans; freedom and justice were only a myth, and black people continued to face injustice, which was widespread and widespread at the that period (Frisch 28).

2.4.Post-WWII African American literature:

African American literature is a piece of work were used and developed by African Americans in the United States, and it first appeared in the late 18th century. Slave themes were widespread in African American written work at the time. Despite the existence of the slave era, black people continue to be exposed to discrimination. African American authors have utilized their work to fight for equality, freedom and to put a stop to this new event. The African American literary work focuses on black people's interests and needs, such as their place in America community. In reality, African issues began before the Civil War with the issue of slavery and continued until after WWII with the effects of discrimination, independence, and justice with white people (13).

The Harlem Renaissance was supported tremendously by African American literature. To express their African American experience, the authors employed a variety of literary genres .In other terms, African American works of literature, either fiction or poetry, linked particular topics, such as the issue of origins in the twentieth century and

African and American minority experiences, as well as the struggle for equality with white People (Amari 13).

Despite the movement's decline, African American writers had capacity to release more than fifteen amounts of literary genres from the mid- 1920s to the 1950s. The Harlem Renaissance period influenced many Black American authors from the late 1930s to today, including Ralph Ellison and Richard Wright (1930-1940), Toni Morrison, and Alice Walker in the 1980s and 1990s who attempted to strike a balance between the benefits of becoming an African American writer and different problems. They present Black literature, but they also attempt to break away from a racial emphasis in literature by addressing the common human condition, stressing that an artist can expose, or at least try to reveal, the experience of all people. (14).

As we previously stated, Ralph Ellison was heavily affected by the Harlem Renaissance movement and its ideas, and he accepted the movement's ideology. The *Invisible Man* by Ralph Ellison represents Harlem Renaissance literary principles. Throughout this work, Ellison portrays the African American experience, problems and struggle that they were faced in America community. We find that the work of Ralph Ellison *The Invisible Man* belongs to the category of African American writings that was influenced by the Harlem Renaissance and civil rights movement (14).

Racism was the most prominent theme in African American literature. Blacks traveled from south to north for better chances and a comfortable lifestyle but they face a terrible fact that whites still seen them as slaves even they were freedman. they worked hard to look for their identity that were lost in center of racial discrimination. The African

American writers were deeply influenced by the American side therefore they wanted to write a literature that held their unheard voices. Literature was a tool used by the blacks to fight racism. As a result, they created African American and the New Negro movement had emerged to show the unfair actions of that done in side of minorities and to destroy the stereotypical ideas and images about them that was drawn by whites.

African American literature began as a sign of weakness from Africans who had abused, struggled, been hurt, was deeply afraid, stressed, and wrote simply to get their case through to a white audience in order to succeed in an elegant and productive society. Novelists, short story authors, poets, and playwrights are all represented by African American writers (15).

African American writers represent different themes that described the situation that African American were faced after world war two as integrate themselves into the context of American society, accepting White conditions of living but also performing better, and a feeling of security and becoming their self. This was greatest problem for most of writers , on the other hand, was sexuality. Also they show the harm that ethnic discrimination does to black cultural values, as well as the way for which African-Americans must try to protect their culture and confirmed the concept of purely black identity and argued that the African American experience was intimately connected to their motherland 'Africa' (16).

Conclusion:

The major point from this chapter is that African Americans have played a significant role in American history. Despite the end of slavery, white Americans continued to hold racist attitudes toward African-Americans, resulting in widespread racism. African Americans continued to fight for their rights as citizens of the United States. The civil rights movement made it possible to treat black people equally. This event prompted blacks to demand their rights at various levels, including schools, the right to vote, and jobs. Unfortunately, the African American Dream turned into a nightmare as they discovered themselves in an unjust society rife with racism and segregation in all parts of life.

Chapter three: Racism in Ralph Ellison's *Invisible Man*

Introduction:

The goal of this chapter is to analyze several literary portrayals of racism in Ralph Ellison's *The Invisible Man* (1952). We start by the notion of invisibility and blindness which is intended to be investigated in Ralph Ellison's *Invisible Man*, as far as literature is a device of reflecting reality. We use the notion invisibility and blindness as metaphors to examine the effects of racism on the protagonist 'Invisible Man'. Then, we move to deal with the notion of alienation and margin. The latter notions are highlighted by using a character who is isolated from society because of the color of his skin. The protagonist of Ellison's novel feels invisible as his name introduces him to the reader, 'invisible'.

3.1 Racism in Invisible Man:

The *Invisible Man* by Ralph Ellison is regarded as one of the most significant books to depict black history in America. It has to do with what occurred in post-World War II America. My research is to look into the issues that black people experienced, including racism and identity concerns.

John S. Wright claims that the *Invisible Man* is "a novel about innocence and human error, a struggle through illusion to reality" (Wright 158). The novel focused on the issue of racism and its impacts on African Americans' lives in different levels of education, employment, and social life. Ellison's novel is a representation of the main

difficulties that faced the nameless black man to live in a community that rejects to accepts him as a human being. He feels mistreated and shocked by the actions of white supremacy of the injustice and inequality in South Harlem. To escape from such society, he lived a basement, running from the stereotypical ideas that were pointed to him by Americans him this results from the barring the invisible man from enjoying his life (Jing 132).

In the novel, the unnamed character is a black man who lives in a racist society of the north where the blacks are still seen as slaves even they got their freedom and their rights .the African American still believes that Americans have the full authority or the priority to control them as their masters. In order to survive in such a society they need to serve them without any words and rejection, in college ,as an example, the narrator went to study but they were worked as servant to Mr. Norton who works as a teacher there ,this unfair deeds makes him understand his place in the whites eyes and the meaning of racism and racial discrimination of united states. This actions leads him feel isolated and alienated in community looks his as unseen(jing 132).

The narrator through his years of growing up, he experienced many incident from the whites, this brings a shook to him that he realize that they seen his as invisible but in same time he is visible. From the young's inner change, the writer presented the issue of racial discrimination multiple times.

The grandfather give instruction to his grandson to live in such racist place needs to act in two faces in which he said:

Son, after I am gone, I want you to keep up the good fight. I never told you, but our life is a war and I have been a traitor all my born days, a spy in the enemy's

country ever since I give up my gun back in the reconstruction. Live with your head in the lion's mouth. I want you to overcome'em with yeses, undermine'em with grins, agree'em to death and destruction. Let'em swoller you till they vomit or bust wide open. Learn it to the younguns" (Ellison16).

The narrator uses his grandfather's words as an advice to control his deeds in the whole of story. The grandfather want from his grandson to wear two maskes ,the first one is agree what the whites say or request to do without becaming blinded by them this is only way to life inside the oppressed community means he behave as slave and whites this bosses while the second mask is being good fighter of his own culture as his grandfather was a follower of the whites and forget his identity cause were bussy by being servant of them(Jing133).

In chapter four , the event are mainly happends in new place that narrator went too. He started his professional career after his refusal from uninersity because he blamed for something he did not do to Mr. Norton . He sat in the last seat of the bus in his way to have a new environment , society snd place which is New York City. This events describes how African American were not represented fairly to whites(jing133).

In his path to join the larger community, the protagonist was rejected from college. He sat in the last seat of the bus on his way to his new place, New York City, despite the fact that it was empty from chances that was ,Mr. Bledseo promise him to get there. This explains how blacks were not treated equally to whites. They are forgotten, victimized, and denied their right to fill the same spaces and positions as them. Within the same side, he observed a man who sympathized and respected with black people's struggles in an American society that is so cruel and not fair to them, and who was

viewed as a mentally ill person by this society as he expressed racial prejudice. The man was able to freely share his feelings, while the unnamed man, was unable to do so because he lacks the right to free expression because, in that time, there were the beginning of civil rights movement. When he in his station, he have seen many people from his race do a peaceful protest to request for their rights. The man gave the protagonist some useful ideas before he went off from bus. If black people want to be independent, he advised them to seek to be their own owners that give them a chance to survive and live happily with the whites. When the character first arrived to New York city, he was full of hopes, self-assurance and believed and imagined that by his efforts and hard work, he could develop his own worth. He wanted to be noticeable physically present in front of Americans. To achieve a high social position in this industrial society, and to be recognized for his contributions and struggles(134).

