



**DISCRIMINATION AGAINST THE BLACKS AND CHICANOS IN
HUGHE'S "CHILDREN'S RHYME" AND MORA'S "LEGAL ALIEN"**

A THESIS

**In Partial Fulfillment of the Requirements for the Bachelor Degree Majoring American
Cultural Studies in English Department
Faculty of Humanities Diponegoro University**

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PRONOUNCEMENT

The writer honestly confirms that she compiles this thesis by herself and without taking any results from other researchers in S-1, S-2, S-3 and diploma degree of any university. The writer ascertains also that she does not quote any material from other publications except from the reference mentioned.

Semarang, March 2012

Nuria Choiruz Zuamah

MOTTO AND DEDICATION

“Sabarlah dalam menghadapi semua cobaan, maka Allah akan melipatkan nikmat-Nya kepadamu”. (My father)

“When inspiration does not come to me, I go halfway to meet it”.
(Sigmund Freud)

“There are no secrets to success. It is the result of preparation, hard work, and learning from failure”. (Collin L.Powell)

I dedicate this thesis to my family and especially to my father.

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ABSTRAK

Amerika merupakan sebuah negara multibudaya tempat berkumpulnya berbagai imigran yang mengungsi dari latar belakang budaya dari negara masing-masing. Keberagaman budaya yang ada di Amerika memunculkan sebuah ketidakseimbangan dengan adanya kelompok mayoritas dan kelompok minoritas. Kelompok mayoritas berusaha menguasai kelompok minoritas dan memunculkan perlakuan yang tidak setara dalam kehidupan masyarakat. Dalam kesempatan penulisan skripsi ini, penulis mengkaji puisi dengan latar belakang diskriminasi ras yang dilakukan oleh kelompok mayoritas di Amerika. Penulis mengkaji dua buah puisi dengan tema yang sama yaitu diskriminasi ras namun penulis juga membandingkan perlakuan atau diskriminasi ras yang diterima oleh kelompok kulit hitam dan Chicano. Dalam hal ini penulis memakai dua metode pendekatan yaitu pendekatan intrinsik dan ekstrinsik. Dalam pendekatan intrinsik, penulis menganalisis diksi, gaya bahasa, dan pencitraan. Dalam pendekatan ekstrinsik penulis memakai teori hegemoni dan upaya penolakan teori hegemoni yang dilakukan oleh kaum kulit hitam dan Chicano. Melalui kedua pendekatan tersebut, penulis dapat menyimpulkan adanya perbedaan pengalaman diskriminasi ras yang dialami oleh kaum kulit hitam dan Chicano. Kedua kaum minoritas tersebut sama-sama mendapatkan perlakuan diskriminasi ras dari kelompok mayoritas. Namun, kaum kulit hitam mendapatkan tekanan diskriminasi ras hanya dari kelompok mayoritas saja, sedangkan kaum Chicano mendapatkan tekanan diskriminasi ras baik dari kelompok mayoritas maupun dari kelompoknya sendiri yaitu orang-orang Chicano.

CHAPTER I

INTRODUCTION

A. Background of the Study

Literary works have many forms to express and criticize the condition of society such as novels, short stories, poetry, plays, essays, autobiography, etc. Poetry is one of the most popular literary forms which are used by the artists to express their feelings, thoughts, and criticisms to the government or social condition in society. Wellek and Warren stated that “literature is a social institution, and sometimes literature is able to represent life (1942: 94)”. Through a poem, the poets can tell their ideas, protests, feelings, struggles and criticisms in symbol and other figurative speeches.

People often use a poem to express their criticisms to the government through symbolic language. Langston Hughes and Pat Mora chose poems to express their ideas about racial discrimination which experienced by the minority group in America especially Blacks and Chicanos. Scafer, in his book, *Racial and Ethnic Groups* he stated that,

Minority groups are subordinated in terms of power and privilege to the majority, or dominant, group. A minority is defined not by being outnumbered but by five characteristics: unequal treatment, distinguishing physical or cultural traits, involuntary membership, in-group marriage, and awareness of subordination. Subordinate groups are classified in terms of race, ethnicity, religion, and gender. The social importance of race is significant through a process of racial formation; its biological significance is uncertain (2000: 3).