With the guidance of the son of a trustee, Emerson, he went to a paint factory called Liberty, believing that this was the place where he could realize his dream. When he moved in, the first thing he saw was a massive electric sign stating, "Keep America Pure with Liberty Paint." The author was largely pleased with the whole of the factory, from the working environment to the way the paint was made. The manner the material was designed was very similar to how United states society works: different races collaborating to create a perfect object. In other words, the success and growth of the United States cannot be differentiated from the contributions of African-Americans; both races complement each other, just as this factory does. However, most people are only interested in the final piece; they only see the wider picture and ignore the detail and how products were created(jing134).

One of the crucial moments in the protagonist's story occurs when he is harmed while working at the Liberty Paints factory and is taken to the hospital, where he is viewed as a test subject by white doctors. Related to the electric shock treatments he got there. He briefly lost his memory and ability to interact. Once the doctor questioned about his name, his mother's name, and Buckeye The Rabbit, the narrator couldn't recall anything about himself (his semi-consciousness) (Ellison 233). The character was unable to go to the paint factory after discharge from the hospital, despite knowing how difficult it is for an injured black man to find work in American industrial society.

The protagonist's experience in the hospital exemplifies racial attitudes against black people even in public areas; the character describes, "I was sitting in cold white deny chair, a man was staring at me out of a bright third eye" (238). This explanation applies to white men who are white and cold, similar to the doctor who enjoyed administering electric shock treatments to him and remarking about how rhythmic the blacks' dancing was. In addition, the doctor's concerns about his name and the Rabbit song were meant to remind him of his African heritage and slave history (Jing 134).

After, the narrator's role within the Brotherhood, which is a social justice movement dedicated to combine citizens who have been "enslaved of their roots," rewards him with the ability to impassion public speaking, and he becomes the Brotherhood speaker. He quickly discovers that the company is only concerned about its own advantages, not with the well-being of its employees. They used the Invisible Man to accomplish their objectives. The Brotherhood views the narrator not as a unique human being, but rather as an abstract representation of his race, which is a true reflection of American society. The Brotherhood, according to Foley, "is a stooge for the US

Communist Party, with which Ellison was closely linked in the 1930s and early 1940s. As a result, the book has become some kind of an anticommunist classic, using a complicated set of language strategies to relate radical politics to white supremacy and, in the end, promote an American exceptionalism ideology”(jing135).

Indirectly, Ellison attacked the communist party for claiming to struggle for justice and equality for all citizens while abusing blacks and using them to further its own political agenda, similar to the novel's event in which the narrator was oppressed by the Brotherhood group and used as a way to achieve their goals . Ellison's character lives in an oppressive American society that imposes social and political forces that hold black Americans in their position without saying anything about their rights, and this society made them far away from taking their equality, security, and independence (jing135).

3.1 Invisibility vs. blindness:

3.1.1 Invisibility:

During Post-WWII, African American's life became more harder because of the whites's discrimination even after they got their freedom. This kind of society take the attention of many writers Which some of them lived in that society and experienced Racism. Ralph Ellison is one of those authors who write about the psyche effect of society on blacks as well as whites(Noskova13)

According to Ralph Ellison's *Invisible Man*, to be invisible is to be perceived by many as a collection of generalized images drawn by them rather than a real human. The narrator explains the consequences of the character's actions, which include being unseen by the whites. They did not see their goal, because if they did, they would not behave in this manner. Most of the events leading to the protagonist's discovery of his invisibility.

Literary instruments such as comparisons are used to represent certain events: The first, as shown in the prologue, begins with an anonymous narrator introduces himself as an 'invisible man,' claiming to be a "true man of flesh and bone" with a thought. He also insists that he is 'invisible.' He maintains that he is 'literally visible,' but that he is 'invisible' because people fail to see him as a complete person with independent will and feelings. The reader is first introduced to the narrator as a shadowy figure who has misplaced a piece of himself due to the community's indifference (Lieber 86). The critic Noskova shares the same idea, he says: "Ralph Ellison and the Metaphor of Invisibility in Black Literary Tradition"(15).

Within the opening of the primary chapter, the young man came to realize that he has been respectful to the way society considers he ought to be since his race, but here he finds the presence of his undetectable character "that I am no one but myself but to begin with I had to find that I am imperceptible" (15).

The other scene that represents the invisibility is when the narrator about running into a white man who yelled at him one night. The narrator becomes angered and hits him, head-butting him and demanding an apology. The other man is still struggling, and the narrator is on the way to stabbing his neck. The narrator discovers that the man is blind to him and that he is a dream for him. This action is to prove to the man that he is visible. He sees himself as a victim of a blind society that refuses to recognize him. The narrator claims that his race or his skin color is the reason why the white man doesn't remember him as anything other than a nightmare(17)

The narrator went to the bar and asks a double whisky to get out from the bar, Halley." whatcha saying?" The "schoolboy" protagonist is rejected by Halley, "hell,

now," due to his ethnic background, and she tells him that everyone should be drunk inside. The narrator told Halley that Mr. Norton is sick and can not come, but Halley simply refuses. The narrator's conversation with Halley shows how she is not satisfied with the narrator. The idea of not being able to provide Mr. Norton with his drink makes the narrator nervous. After all, he knows that he will be blamed for everything because his race or the whites did not give him any place in their society(19-20).

The narrator in chapter five, went to the evening chapel was Barbee who is a black person from Chicago who came to subvert the founder's legacy. He made a long speech about education freedom, he explained the history of biblical history that made audience and narrator moved by his speech.He noticed that blacks still living in darkness, they felt that night of slavery settle once more upon them.They do not want to stay in darkness; they want to take them to light who is a black college professor, attends for Donate. Barbee carried on mentioning dedication because Dr. Bledsoe is an example for a black student. The narrator notes Bledsoe's ability to touch white men and respected and he thinks back to his near encounter with Mr. Norton. Bledsoe's casualness appears to be an act of magic.The narrator describes Bledsoe's rise from being unseen or black slaves to a teacher and leader(21).

Dr. Bledsoe, in other words, is the symbol of everything the narrator wants to be. at the same time, being able to contact and speak to white men (as Bledsoe does) is the height of success, and Bledsoe is viewed as a great character that broke all chains that whites put on African Americans(22)

In chapter twenty-three, the subject of invisibility shows up once more when the protagonist was pondering within the roads of Harlem. He is seen as another character

called Rinehart when he wears a cap and shades. The undetectable man goes to the church, he came over a leaflet composed by Rinehart which was around after perusing it. The narrator concludes that having different personalities uncovers someone's intangibility and despite the truth that invisibility may give security choices made mystery cannot have any critical effect. Within the epilog the young man realizes that his travel is characterized by his skin color, meaning that he seen as dark man. He chooses to wake up from his hibernation and acknowledge his reality as an invisible man" ...I finally rebelled . I am an invisible man"(Ellison90).

The use of vision character that Ellison depicts the incomplete nature of many people's dreams, philosophies, realities, and beliefs, all of which have led the narrator to conclude that he is an invisible individual. Because of people's inability to see what's going on around them, they've imposed ignorant invisibility on anyone else. This leads as to create another aspect of racism which is blindness that played a major role to show the protagonist that he is not belonging to white society (Noskova 23).

3.1.2.blindness:

The concept of blindness is an important part of Ellison's way of thinking. Before we get into details, we need to define blindness which is the condition of those who fail to see themselves as unique individuals. As a result, these conditions are mutually beneficial: "You are blind to me if I am invisible to you"((LÓPEZ and Alejandro 59). This near connection is fully depicted in the narrator's subsequent expression in Invisible Man "... I am invisible simply because people refuse to see me. That invisibility to which I refer occurs because of a peculiar disposition of the eyes of those with whom I come in contact"(Ellison 3). In his novels, Ellison made an important point: blindness isn't just a

problem for white people; blacks and whites can be blind to each other. Whites are blind cause they consider the blacks as a deal rather than humans while blacks are blind because they let whites control them (LÓPEZ and Alejandro 59).

Ralph Ellison presents many different ideas about blindness and the vision that whites have on the character and how they affect black's ability to see in the novel *Invisible Man*. Ellison uses blindness to analyze society and the ideology of cultural racism toward African Americans. Numerous events demonstrate blindness on various levels, including language, people, vision, and behavior. We'll go over each one by one.

The protagonist after he completes his graduating speech that was praised by the audience that was in front of whites in chapter one, he is invited to give another speech at a gathering of his hometown's white representatives. As he arrives at the hotel ballroom where he is to give his speech, he learns that there will also be a boxing match, a "battle royal" held between some black classmates. Some whites leaders were joining by drinks and dancing. For the battle royal, the boys are thrown into the ring. The boys are blindfolded during the game. Ellison attempted to depict how black people are blind cause allowed themselves to be insulted, abused, and for accepting their inferiority complex. The blindness of white people is also represented. As a result, all races are invisible to one another. as unique persons.

The whites experienced blindness. they use white cloths to cover the eyes of the boxer, they use it just because of the image that everyone has on boxing violence also it is done simply because whites men would find it to be more entertaining and make blacks powerless. Both were forced to that reason. this was represented by Ralph in the following statement: "Everyone fought hysterically. It was complete anarchy. Everybody fought

everybody else. No group fought together for long. Two, three, four, fought one, then turned to fight each other, were themselves attacked” (Ellison 17).

Ralph Ellison indicates two sides of blindness the first one is Reverend Homer who is the blind preacher who cannot see the world as it is and the second one Dr. Bledsoe who is blind As Barbee said after the death of the founder who is compared to Moses the darkness started around black people again. He trusts Dr. Bledsoe to be the safer of black students from the slavery to the light. He believes that he will keep his promise that made to the founder of continuing his dream of free his people. In the Barbee speech, talks about to successes that founder made and difficulties that the founder face and how those have changed but in fact still as it is abused. He believes that as the university grows, as like others world developed does and that African Americans are beginning to achieve success and discover their position in the world. The only way for African Americans to succeed is to impress whites and do as they are said. (LÓPEZ and Alejandro 60).

He believes that Bledsoe is an excellent person and a "worthy successor" (133). He is totally blind to Bledsoe's ignorance and how he is leading Africans back to the shadows that the Founder tried so hard to remove. He thinks that perhaps the college will produce "legends" who will continue the Founders' beliefs and spread them, but that this will never arise cause they are under Bledsoe's power. Since he is blind, he can only depend on what other people say, his physical disability calls into question the sincerity of his voice. The blindness of Barbee” suggests that he does not see the truth of Dr. Bledsoe's character(LÓPEZ and Alejandro 60).

He's searching for his identity leads him to the Brotherhood, a revolutionary group led by Brother Jack, that has one eye. He lost it when he was a worker in brotherhood. He is a white leader who symbolically represents the narrator's psychological ignorance. The narrator's increases the level of understanding, that makes him able to engage with such community, the city, confirms the picture of blindness and sigh. The young man begins to go beyond race in the Brotherhood, but he is criticized because whites still do not consider him as a member in their place, in other words, he does not suit the new path. Firstly, the brotherhood protects him by presenting him to a larger world, providing him with jobs, fully formed thoughts, and hope (61).

The brotherhood forbids him from doing anything. They tell him that he "mustn't waste your emotion on individuals, they don't count History has passed them by," and that he "mustn't waste your emotion on individuals, they don't count" (Ellison 158). They complain if he uses color to make a point, so he questions if he's being used because he's black. He's just doing his job keeping his parts keeping pushed him back. (61).

The 1950s were a turning point in this period that leads to the creation of a new genre of literature, African American literature, which was described as an innovative vision of prejudice. The influence of blindness and invisibility in *Invisible Man* helped in the emergence of this progression vision and shifted the public's view. Ellison's work mainly focused on his own experiences growing up, such as racist actions that minorities had faced and their lack of human rights, highlighting that discrimination was more complicated than a white oppressing a black and that the manner of blacks viewed themselves was important. He was unaware of the fact that he was revolving around his stereotypical view of inferior beings, and this was the main issue in ending the

conflict. As a result, the concepts of blindness and invisibility were important in mixed relationships(61).

3.1.2 Alienation :

As a departure, the Alienation has become a consequence of the abused black folks had suffered after they were taken from their mother countries and were dropped to foreign lands by slave ships as trades to sold to work as slaves. Even after the abolition of slavery, they became free but blacks were still under white's power socially and legal rights that the whites race benefited from it, this led them to grow a kind of feeling of isolation and rejection. Alienation has become a fixed and popular or most used element within the literature produced by blacks.

Alienation considers as a fictional theme that has been described as a dominant element in the 20th century in the first chapter. African American literature dealt mostly with this idea more specifically in terms of how a character builds its relationships inside a particular literary work that is represented independence on the surrounding social system. the Invisible Man is a debatable work that studies the main reason in the creation of this theme that is racism made by society towards the character, alienation is influenced by his society's rejection to see him, as well as his own identity in terms of forced traditional cultural heritage that he considers from as too small and narrow(Toker30).

After the narrator notices that society keeps avoiding him, he decided to be invisible inside a blinded country that always supporting racism and gave the unnoticed picture for blacks since the slavery era till now .the narrator states: "I might even be said to possess a mind. I am invisible, understand, simply because people refuse to see

me...When they approach me they see only my surroundings, themselves, or figments of their imagination -- indeed, everything and anything except me” (Ellison03).In this statement, he discovers that he can see the things surround him but in contrast, the whites do not.This ignorance makes him invisible.The neglecting came from the oppression that was practiced on the black, the living in a community that most dominated by white and imposed their power on blacks and make them servants all that develop the sense of alienation(31).

The narrator said: “That invisibility to which I refer occurs because of a peculiar disposition of the eyes of those with whom I come in contact. A matter of the construction of their inner eyes, those eyes with which they look through their physical eyes upon reality”(Ellison03).This means that the connection between blind and invisibility raised the level of challenges and irritation for his character to be recognized due to the confinement of social aspects this because he finds a covered room “closed-off section of a basement, his mind agitates him, stirs him to thought” it means that he remains in the gap to form his intellect think around whom he truly id and what he truly needs in truth(Toker 32).

In the end, he gets that covering underground makes him realize that his relationship with himself does not tame after that his society that he is seen but not blind. He said, “I’m an invisible man and it placed me in a hole—or showed me the hole I was in if you will—and I reluctantly accepted the fact,” said the narrator. (Ellison44).As a result, the invisible man has done and agreement that life is not to be powered by whites. But to live it day by day, and he has one path that was made for him there no way to

escape from it, and “humanity is won by continuing to play in face of certain defeat. “[Their] fate is to become one, and yet many” (447).

Moreover, the narrator focuses on the incident happened in but, where he meets a matured white man who appeared to be misplaced but is embarrassed to inquire for heading. He, at that point, recognizes this individual or Mr. Norton that he utilized to go with when this last mentioned comes near to him and ask him how to reach the Middle Road. The narrator tries to remind him of golden day whereas he answers him with wanderings almost why he ought to keep in mind, he tells him : "Because I'm your destiny . . . I made you. My destiny, did you say?, Young man, are you well?, I've lived too long in this world to be ashamed of anything [he responds]." (Ellison 448). At this point, the misplaced man who asks the narrator as an imperceptible man for heading, this shows for him to be a dangerous thing which makes him see this world of alienation as none appears to know who he is or where he is going to. This exceptionally minute makes him realize his way to personality “My problem was that I always tried to go in everyone's way but my own. I have been called one thing...while no one wished to hear what I called myself. So, after years of trying Chapter Two: Aspects Affecting Identity in Invisible Man 60 to adopt the opinions of others I finally rebelled. I am an invisible man” (Ellison 444).

The novel aspect of alienation reflects the narrator's interaction with himself and his community, confirming the previously mentioned notion that these relationships result in a sense of disconnection. In the situation of Invisible Man, the sense of isolation is slight and productive, allowing the protagonist to find who he is in a society that the author compares to white society in that it is too diverse to be contained. Life is

complicated for him, and it reaches its maximum in beautiful moments of unexpected storytelling.