Immigrants are not always well-treated since they came to the U.S. Throughout history, the most recent immigrant of this country have almost always confronted some sort of discrimination- often they have had to take the hardest, worst paid jobs and have difficulty assimilating entirely into society. Basically, Chicanos and Blacks receive discriminatory treatments that are not different from other mixed-races living in the U.S. They are mocked, low paid for the hard work they have done, treated unfairly, even beaten up because they were deemed worthy to be treated like that. Both of the two races- Black and Chicano experienced racial discrimination from white people. At the first arrival, Black people became slaves and were treated poorly by the whites. The Black should not enjoy their rights as free men and the whites wanted to enslave them forever. Although they are a minority group their assimilation toward whites culture gave great movement for Blacks race in the U.S. Recently, they raise second class position in the social class in the U.S.

Meanwhile, Chicano who had problems with cultural assimilation did not like Black race who well- assimilate with the whites cultures. Basically, Chicanos did not migrate to the U.S. They had lived in their own country but the Anglo-Saxon people conquered their land and dominated the Chicanos society. The Whites built borderland to separate Mexico and the United States areas. The Chicanos who work in the United States must have visa to cross the borderland but many Chicanos become illegal immigrants in the U.S. As illegal immigrants,

Chicanos were paid low, became blue collar workers and got bad treatments from the Whites.

The uncomfortable feelings of discrimination oppressed Blacks and Chicanos struggled and achieved their freedoms. They did struggle for recognition and human rights for decent living. Some of them directly attack the central government to demand justice and some other say it through literature. Hughes and Mora are the vocal figures who express their thought through literary works. They express their desire to gain recognition of human rights. Then this study shows the difference of the two poets, from the historical background aspects, although both of them write on the same theme, "Human rights and the anti-discrimination action".

B. Aims of the Study

According to the mimetic method, this thesis is aimed to:

1. To analyze discrimination and racial experiences in Mexican- American (Chicano) and African- American (Black) races.
2. To describe the different racial experiences between Mexican-American and African-American.

C. Scope of the Study

Scope of the study is needed to keep focus on the main topic of the thesis. Based on the title "Discrimination against the Blacks and Chicanos in Hughes's "Children's Rhyme" and Mora's "Legal Alien" the writer limits the study on the intrinsic and extrinsic aspects of the poems. The writer is going to analyze the discrimination experiences by the Blacks and the Chicanos and their struggle against White hegemony toward the main characters in the poems through imagery, figures of speeches, and diction.

D. Research Method

In this research, the writer uses 2 methods, that is method of research and method of approach.

1. Method of Research

The writer used library research to collect data from books, internet or other sources. "Library research is a research which is done in the office room or library where the researcher gets data and information related to research objects through books or audio- visual devices". (Semi, 1993:8.trans)

2. Method of Approach

The writer used mimetic approach and hegemony theory to analyze these poems. The mimetic

approach is used to analyze the connection of poem with the universe and it is represented by hegemony theory.

These authors deal exclusively with the human and/or physical realm. In short, the literary author creates a verbal representations of agents, objects and events in the realm of appearance- a representations of something that is not fully real and not fully good. It gets even worse: the verbal representations is a mere 'image' of the things in our world...Literary mimesis, then is a verbal image of things in the realm of appearance: an imitation of things that are not fully real (Waugh,2006:39).

E. Organization of Writing

To make the thesis "Discrimination against the Blacks and Chicanos in Hughe's "Children's Rhyme" and Mora's "Legal Alien" the writer arranges the contents into:

CHAPTER I : Introduction contains Background of the Study, Aims of the Study, Scope of the Study, Method of the Study, and Organization of Writing.

CHAPTER II : The biographies of the Poets, the poems and paraphrase of "Legal Alien" by Pat Mora and "Children's Rhymes" by Langston Hughes

CHAPTER III : This chapter is divided into two subchapters, first the poetic elements of the poems and second the determination of the White race toward Black and Chicanos people and then the Struggle of the Black and the Chicano people against discrimination.

CHAPTER IV : This main chapter consists of discussion of poetic elements of the poems and the descriptions of determination of the White race toward Black and Chicanos people and then the struggle of the Black and the Chicanos people against discrimination.

CHAPTER V : Conclusion is the last chapter in the thesis and the writer is going to summarize all of analysis about the poems.