The society is one of the main reasons that leads for creating Alienation that was appeared mostly in the following statement. When Solider states that: "You will hardly recognize it, but it is very fitting that you came to the Golden Day with the young fellow ...'He brought me,' Norton said..." But seriously, because you both fail to understand what is happening to you. You cannot see or hear or smell the truth of what you see" (Ellison 75). Mr. Norton consider himself an important person that has all power , he does not encourage a young man to rule him or to drive him anywhere he likes, according to the Soldiers. Instead, he emphasizes that he is the lord that has the full authority to control him , and it is his choice , not the black's, to choose where he goes. In this context, he adds, "To you he is a mark on the score-card of your achievement, a thing and not a man; a black amorphous thing. And you, for all your power, are not a man to him, but a God, a force" (75). This sentence expresses the state in which they should be in their relationship, which included, that the white person who should be in charge also he should become the relationship's leader. Before Mr. Norton and the protagonist leave the soldiers pointed that: "No, listen...He believes in you... and he believes in that great false wisdom taught slaves and pragmatists alike, that white is right " (Ellison 75). This oppressive ideology marks a defining moment in the Invisible Man's life, since it pushes him not just to further away from white society, but also completely away from the Black culture and beliefs which leads to the development of alienation in side of whites community.

Even though Dr. Bledsoe and the narrator come to see Mr. Norton because he is sick at home, after the bar incident that the young man blames on it, Norton states politely that it wasn't the man's fault. Then Dr. Bledsoe responds: "Don't be kind, sir...You can't be soft with these people. We mustn't pamper them" (Ellison 82). To explain what happens, after the event that the Invisible Man and Mr. Norton encounter, Dr. Bledsoe reveals what the narrator has come to believe about the dominant universe, as he expresses his frustration over the bar tragic accident. As a result, he rejects the narrator for failing to fulfill his desired position. As a consequence, the Invisible Man is now challenged with a new way of avoiding community as a student. This accident, kept him with a recommendation letter for the university that Mr. Bledsoe gives to the character this last helps him in search of a job, this incident alienates him to New York City, and it is later revealed that these letters are said to destroy his character in such a way was presented him a minimal future in connection with Dr. Bledsoe(Toker 33).

The novel expresses the idea that optimism will lead to false hopes at the novel's conclusion. The protagonist's dream of becoming a powerful member of the community is ruined. He dropped out of college and was no longer a member of the Brotherhood. As a result, the protagonist realizes that he must live his own life and that he is alone, just like all other human beings. As a response, the protagonist realizes that he must live his independent life and that he is alone, just like all other individuals. As a result, he chooses to depend on himself, to form his personality, and to live in this world truly (33).

3.1.3Margin:

Since the work focuses primarily on the relationship between the author and the environment that has a large impact on the narrator, marginalization is a major theme in

Ralphs's novel. The majority of the people in his group were white, and they enjoyed being the center of attention because they had the power to dominate the minorities, which included the black people to whom the narrator belonged.

As the narrative's headline " the invisible man" suggests, the narrator is unnamed which is meant to re[present those who are on the margins who had a lack of belonging and are separated off from the community. The protagonist does not define himself in the first chapter, and he is still struggling for discovering who he is; he notes, "I was looking for myself," realizing that he is "nobody." Also after his grandparents were granted their independence from white's control, they were not fully equal under the law and their rights were abused by white people. They were stated that they have been "together with other people of American society " in the world, but that they are "different as fingers of a hand" (Ellison 15).The unwillingness to unite the poor and oppressed groups of society with the middle and the wealthy reflects whites supremacy dominance (Mansouri 51)

In addition, the protagonist's grandfather's guidance emphasizes the importance of developing strategies to stay alive in the "enemy's land." He says, "Our life is a war." This is due to government discrimination acts caused by the American image of black people in the world as being in the middle and margins, more affluent, and marginalized .the character's grandfather describes white people as " the dominant authority. His works demonstrate the strangeness between African Americans and Americans (16).

In the prologue, the starting point was when the narrator indicates or tells us about the place where he lives "hole in the ground", which is known as the "basement" of the building that was rented by an American. The basement was a closed and forgotten place n the building. The whites are living on top of where the department that is well

designed, very clean, and are the best place of the building while he is living at free home, dirty, neglected, and out of use. His living lonely and far away from other members of society, underground instead of on the ground among other peoples shows that to us that he is marginalized, and is not a part of the center life, in the hustle and bustle of civilization.

Those who live in the upper class, such as whites in the central portion, have a negative relationship with those who live on the margins and are treated as their servants. They view them and that they're not members of the human race cause they do not consider them as members of American society with emotions that can be easily destroyed. After all, they are in their motherland. They are instruments used by them to achieve their interest as Mr. Norton who made the narrator his driver and tools that they can command and be used to fulfill their self-importance as much as they want. Once the protagonist unintentionally says "social equality" instead of "social duty" on his graduation day speech, they became shocked and demanded that he correct the statement to prove that he did not make the error intentionally. They didn't miss an opportunity to mention to him and other minorities that "you have to know your place at all times." (Ellison31).

The protagonist receives a "calfskin briefcase" with "a scholarship to the state college for Negroes" at the end of the presentation, and he dreams of his grandfather telling him to open the briefcase and read the whole thing the same night. The text "Keep This Nigger Boy Running" confuses and perplexes the boy. However, what he will face in the future demonstrates that his grandfather has a better understanding and awareness of whites thinking and dealing with them better than he does(Mansouri 53).

The writer, much like the founding father of the Negro college, is unnamed, suggesting the margins' lack of origin. White people see themselves as a cohesive race, not as a diverse community. Some black characters, in the novel such as the founding father of the Brotherhood organization, which the narrator later joins, are kept nameless, emphasizing the impression that African Americans are prejudiced incomplete in creativity, and unique character. the image of the founding father with "his hands outstretched," "empty eyes," and "a kneeling slave" suggests that those on the margins that are the minorities must be subservient and passive in everything to live peacefully, live, and succeed in the American community(54).

At university, the writer is delegated to Mr. Norton, a white campus president, as his guide, "a bearer of the white man's burden." The narrator makes a mistake by leading him away from the class and higher position to the margin which is working one as "down this lane" to a plantation owner called Trueblood's "log cabin," and then to the Golden Day, a night club. Mr. Norton is listening to Trueblood's story about getting his daughter pregnant. After that, in the Golden Day(Ellison 46), he encounters "vets, a little shell-shocked" (73). He sees and hears what is inappropriate for a man of his status and [so-called] sensibilities. Norton represents an upper-class white society that violates minorities and seeks to disrupt by facing the margin, which is why he was actively listening to every word he was informed of; while the encounter represents the meeting of the two categories, the middle and the margin. The two characters are belonging to two different races, black and white, who are opposed because of many things skin color, position, economic status. Norton relates to the superior community, who is the oppressor

and the margin for the writer, as well as Norton's servant. As a result, each of them companions his extreme contrary(Mansouri54).

The protagonist is provided by a "new name" by a white brother Jack that is another incident in the Brotherhood that expresses marginalization . The name is not identified or mentioned, implying that it is the duty and rights of the white and responsibility.To determine and identify who the margin should be and what identity suits them cause, they have still seen them as slaves that they have no right to decide which culture he classifies. Many on the edge have no choice or opportunity about who they choose to be or how they like to be seen in the community. Even after they got their freedom, it appears that "African Americans and Americans " are "all in agreement" and "consumed with the struggle," but the protagonist knows that it is "a white man's world," where no black can associate this place with them the reason behind that view of a writer who witnessed all harsh deeds that done to the blacks over many centuries since slaves era.

In his novel,*Invisible Man*, Ralph Ellison skillfully twists the problems of upper class/margin (low class) together. The "civilized society " sees the margin as worse than men, "a thing not a man," while the upper class sees the margin as more than men, "a God." Because of their ability to create or break the futures of the oppressed, the elements of civilization are associated with God. For whites, the blacks are poor people separate in class and color, and they have an alien life form. Mr. Norton is informed by the veteran that the protagonist believes in the "great false wisdom" that teaches slaves the principle of "white is correct"(Ellison95). The powerless cannot question or refuse those in positions of authority. He has no choice but to trust in the whites' supremacy(55).

According to historical events, after the independence period of blacks, the concept of freedom is unimaginable to white minds because it is impossible with an educated and civilized culture and contrary to any cruel, inhuman margin. The events pull the mask of humanity off the face of the people. The violent and savage existence of oppressors is shown. Their white skin seeks to fill in. Despite their inner awfulness and horribleness, they are unable to achieve the desired results. The highest statements of society and perfection are as meaningless as the money on the electric-powered carpet, which the protagonist later discovers to be a fraud and worthless. (Mansouri 55)

4. Conclusion :

Ellison's *Invisible Man* is considered one of the most complex and sensitive topics that are done specially for the Africa-American literature that includes various themes as racial discrimination, alienation, and searches for identity in a white dominant culture. Ralph Ellison by writing his novel, challenged the stereotypical views and ideologies that limited the perception of individual identity in the United States, instead, he wanted to show the world how blacks were suffered and still form racism also explained how Americans refused to give the rights of the black of full citizenship and involvement in the white community.