CHAPTER II

THE BIOGRAPHIES OF THE POETS, THE POEMS AND PARAPHRASES

A. Biography of Langston Hughes

Besides being a poet, playwright, novelist, songwriter, biographer, editor, newspaper columnist, translator, and lecturer, Langston Hughes also earlier stints as a merchant seaman, a chef (in Paris), and a beachcomber (in Italy and Spain). Born in Joplin, Missouri, on February 1, 1902, he spent the first twelve years of his life in Kansas, Colorado, Indiana, and New York State. He graduated from High School in Cleveland, Ohio, where in his senior year he was elected as class poet and editor of the yearbook. Hughes' other travels included trips to Europe and Africa, and the character of his adventurous, wandering life was reflected in such works as his novel, his short stories, and his autobiography (Bode, 1981:228).

Hughes received recognition as a poet when, as a waiter in Washington D.C. hotel, he showed some of his poems to a guest, the eminent poet, Vachel Lindsay. Lindsay enthusiastically introduced the poems to a literary gathering at the hotel and Hughes' first book, "*The Weavy Blues*", was published as a result of the encouragement he received from Lindsay (Bode, 1981:228).

Hughes attended Columbia University for one year and during the time, he was writing and publishing poetry, including eleven poems in an anthology called *The New Negro* (1925) prepared by the black educator Alain Locke. He came to the attention of some of the white supporters of Harlem Renaissance as well. Mrs. Amy Spingarn, financed further schooling at Lincoln University and Mrs. Rufus O. Mason, provided grants for his support in New York City between 1928 and 1930. A novel, *Not Without Laughter*, appeared in 1930 and solidified his reputation and his sales so that he could now support himself. By the 1930s he was known as "the bard of Harlem" (Baym, 1989:1736).

In later years, he wrote countless short stories, a number of volumes of poetry, seven novels, and six plays. In his early volumes of poetry, he successfully caught and projected scenes of urban Negro life, and his sketches in verse with their undertones of bitterness, humor, and pathos became also a form of social protest (Bode, 1981:228).

In constant demand as a lecturer, Hughes traveled on speaking tours throughout the United States, to the West Indies, and to parts of Europe and Africa. He received many awards and honors for his writings, which have been translated into more than 25 languages (Bode, 1981:228).

B. Biography of Pat Mora

Renowned for her healing and evocative prose and verse. Pat Mora is an award-winning writer of many disciplines. Her deep commitment to preserve cultural inheritance, advocate literacy, and reclaim women's strength has won her international recognition (Wood,2007:149).

Patricia Estella Mora was born on 19th January, 1942 in El-Paso, Texas, America. Pat Mora is a native El Paso and grew up in a bilingual home- Spanish and English. She spoke Spanish in her house and spoke English in the school. Mora spoke Spanish with her family but chose to hide her ethnicity at school. She would cringe when her father played mariachi music on the radio, seeking to assimilate and be like other American children. Maria wrote years later after she graduated," One of the reasons that I write children's books is because I want Mexican culture and Mexican-American culture to be a part of our school and libraries." She realized that her Mexican heritage had never been accepted in her school and she began writing to describe her racial experience condition. Through her work we can explore and discover her Mexican heritage and bi-cultural upbringing (Wood,2007:150).

Pat Mora received a BA from Texas Western College in 1963 and an MA from the University of Texas, El Paso in 1967. She also received an honorary doctorate degree from North Carolina State University and the State University of New York. He has written over 25 books of poetry, fiction, and non fiction for children and adults. Her most common themes in writing are Mexican- American culture, family, and the desert. She received many awards such as Creative Writing Award from The National Association for Chicano Studies, Southwest Book Award and Teacher's Choice award from The International Reading Association, and also Kellogg National Fellowship to study national and international issues of cultural conservation (Wood,2007:150).

C. "Children Rhyme" and "Legal Alien" Poems

1. "Children Rhyme" by Langston Hughes

by what sends
the white kids
I ain't sent:
I know I can't
be president.

5

What don't bug
them white kids
sure bugs me:
We know everybody
ain't free.