Chapter Four: Self-realization in Ralph Ellison's *Invisible Man*

Introduction:

The fourth chapter is dedicated to the study of the character's 'self-realisation' through the use of fictional characters and real setting, 'shift from reality to fiction'. The writer tended to use a new notions to convey their points in an effective manner. He used self-realisation as a power to fight the white people's discrimination. The writer's portrayal to the main character's fighting is examined in order to depict their desires more plainly and to express the sense of integration in American society more strongly. The character's self-realisation have different perspectives: violence, ambition and many other powerful modes that works as a power to identify the African American identity.

4.1 Self-realization in Ellison's *Invisible Man*:

In Ellison's *Invisible Man*, the writer begins with the lines "I am an invisible man," (Ellison 3). Portraying dominant white America's inability to acknowledge and respect African-Americans as valuable persons. All across the novel, the protagonist discusses his struggle for self-worth in Pre-Civil Rights America. The novel's central topic is the protagonist's struggle to be appreciated as a person in an American community, a challenge that most other African-Americans in Ellison's day were discovering virtually impossible. By looking at the narrator's past, we get conscious of these possibilities. The protagonist searches for his identity in different methods, including aggression, ambition, and self-discovery (Karen 1).

4.1.1 Violence

The goal of violence is to achieve global authority, desirable relations, or material items. Violence is commonly utilized in literature, at the same time, although it is more often than not present to act as a sign for something wider and deeper throughout literature. Violence is a major theme in Ralph Ellison's *Invisible Man*, and it is intended to reflect negative African American perceptions that whites hold about African Americans. The story immediately entertains readers in a world of mindless violence, but upon closer examination, it becomes clear that the violence is not mindless, but rather relates to the idea of identification and breaking free from society identities assigned to individuals (TAOUTAOU 26).

In this part, We'll look at white men's oppression towards African Americans presenting in the first one it also focuses on the desperation of Black People in American society. In the second half of the part, we'll look at the phenomena of African Americans committing acts of violence against white people and within themselves. It seeks to demonstrate how African American violence is a reaction to racial problems in the American community.

4.1.1.1 Oppression vs. Resistance:

Ellison's *Invisible Man* is widely regarded as one of the greatest African American literary achievements of all time. The novel is a real-life novel that narrates the tale of an unknown character who is trying to take back his identity that was lost during the slave era. The unseen protagonist's narrative describes the effects of oppression on African Americans. He portrays a black individual who is exposed to

abuse, and injustice by members of the upper class. The challenges he faced perfectly illustrate the reality of Black People struggling with discrimination and prejudice. In his novel, Ellison introduces the protagonist as a victim of violence in a world held by white culture; the narrator reflects on each African American living and trying to survive and gain their origins back in the United States (TAOUTAOU 27).

In this work, the writes show plenty of incidents that represent the violence that whites made towards the narrator which had a greater impact on him as e in chapter eleven. Once the protagonist regains consciousness, he is in the factory hospital getting checked for the injuries he suffered in the crash. He receives shock therapies, but when the narrator receives the second shock of electricity, the factory doctors administer electrical shock treatment to him, which causes him to lose his memories, as he explains it:

A whirring began that snapped and crackled with static, and suddenly I seemed to be crushed between the floor and ceiling . . . a flash of cold-edged heat enclosed me . . . I tried to remember how I'd gotten there, but nothing came. My mind was blank, as though I had just begun to live. When the next face appeared, I saw the eyes behind the thick glasses blinking as though noticing me for the first time (127).

The protagonist is verbally abused and his rights are violated throughout the various scenes of racism. As a consequence, the narrator's unease is enforced on him rather than a matter of fact of his emotional responses. There ought to be factors for the feeling of unseen and the continuous prejudices and beliefs of racism that an African

American experiences. The core issue for this is that white people see him as separate and different from the various things as skin color and culture (28-29).

The event of shock therapies here the protagonist tells his situation of being unnoticed via describing his struggling ,in the factory hospital, when the doctors show lack of responsibility about his health, and focus on their experiments: “Hush goddamit,” one of the pictures ordered. “We're attempting to re-establish contact with you. They forced him to be quiet! and let the doctors s do or say ” (127) .This kind of deed is a kind of emotional violence's cause doctors in the hospital were responding to all patients but the unnamed man was neglected and ignored, this action hurts his pride and his feeling.

Another incident mentioned in the novel is the violence of whites against blacks, which occurs in Chapter thirteen when the protagonist experiences the expulsion of a mysterious old man. The narrator has never seen an expulsion that has caused physical and psychological harm to couples. The narrator mentions the truth of African American conditions that were lived in the United States. He is affected by what happens to them and he has a deep relationship with the elderly couple, because he considers them as if they are his grandparents. The protagonist is upset by the oppression of white men who are removing the couple's properties and objects from the home. This was the first time in his life, the narrator experiences the feelings of the necessity to support his peoples(30).

The narrator witnesses the expulsion of an elderly black couple, which represents a higher level of segregation and racial injustice. The audience who were there is demonstrating and supporting the old couple as when the white people carry their things

to the road. Once the narrator describes the dialogue between some of the people before they strike the white people in chapter thirteen, it captures the following thought: A slender man near me said, "Look at that." "Those paddies ought to beat to death!" ... Another man said, "Sho, we need to stop 'em" (146).

When one of the white men refuses to let the couple into the building, and the audience was very angry, screaming and attacking the men with violence. The audience threatens to shoot the men if they reach the older lady, according to the narrator. The character describes how the audience attempts to support the elderly woman in regaining access to her home. Once the white people refuse to let the lady into the home, one of several protesters intends to shoot them down with a weapon (Ellison 149). The narrator takes action to bring the war to a close and puts an end to it before it gets worse. If the order that creates were broken out that made the narrator fears his capacity to manage power. He proposes his violence and anger, saying, he realized that they tend to target the guy, and that made him feel afraid and angry, disturbed and amused. He wanted it to happen but was afraid of the consequences that will be, and he was shocked and angry not for the sake of the man or the consequences of an incident, but for the sake of the emotions that the vision of aggression could evoke in me (150).

Historically speaking, *Invisible Man* was a famous work written by Ralph Ellison in 1952. During this period, and even once the history of black people was picked up, the focus had been on the Civil Rights Movement that created many organization to protect the black right rather than all the negatives that were practiced on them in that era. The focus was not on the violence towards African Americans, but on their right to self-determination. *Invisible Man* shows the complicated link between history and history.

The protagonist of *Invisible Man* desires to be a part of that history, but he is continually warned that his unique experience does not fit into the behavior of the American system (TAOUTAOU 31-32).

The narrator in work enters to the "Brotherhood" as a member in it which is one from the organizations that were established in that period of 1950s. It known as NAACP that created to defend on black people freedom, in novel all participants of the brotherhood are referred to as brothers. One of the participants is Brother Tod Clifton. The narrator states in Chapter nineteen which Clifton has gone and quit the brotherhood. The behavior of Clifton has been viewed as a violation of the brotherhood group. By selling Sambo Dolls, Clifton abandons his entire African American society, as they "reinforce images that whites draw of minorities and he often complies to the perceived image by using them. the protagonist seems deceived by his black brother cause he felt cheated by one of his race (234). Clifton's death is a loss as well as a blessing to the black people. Though his sale of the dolls confirmed white myths towards African Americans, his death of the police officer demonstrates a strong reaction to white men's violence. Behind his support of white men's racist prejudices about Black People, Clifton can eliminate them. Clifton's refusal to be a "productive slave" leads to his murder.

The police's aggression is on the show as he threatens Clifton for selling sambo dolls on the road; after a lengthy battle, the narrator explains the conflict: "I could have seen the police yell an order and jump ahead..." And I could see the officer, ramping himself upon his knees like a drunk struggling to even get his head up, in between the lighting of cars... I heard a lot of bangs" (TAOUTAOU 33-34).