10

Lies written down
for white folks
ain't for us a-tall:

Liberty And Justice-
Huh!-For All? 15

2. “Legal Alien” by Pat Mora

Bi-lingual, Bi-cultural,
able to slip from "How's life?"
to "*Me'stan volviendo loca*,"
able to sit in a paneled office
drafting memos in smooth English, 5
able to order in fluent Spanish
at a Mexican restaurant,
American but hyphenated,
viewed by Anglos as perhaps exotic,
perhaps inferior, definitely different, 10
viewed by Mexicans as alien,
(their eyes say, "You may speak
Spanish but you're not like me")
an American to Mexicans
a Mexican to Americans 15
a handy token
sliding back and forth
between the fringes of both worlds
by smiling
by masking the discomfort 20
of being pre-judged
Bi-laterally.

D. Paraphrase

1. “Children Rhyme”

The poet use character called "I" as the speaker of his poem, and the speaker is directed to be a black within a nation. The nation contains the whites alongside the blacks including the speaker. The whites of this nation are positioned by the speaker as comparison subject sharpening the black's incapability to become a president of the nation. The speaker emphasizes that in black people's perception, some certain positions such as governmental institution including president, can be reached by the whites only.

In contrast with the black people generally, the speaker proclaims that everybody should not be astonished when the blacks was able to be everything they wanted. It means that, indeed, the blacks have opportunity to achieve the highest position of their nation; to be a president. The speaker believes in freedom and equality that shows its existence in his nation. The speaker feels optimistic since the black people stand within this world as free humans.

Unfortunately, fact gives another way for this life, this nation, and the speaker.

Everything had been written in the word of freedom are lies. Freedom and equality in joining governmental institution are undeniably right. They are all realities but the speaker announces that they are all right for whites, not for blacks. The nation is strong for its freedom and equality. Liberty and justice are the symbols of nation's characteristic but the strength and characteristic of the nation are validated for white people only. Being a president is not real opportunity for all but white people.

2. "Legal Alien"

In presenting Legal Alien the poet doesn't mention name of the main character in her poem. The poem is produced through the speaker's expression of her experiences as a person who is joining two cultures. She is the member of Mexican citizen which most people within it speak Spanish. The speaker describes herself that physically, she is a Hispanic figured. In another section the speaker is legalized as the United States people. The speaker, moreover, greets white people with American slang as good as greets the Hispanic ones with Spanish language during her daily activity. She can work properly at the American's office due to her perfect English language. At the same time, she can ask her lunch from Mexican restaurant when she would Mexican dishes.

Perhaps, that capability of understanding two cultures formally gives the speaker so many benefits. However, such conditions paradoxically lead her into a dilemmatic problem regarding with physical and cultural condition. The speaker is blended into American people's behavior because she works among citizens of the United States. Ironically, the American refused her as the part of them due to the speaker's physical condition. The speaker does her day with the American behavior but she is not American. The Americans treat her as Mexican, but unfortunately in the eyes of Mexican community she is not Mexican because she has being blended with the American culture.

Once again the speaker expresses her dilemmatic condition because she is joining two sides which no one of them allows her. She is being prejudged by the American people. She is subordinated and inferior to the American people because she is physically Mexican. She is physically Mexican but Mexican community treats her as enemy because she is culturally American. She is enemy because she works for America.

CHAPTER III

LITERARY REVIEW

A. Intrinsic Elements

Encyclopædia Britannica 2011, states that “poetry is a literature that evokes a concentrated imaginative awareness of experience or a specific emotional response through language chosen and arranged for its meaning, sounds and rhythms”. A poem is like a puzzle because language in a poem is different from the common language in everyday life. Burton, in his book *The Criticism of poetry: Second edition*, states that “Poetry is much more compressed and intense than prose, and so demands a highly imaginative use of language” (1974:77).

We can not understand what is contained in a poem completely by reading it once. We need to analyze what that poem says by using intrinsic elements of poems to understand the meaning contained. We need to identify the poem by using intrinsic elements containing diction, imagery, figurative language and theme.