African Americans act in ways that oppose their own beliefs and traditions. They act against their will because they are afraid to contradict racist society's norms. Because African Americans have failed to challenge white's dominating status, they are unsure how to show their real selves in a society controlled mostly by whites. As a response to white's acts, the black Americans believe they can work to find their own identity and impose it by demonstrating their existence through violence. They also believe that they can erase the bad impression that whites have created on them (35)

4.1.1.2 Violence of Blacks in Ralph Ellison's *Invisible Man*:

Ellison through his novel tries to highlight white people's oppression toward black people. Whites have a habit of ignoring black people because they considered them second-class citizens. Racism and injustice harm Black Americans. The psychological stress and mistreatment they experience from whites, that made their personality are extremely low. The *Invisible Man* tries to transmit a message that was kept silent for many years of racism that is black people's dream for making their own identity to integrate into white society. Some African American protagonists in the novel were used different techniques as following or seeming to serve whites to be considered. Others work to establish their worth by resorting to violence. They think that taking their rights by using aggressive acts will be the only way to maintain their rights and struggle for survival. Nevertheless, it has a bad impact on their life as they mainly hurt one another (35).

The narrator's major purpose was to find his lost identity, which resulted in a sense of ambiguity. The narrator's violence is a result of his fear and pain. When a white

person unintentionally runs into the invisible man, he loses control of his anger. In the prologue, one night, the narrator was stopped by a white American who screamed at him. The protagonist assaults him, angered, and head-butting highlights the motif of violence. Once the protagonist asks the white man to apologize, the white man refuses. When the invisible man takes the white man from his coat, he begins to fight. The protagonist demanded that he apologize to him. The other man, meanwhile, continues to struggle and the narrator comes dangerously close to cutting his throat. This whole anger was because the narrator discovers that the man is blind to him and that he is a horror dream for him. Frightened but laughing, this was the narrator's condition when he runs away from the place. Here The narrator expresses his level of rage and fury (Ellison 5).

The narrator acknowledges: "Oh yes, I kicked him! And in my outrage I got out my knife and prepared to slit his throat, right there beneath the lamplight in the deserted street, holding him by the collar with one hand, and opening the knife with my teeth" (Ellison 5). This is the kind of conviction made by a protagonist who acknowledges that he couldn't manipulate his aggression. He continues to kick the man furiously because the white man continues to abuse him and calls his names all that because he is black this made him angrier from whole whites. The invisible man becomes increasingly angry, and he nearly murders the white man. He knows the white man failed to notice him. He left him sleeping on the floor till he sees him mentioned him in the newspapers the next day. He was reportedly kidnapped, but the narrator criticizes the idea, saying, "Poor fool, poor blind fool, I thought with true compassion, mugged by an invisible man" (Ellison 6).

In chapter two, the narrator went to university, where he received a scholarship, and he felt fully responsible from the minute he arrived, once he became Mr. Norton's

junior. They went for a drive around the college. The narrator takes a road trip to the countryside. Mr. Norton instructs him to come to the park in front of Jim Trueblood's home because he notices two pregnant women's he asks the narrator if he knows them. As soon as he drops them from the car. Trueblood is an uneducated and stupid black person who made his daughter pregnant. Mr. Norton asks for more explanation from him about his action then. He maintains that he did not intend for this and that it is all a dream to him. He was hated by the majority of black college students, including the narrator. Since the university presidents will indeed be furious, the invisible man does not like to stop and allow Mr. Norton to see Trueblood. The protagonist dislikes Trueblood and holds him responsible for his society's shame and embarrassment (TAOUTAOU 36-37)

Trueblood's wife Kate, assaults him with a knife. Because he made an unethical deed to his daughter, she nearly murders him. Trueblood's made a big conflict with his wife that is narrated by the narrator. Once Kate's child stops her, the narrator says that she points a gun to his face. She takes an iron after that, but he begs her not to murder him. She continues to attack him and shout him by different names: " 'You low-down dog, it's better to spill than to foul!' she screams... 'Shut up, niggah,' I said. You've been fouled!' (Ellison 37). Trueblood's terrible deed confirms whites' prejudices about African Americans, therefore blacks hate him while whites are attracted by his story. "As I listened, I had been so divided between humiliation and curiosity that to reduce my sense of shame, I had kept my attention glued onto his intense face" (40). the narrator realizes when the narrator and Mr. Norton were hearing Trueblood's tale.

Mr. Norton is stunned following listening to Trueblood's tale and asks the narrator to drive him to the Golden Day, a nearby bar, to have a whiskey to keep him

awake from the dizziness he is experiencing. Dr. Bledsoe learns about Mr. Norton's tale after transporting him back to university. The narrator was worried about his future because Mr. Norton did not hear his apologies. Since he brought Mr. Norton to Jim Trueblood and the Golden Day, he is upset and removes the protagonist from university. After listening to Dr. Bledsoe's attacks, the narrator is stunned. He has always used him as a model of what he wishes to be. Dr. Bledsoe is at his best when he's alone with the narrator. "brutal and blunt" (62), but With Mr. Norton, though, he becomes more kind and modest (TAOUTAOU 38).

Dr. Bledsoe is a self-centered and deceitful individual. He is from a kind of black people that behave differently in front of whites, he acts as a faithful man who follows white men's demands that is a type that the narrator's grandfather was like Dr. Bledsoe and advise his grandson to avoid being like that kind of persons. Dr. Bledsoe angrily chastises the character in chapter six. The protagonist's situation is related to his duty as a subservient to the white man. Bledsoe believes he should pretend loyalty to convince the whites this means he should behave as a servant to serve his master. When Dr. Bledsoe acknowledges in the novel that he will gain a respectful and important position in the whites community that consider as a chance for doing the thing that was not allowed to use. When he was weak and under whites' control and he will have every Negro in the country that was hanging on a tree and this view of warning invokes the idea of injuring people of his race for his gains (Ellison 80). Bledsoe's job is to use his power to assist his folks. Bledsoe, on the other hand, portrays a deceitful figure who prioritizes his own sake over the well of society (TAOUTAOU 39).

The novel's violence is apparent once the narrator witnesses the first occurrence in Harlem, which is by Ras the Exhorter, a troubled person who shows aggression in an African American people. The protagonist sees Clifton in the brotherhood gathering in chapter seventeen. Clifton, the protagonist, takes to the streets to deliver a speech opposing expulsions. Because he entered the brotherhood following his statement about the old couple's expulsion, the invisible man's task is to speak about black displacement that was spread mostly in that period. Clifton and his youthful teams are tasked with defending the protagonist as well as other participants of the brotherhood from outside violence. When the narrator's discourse is disrupted by Ras the Exhorter's men, a conflict occurs.

Ras is a big fan of black nationalism. While the protagonist clashes in conflict with one of Ras's men, Clifton approaches Ras personally. The protagonist fights the guy and continues to assist Clifton. The narrator explains his and Clifton's conflict. Ras and his soldiers have a relationship. He confirms that there is confusion and violence; everyone is fighting in the dark because the lights have gone out. He seeks Clifton when he ends battling with one of the men. Immediately, a light shines, and he finds Clifton on his back and Ras with a knife standing over him. He attempts but fails to murder Clifton, and Ras repeats his murdering conduction many times: "I should kill you." I swear I should murder you." Godahm, I swear I should kill you" (40).

Since Tod Clifton is one member of the brotherhood, Ras is angry and aggressive, according to the protagonist. Ras emphasizes the white men's rejection of the brotherhood. Clifton and the invisible man, he believes, should be a part of the Black Nationalist Movement for the one important reason that is They are all belonging to black

origins, from the same ethnicity, and they are sons of Africa, that what he claims. And that one day the white males will abandon them(41).

The narrator describes another scene that portrays violence which is his terrible dream of being imprisoned by a group containing Jack, Old Emerson, Bledsoe, Norton, Ras, and others he doesn't know. He had a dream about a bridge that he tries to cross, but they won't let him go. They have him in prison and he declines to remain; he screams, "No," I said. The narrator mentions that he has had enough of your betrayals and untruths, during his frightening nightmare, they humiliate and abuse him, and the only thing that he did is to run from them to he was very sure and insist to Jack to let him go even the narrator thanks him because he will liberate himself without their helps. He feels a sense of fear when he wakes up." I would take up residence underground," he says, in misery, rage, and despair tone.