1. Diction

Diction or word choice is the main element of poetry. Poetry is written to represent the poets feelings, ideas, minds and experiences in exact words. Poet use diction to express and describe their exact feelings and minds. Diction choice can create a poem more beautiful and artful on the other side, it can make a poem worse. So, a poet choose and combine words to represent his/her feelings carefully. S.H. Burton argues in *The Criticism of Poetry: Second Edition*, that “in selecting the words which he will use, a poet is concerned with their meanings, their sounds, and their associations” (1977:82).

a. Denotation

Denotation means the usual meaning of word and can be explained in dictionary or encyclopædia. Based on Perrine’s *Sound and Sense: An Introduction to Poetry* (1969:38), “denotation is the basic part of meaning and the dictionary meaning of word”. Based on *Encyclopædia Britannica* the word “flower” means the reproductive portion of any plant in the division Magnoliophyta (Angiospermae). As popularly used, the term “flower” especially applies when part or all of the reproductive structure is distinctive in colour and form.

b. Connotation

Connotation meaning is different from denotation meaning. Connotation meaning has more than one meaning and depends on the reader’s interpretation and the context of that word. Besides, connotation meaning is important because the poet can concentrate or enrich the meaning in his poem. Perrine explains in his book *Sound and Sense: An Introduction to Poetry*, “Connotation is what it suggests beyond what it expresses: its overtones of meaning.” (1969:38) Connotation meaning of one word may be interpreted

more than one meaning which depends on the situation, culture, norm, society which affect the poet's life. Different from denotation meaning, in connotation the word "flower" can be interpreted as symbol of beauty, social amenities, symbol of woman, and love.

2. Imagery

Imagery is one of the essential things in a poem because the poet can give "emotion" into his work. The poet can let the readers explore their own imagination when they read the poem. Burton in *The Criticism of Poetry: Second Edition*, Burton says that "Imagery in poetry is an appeal to the senses through words. Through the senses the emotions and intellect of the reader can be swiftly stirred" (1974:97). Through imagery the poet can make his poem become more alive and more real. The poet can invite the reader to 'enter' into the poet's imagination and feel the poet's experience when he describes something. Siswantoro, in his book *Apresiasi Puisi-Puisi Sastra Inggris* says that a poet has to build his imagery sense in order to bring the reader to become a part of his poem and arouse the reader's imagination. "Untuk menghasilkan imagery, seorang penyair harus memiliki kata-kata yang sensual, yang mampu membangkitkan imagery" (2002:51)

Imagery is divided into 8 types related to human experience of sensation for instance a sight (visual), a sound (auditory), tactile, a taste (gustatory), a smell (olfactory), an organic, internal sensation and kinesthetic. But in this thesis the writer will use kinesthetic imagery to analyze the poem.

a. Kinesthetic

Kinesthetic is an imagery that appears from the image of physical action or movement. It creates some images of physical action which is done by the figure in poem. For example, it can be found in the poem *A Hillside Thaw* by Robert Forst (Perrine, 1969:65).

And the light breaking on them made them run

Run shows some physical action which is done by the figure in the poem.

3. Figurative Language

a. Symbol

Figurative language is one of the important elements of poem and its meaning has extended interpretation in the reader's mind. Figurative language makes the poem become more alive and sometimes it makes the reader hard to interpret the meaning of the poem.

According to Perrine, “figurative language - language using figures of speech is — language that cannot be taken literally” (1969:65). According to Perrine, we can conclude that a poet uses figurative language because he can say what he wants to say more vividly and forcefully by figures than he can by saying it directly. Although there are many kinds of figurative language the writer will focus on symbol.

Perrine’s book *Literature: Structure and Sense (seventh edition)* he says that “a symbol may be roughly defined as something that means more than what it is”. Symbol enriches the meaning of a poem and it represents image and meaning of the object in something else. For example in a poem *The Road Not Taken* by Robert Frost quoted from Perrine, (1977:584);

Two roads diverged in a yellow wood,

And sorry I could not travel both

The Road Not Taken, concerns a choice made between two roads by a person out walking in the woods. We must interpret his choice of road as a symbol for any choice in life between alternatives that appear almost equally attractive but will result through the years in a large difference in the kind of experience one knows. (Perrine, 1977:584)

B. Extrinsic Elements

1. Discrimination

Discrimination is an issue which has not been solved yet in the U.S. As a multicultural country, the United States is described as one big bowl which holds many immigrants who bring their own cultures and traditions. When all immigrants with their own cultures blend and live together discrimination may appear among them. Discrimination appears when dominant and minority groups are created in the society. The dominant group will dominate and regulate the minority groups. According to *Racial and Ethnic Groups* by Scafer, “discrimination is an unfavorable action toward people because they are members of a particular racial or ethnic group” (2000:108).