Those incidents not only emphasize the protagonist's troubled self, but also highlight the negative consequences of the violence he encounters from both white and black people but the violence in same time killed the ambitions that writer tried to build in the whole of story (42) .

4.1.2 Invisible Man's Ambition:

Ambition is regarded as an important attribute of any young man in the eyes of society, but it is a character that can easily have bad consequences if utilized excessively. An overly ambitious person has a few interests and abilities that conflict with ambition. In the novel provided the narrator is one of those young boys with aspirations for a better future. The invisible man's ambitions are repeatedly destroyed throughout the story.

Because the cruel, dominant civilization constructed by whites in both the north and south prevents the narrator from accomplishing his goals, ambition is important (Karen1).

Starting with the protagonist's ambition to be acknowledged as an academic one once he presents his graduating presentation at the end of the battle royal, the work is built into a sequence of dreams and ambitions. By accident, he included the controversial expression "social equality," which serves as the first proof of black people's social injustices and insecurity at that period. The protagonist, used to this social distinct difference, does not think it's a big deal, but he keeps trying to satisfy the strong white males. "I was so moved that I could hardly express my thanks. A rope of bloody saliva forming a shape like an undiscovered continent drooled upon the leather and I wiped it quickly away. I felt important that I had never dreamed, " here the narrator describes his feelings by his own words after getting the bag and scholarship (Ellison 32).

Another incident that considers as the main goal for the narrator to achieve in which we learn about the narrator's search for social value is his achievement at southern university. The protagonist's aim to reach social perfection via his hard studies at the all-black university gets evident to us as readers. His skills and productivity were good sufficiently for him to be given the responsibility of chauffeuring those essential wealthy people across campus. It seems to explain that Dr. Bledsoe would only entrust such a significant and prominent job to one of the most successful and outstanding students. The protagonist shows his desire to get on the positive side of powerful white people like Norton by charming him to show him the best of his abilities and knowledge. "I understood... that flattering affluent white people was beneficial," he admits. Maybe he'll leave me a big gift, a suit, or a scholarship next year" (Ellison38). During this stage in his

journey, the protagonist tries everything he can to rise in the community the one and the only way he thinks how: through proving himself lower to white Americans (Karen 2).

By entering the Brotherhood as the work approaches its end, we grow increasingly conscious of the protagonist's want to achieve as an African man in a white world. When Brother Jack visits him with the opportunity of work, a prominent place, and a possibility for greatness, the protagonist accepts quickly. The protagonist's journey was working as smoothly until he obtained a kind general warning from an unknown admirer (Ellison 383). It was then that the protagonist realized that not everyone was cheering for him. His profession as a speechmaker began to suffer as he realized which his "brothers" in the Brotherhood were merely utilizing him to achieve their aims and ambitions. His old colleagues, his prior Brothers, agree to expel him from the Brotherhood in front of a prejudiced court, only to rely on him in their time of need during the racial attempt at the end of the work. When our protagonist was prohibited from completing his function in the community, it appears that he was on the point of being a major politician and a benefit to the African American community (3).

Finally, the protagonist of the great novel *Invisible Man* seeks to maintain self-worth and discovery in a world governed by a racist whites American community. We, as readers, catch flashes of his journey throughout the novel, from his graduation presentation at the battle royal to his great academic achievement, and eventually, his participation in the Brotherhood organization. This remarkable novel not only symbolizes civil rights and human freedom that the African Americans were struggling with during that era but also inspires readers to appreciate themselves as self-sufficient people (Karen 3).

4.1.3 Invisible Man's Self-Discovery:

Following the end of slavery, there had been a focus on being more as the White person rather than African Americans developing their own identities. Invisible Man reflects the difficult ways of understanding and self-discovering that were part inside this racist culture and time in which it was created.

The Invisible Man is a famous work written by Ralph Ellison that represents the common topic of self-discovery, of the journey to find out who one is in life, as we're all on. Across the narrative, the narrator is continuously questioning who he is and comparing the various identities he adopts for himself. Since he is black, the main character of this work is unseen wherever he goes, and it shows his fight to establish and make himself visible. However, in the end, the novel's protagonist discovers that his invisibility might be beneficial at times, and so he refuses to complain or resist. The protagonist is calmer and wiser after realizing and accepting the fact that all through his struggles throughout the novel, he has been invisible and unappreciated. Therefore it is true that invisibility is the key to self-discovery and freedom. "I am not only invisible but formless as ... well; and to be unaware of one's form is to live a death. I, after existing some twenty years, did not become alive until I discovered my invisibility" (Ellison 8).

Within work, the protagonist is a great representation of a "miss-educated Black," who was trained to hate his race while learning nothing at all about the millions of black, Americans and having no understanding of black history full of struggles and poverty. In reality, the protagonist prefers to keep his way far away from ignorant Blacks in the south because he considers himself better than them. That's also related to his school education, which taught him that race is superior to African Americans. Unfortunately, he was

unaware that no matter how much knowledge he had, he was still considered worthless and unnoticeable by white people (41).

The protagonist said at the beginning of the work that his grandpa considered himself as a, which the narrator couldn't comprehend since he still didn't know his invisibility. Yet, the protagonist's road to self-discovery began when he was asked to deliver his high school graduation presentation before a meeting of the city's prominent white inhabitants. Before he could deliver his remarks, He and his companions were used as alcoholic white men's enjoyment. They were blinded and forced to fight each other in a fighting bout (a battle royal). He was provided a chance to present his speech after the war, but no one paid attention to the presenter since he is invisible to them. The narrator became lost and imprisoned in his doubts as a result of his internal fight caused by uncertainty and his failure to realize that he is unnoticed by others. Nonetheless, he maintained and accepted Booker T. Washington's belief that blacks may achieve prosperity via education and business because the narrator had received after fight a scholarship at the state university for Negroes's a result, we might assume that perhaps the protagonist is unaware of his invisibility and tries to make himself noticed during his presentation, one which only serves to embarrass him. He accepted their commands, deeds and remained in the fight royal, all that he made to present his speech and to demonstrating that he's never discovered his real origin but had been shaped by others. He may have been freed from the white men's cruelty if he had realized his invisibility (42).

The protagonist's struggle for recognition and status begins at university, and he was determined to satisfy Mr. Norton, one of the university's presidents, by being his

private driver. After Mr. Norton heard about Jim Trueblood's sexual experience with his daughter in his one home, things did not go over well. Mr. Norton became confused and asked the protagonist to bring him some alcohol before passing out. Mr. Norton was verbally abused by a prostitute, rejected by a soldier, and frustrated by war vets who crowded the bar as the narrator hurried to the neighboring bar, the Golden Day. As a result, after showing the narrator's actual character as selfish and deceitful, the head of the university, Dr. Bledsoe, banned him. Dr. Bledsoe went so far as to say that the narrator is "unnoticed" "Son, you're a nothing". Can't you see that you don't exist? As a result, the more the protagonist wants to make himself visible, the more he becomes involved in problems and destroys his independence. In contrast to the protagonist, who lets others decide his fate. Trueblood is an existential hero who makes the decision of his life and makes his own decisions. Trueblood learns and reinforces his identity and obtains the courage to move on with his life by standing up to his past faults and current obligations via intentional development of art, notably by singing the blues and so staying in touch with his folk culture. As a result, Trueblood has freed himself from the racist past and he welcomes and understands his identity, and continues with his life. The protagonist, on the other hand, fails to realize that he has been unseen, and as a result, he destroys his sense of identity and independence (42).

Once the protagonist gives an impassioned and influential speech about displacement that black-faced especially when he sees the case of the two oldest couple. The speech tends to return their things after they had been expelled from their home by whites, the scene is set. Brother Jack encouraged the protagonist to enter the Brotherhood after listening to his presentation, and he appreciated the protagonist's words. Because the

narrator couldn't manage to pay Mary's lease, he left and joined the Brotherhood. He thought he might establish his existence and status there. The Invisible Man's following job for the Brotherhood included considerably improves, including a new name, new dress, and a new circumstance those things seems to make him a more noticeable personality inside whites society (43).

After entering the Brotherhood, the protagonist became well-known. He got what needed, valued, and joyful, but most importantly, he felt visible. Unfortunately, the newfound self of recognition did not continue. The protagonist understood he was nothing more than a tool used by the Brotherhood to achieve its demands. They blame him for being deceitful when he gives presentations. Everything starts to collapse for the protagonist once Brother Clifton got shot dead by white officers in the novel. The representatives of the Brotherhood sought to punish the protagonist in a conference following Clifton's death for pushing rebel action based on nationality rather than class. They despised the narrator for placing more emphasis on individuals than on the group as a whole. "Brother Jack's artificial eye slips out during a passionate discussion, and it acts as a symbol for the Invisible Man's developing knowledge that he is, in reality, unnoticed by the Brotherhood," says the Invisible Man (43)

As a result, the narrator abandoned the Brotherhood and fell back into the shadows. Our protagonist's invisibility was full when he covered himself with a broad hat and dark eyeglasses to prevent being attacked by individuals referred to as the Brotherhood. Rinehart was popular by misinterpretation of his name. Rinehart provides the narrator with the invisibility dilemma: the one who is seen is commonly confused for the one who is not, and the narrator has never been given attention in this story. As a

consequence, it is real that he escaped those who tried to murder him because he turned himself unseen and understood that he is invisible. He was able to escape the Brotherhood's insincerity by changing himself and adopting a mask. The narrator realized at this stage in his life that he is invisible to everyone and that he's been an idiot for chasing everyone else to show his visibility as he should have realized his actual identity. After removing his mask, he comes face to face with Ras the Exhorter, who was planning to kill the protagonist. The narrator started to intervene, but he discovered he was also unseen to them at that point. he waited there, believing that by suffering, and by becoming killed by Ras on this road in this terrible moment night, I might bring them one cruel closer to defining who they were and what they had been. However, the looking to self-identity would have gone too limited; "I was unseen," and killing would not bring me into sight, except in their views, since they wished my murder not for myself but for the search I'd been on my whole life; due to the obvious way I'd ran, been followed, worked, expelled the fact that, given their vision and my invisibility, I could have achieved almost nothing. And for that, he is a small black guy including a false identity, might death since a huge black guy, in his fury and doubt about the basis of a world that looked to have been governed completely by white Americans whom I believed to be as blind as he, would have been too much, too wildly ridiculous. And he realized it was great to live out one's ridiculousness than to suffer for someone else's, whether this was Ras' nor Jack's" (Ellison 559). The protagonist walked as hard as he can and to avoid being killed, knowing that it was impossible to debate with idiots who have been blind. Recognizing his invisibility assisted him in discovering himself, gaining independence from oppressors, and avoiding killing (44).

Finally, the protagonist's invisibility is explained as the way to self-discovery and liberation. When the protagonist discovers his invisibility, he uses it to his advantage by setting up a hiding place where he can live in an "apartment", without being recognized or threatened, and collect free energy from Monopolar Light & Power (a white power source) to lighting his "hole." He has the opportunity to think about his history while listening to his favorite music collection, the blues. This allows the protagonist to become more aware of himself and his faults, helping him to behave better and think smarter once he intends to exit his hole. In addition, he learned that his invisibility is created by folk's failure to perceive with their "inside eyes," rather than by their outside viewpoint (3). As a consequence of his new, lifestyle like a product of his awareness of his invisibility, the protagonist grew smarter as well (ROUAINIA 41-42-43-44).

5. Conclusion:

The conclusion to be drawn from a study of the Invisible Man is that the narrator only understands he was seeking his identity in the incorrect spot after a sequence of events. Invisible Man was searching for a definition in the eyes of others especially in whites views, and he continued attempting to find himself by adopting other people's paths. As a result, no matter what he accomplished, he has always been invisible about himself and everyone. Yet, after the story, he learns that he has sought everywhere but inside himself for his existence. Everything he seeks from the outside is found inside him. The person experiences the meaning of existence. To put it another way, it is up to the person to enjoy his freedom.

General conclusion:

The first appearance of African American literature dates back to the period when slavery was abolished in America which is a key important time that changed the life of many African Americans. Slave narratives are a kind of writing that is closely related to the roots of African American literature. The Civil Rights Movements and the Harlem renaissance and the rise of the American dream which played a significant role in the growth of African American fiction, are two major events that led to the flourishing of African American written texts. It is still considered one of the key components of American literature.

Once the American Civil War that led to the abolishment of slavery in the South, some of the Black authors began writing nonfiction and fiction works that describe events made after that frame time and conditions that African-Americans experienced during slavery's era. Many great Black American authors were appeared due to the racist actions that were practiced during the post-slavery period. Ralph Ellison is an example who writes about real-life events and incidents that served as the basis for works of fiction; in other words, real characters serve as a tool for the presentation of fictional events and incidents. Over the era of the twentieth century, African American works portrayed the time of slavery to understand the situation in which black people were faced, and the concept of identity was used by most of them.

Those black authors have often included a variety of topics in their works, such as the theme of identity, which was brought to light as a consequence of social oppression and prejudice. For example, Ralph Ellison's *Invisible Man* is a representation of the

social experience of African Americans and the difficulties they were faced in a community led by white ideals and philosophies, from which they were ignored.

This research mainly discusses the importance of the problem of racism in the united states and how it affects African Americans' lives. It examines Ralph Ellison's *Invisible Man*, which gives insight into the racist American community that was experienced by an unknown protagonist's views and thoughts inside such society that rejected to see him, in search for black identity and the American experience. As a consequence, he felt alienated and emotionally scarred by society's oppression and injustice.

Ralph Ellison's *Invisible Man* is a representation of African American history. It is about the issue of racism and the problem of black identity after WWII. The crucial element to understand Ellison's *Invisible Man* is through the protagonist's visions; views, moments, and thoughts. A look into the events of the novel takes the reader into an image of the blacks' conditions in a racist American society and demonstrates the reasons that cause the narrator to be invisible. The events in the novel reflects the historical events of that time; it did not only relies upon history but also is the depiction of the social, economic, educational, and political conditions that took place in the 1950s that were blacks suffer from whites.

The present study is examined from the perspectives of both New Historicism and Psychoanalytic literary theory, and the novel was viewed and analyzed from these aspects, which helped the researcher in confirming his hypothesis that was raised previously. The novel's interpretations of incidents with historical realities of racism

illustrate that the novel is a mirror for historical events that occurred at the time; it explores a social problem that impacted American society through an intellectual and literary viewpoint to highlights issues that blacks had after they got their freedoms

The writer is a symbol of a writer who has struggled and served in marginalized communities while at the same time searching for his lost identity that was excluded since the slave's period. All Black American immigrants who have been targeted to injustice and apartheid are referred to by him. This creative work is characterized not only by the writer's setting, values, and assumptions but also by his times and circumstances. Nightmares, dreams, and desires of the protagonist represent the real-life conditions, values, and attitudes of the moment.

In his work, Ralph Ellison developed a new picture of black people by looking deeper into the mind of a black person and illustrating how minorities feel, imagine, and respond to oppression and discrimination by white people. He stressed the issue of the color of skin, and position that they deserve which is a responsibility that the Colored must take; blacks would still feel insecure, and as he demonstrated in the novel, the narrator was embarrassed by his background at the start of his adventure, and as a response, he lived with different identities to fit such society, even though he was aware that they did not represent his real culture.

Through this research, we discover that history influenced literature. Ralph Ellison's *Invisible Man* demonstrates how the author was influenced by the circumstances of the novel's period (1950). The novel was a way to transmit the message of both the Harlem Renaissance and the civil right movement, when the African

American literary works dealt with the issues of minorities and equalities. They shared specific themes about African American literature of blacks and the ask for their rights and equality with whites through the experience of black people in the American society, like the black protagonist in *Invisible Man*. Furthermore, Ralph Ellison's political interests were reflected in his writing; the Brotherhood is a symbolism of his position towards the communist party at that time. He criticized the party concerning the novel when the party betrays the African Americans.

In this novel, literature and history are linked because both impact and complement one another; Ralph Ellison's *Invisible Man* was inspired and shaped by actual historical events in the United States that happened during the work's timeframe. Consequently, literary fiction is not only a mirror of history and true stories, but it is also a device that writers was used to expressing their information to people who have been implemented by the government and who are fighting for their people's freedom as well as their own.

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