The dominant group becomes the superior class and holds the minority groups with their own ideas and regulations. The doctrine of White supremacy made by the “Whites” group says that “all members of the white race are superior to or “better than” all members of the nonwhite races” (Scafer, 2000:83). The Whites claim their race as “higher” superiorities in the society and do not want to blend with others.

2. Definition of Hegemony

The basic idea of hegemony theory created by Antonio Gramsci. According to Gramsci in *Literary Criticism: an Introduction to theory and Practice* by Charles E. Bressler,

Bourgeoisie establish and maintain what he calls **hegemony**. Because the bourgeoisie actually control the economic base and thereby establish all the elements that comprise the superstructure. . . It is the working people themselves who give their consent to the bourgeoisie and who adopt bourgeoisie values and beliefs (2003: 167-168).

Based on the Gramsci's explanation about the basic idea of hegemony we can conclude that hegemony accepted if the controlled class accept and adopt values and beliefs created by the dominant class with self awareness.

Racial class which appears in the United States shows a pattern of cultural hegemony theory when the dominant group controls over the minorities. *Historical Dictionary of Marxism* by Walker and Gray it is explains that "hegemony refers to domination achieved by a ruling class through force and, more importantly, through moral and intellectual leadership and alliances with other classes" (2007:135). In this thesis the writer discusses the Whites domination toward the minority groups- Blacks and Chicanos. The White class uses values and beliefs to control the minority groups in the society, however the Black and Chicano take some action to fight against the dominant control over their group. The Blacks and Chicanos struggle to get equal treatment, right as citizen, freedom, liberty and equal justice like other citizens in America.

Blacks participate in the politics, Their goals those of for African American's to have same right and opportunities as Whites. Moreover, they fight for their rights to life equal and get equal portion of services and justices as Whites in the society. While the Chicanos change their image from troublemaker to hero through their contribution to the U.S. army in the World War II. The Chicano give their contribution and got medal of honor from government. This action become starts of Chicano awakening and they raise their social status in the society. Although they raised their social status in the civilian life but they still experienced the prejudices and discrimination in the society. After World War II, the Chicano build some organization and participate in the politics to fight for their rights. Same with the Blacks the Chicanos fight their right and equal portion services in the society. Both of them reject discrimination and unequal treatment from the dominant group. Their struggle to raise their social status to stand as high as Whites was not a small thing. Because their struggle can be enjoyed by their next generation.

3. Determination of the Anglo-Saxon toward Black and Chicano People

The Anglo-Saxon people or sometimes are called as "white people" placed important position in the society as dominant group which control over the minorities in the United States. According to *Racial and Ethnic Groups* a book by Scafer it is noted that "The Anglo conformity ideology of assimilation holds that the children and grandchildren of immigrants should leave behind their ethnicity and move into the mainstream of American

life as rapidly as possible”. (2000:78) In this thesis, the writer will analyze Mexican-American and African-American as the member of minority groups in the U.S. which get racial discrimination or determination from the dominant group.

a. African-American

African-American people come to America as slaves and the Anglos bought them as their property because the Anglos did not hire them to work in their farm. Black people were treated as animals and the Anglos dictated slave codes toward Blacks to control them. Black victory against slavery abolition triggered the White revenge toward the Blacks. During a century, many Blacks were killed by the Whites. The Whites wanted to enslave them forever. As noted in the book *The Negro in the United States*, Frazier said

As a part of the plan to guarantee the rights of the negro as a citizen, the fourteenth amendment to the constitution was passed by the congress of the united states in 1866. The rejection of this amendment by the southern states together with race riots in the south during which hundreds of negroes were killed was evidence in the eyes of the northern radicals that the southern states were determined that the emancipated negro should not enjoy the rights of a free man (Frazier,1939:131).

That quotation represents that the Whites did not want to be blended with the Negroes and they think the Negro should not enjoy the rights of free men because at their first arrival to the United States, the Blacks become a slavery and low-paid workers. The Whites thought hard-work job is suitable for the Blacks and the Whites want to enslave them forever. Whereas, in the Declaration of Independence of America it is written “All men are created equal” so the minorities should get equal treatment and position in the government, live as free man, get their rights as citizen.

After the slave abolition era, Blacks people can live as American citizen but they still got unequal treatment in the society. The Whites do not want to blend with them. The Whites people create school segregation for Blacks and they make negative stereotype toward the Blacks.

b. Mexican-American

According to McLemore, he says that “*The Chicanos did not originally become a part of American society through voluntary immigration*” (1983:209). Mexican-American people had settled in the America land before the Anglos come to America. This quotation from McLemore’s book: *Racial and Ethnic Relation in America* which is written

The southwestern or “borderlands” region of what is now the united states, in which the Chicano population concentrated, was settled by people of Spanish-Mexican-Indian ancestry long before it was settled by Anglo-Americans (1983:209).

Basically, the Chicanos settled the America before the Anglos arrival but they

were estranged after the Anglos arrival in the America. The Anglo-American had conquered the Chicanos in their homeland and controled over them. Moreover, in his book McLemore says that “The Chicanos have been the only American ethnic minority to enter the society through the direct conquest of their homelands” (1983:209). The Anglos forced the Chicano to leave and take steps back from their living area. That was triggered riots that led casualties.

After the Treaty of Guadalupe Hidalgo, Chicanos were counted as immigrant and pass the immigration gate. In the morning they come to America to work and in the afternoon they come back to Mexico. This situation triggered many Chicanos not to allow to pass legal immigration process because they think that the borderland still become their land. The Chicanos life has changed after the Anglos controll over them and the situation described in *The Reader's Companion to U.S. Women's History* by Wilma Mankiller and friends

Life for Mexicans changed dramatically in 1848 with the conclusion of the Mexican war, the discovery of gold in California, and the Treaty of Guadalupe Hidalgo. Mexicans on the U.S. side of the border become second-class citizens, divested of their property, political power, and cultural entitlement. . . Segregated from Anglo population, Mexican- Americans in the barrios of southwest cities and towns sustained their sense of identity and cherished their traditions (1998: 84, par 2).

Discrimination toward Chicanos has similarity with discrimination toward Blacks, the Anglos forced the Chicano to get fully assimilation with American life. The Anglos forced the minorities to leave their ethnic cultural and move to mainstream of American life. The Chicanos take an antiassimilation action toward the Anglos regulation about assimilation. This action become troublesome for the dominant group and for the Chicanos member itself. The antiassimilationist action appears reactions from the Anglos. The Anglos force the Chicanos and indicate higher level of discrimination toward the Chicano than usually has been true for the European minorities. Beside that, the Chicanos member who work in the U.S. and can speak English or fully assimilate with American life, saw as traitor by the other Chicanos members.

The riots which always happened between the Anglos and Chicanos create some negative stereotype toward the Chicanos. The Anglos seen Chicanos as naturally” criminals and has big desire to kill or hurt someone. In the McLemore’s book written that “Mexican element” feels s desire to use a knife or some lethal weapon . . . his desire is to kill, or at least let blood” (1983:233). In the World War II, the United States government use the Chicanos to contribute as U.S. army. Although the Chicanos give big contribution for the U.S., after the World War II they still get unequal treatment in the public services. As noted by McLemore (1983:235)

They still might be refused service in a restaurant, they still had difficulty

obtaining work outside of the occupations that traditionally had been assigned to them, and they still saw that the young people of *La Raza* typically attended segregated schools.

4. The Struggle of the Chicano and the Black People against Discrimination

Both Chicanos and Blacks people treated unequally by the Anglos in the U.S. They still survive in the U.S. and improve their living standard. They started to exist to participate in any live sectors. The Blacks people struggled for their existence in the society, as noted by Washington in McLemore, "He was willing to forego social equality until White people saw Blacks as deserving of it". (1983:214) Washington asked that "Blacks be educated because it would be a wise investment for Whites". "The Blacks goal should be economic respectability". Washington ensured his popularity with Whites to make a good image among the Whites that make bigger opportunity for the Blacks to participate in the society.

While the Chicanos gained their position in the society through their contribution in World War II for government in the army. Scott in McLemore (1983:234) says that "they seemed more eager to serve and fight for the United States than might have been expected". For their contribution, the government awarded the first Congressional Medal of Honor. Since the World War II, it was the turning point of Chicanos awakening in the U.S. they develop political organization, a large number of Chicanos served in the army forces, and they struggle for greater place on the dominant society in an effort to gain more equal treatment.