

**HARPER LEE'S WORLDVIEW TOWARD WHITE SUPREMACY
IN HER *GO SET A WATCHMAN***

THESIS

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**DEPARTMENT OF ENGLISH LITERATURE
FACULTY OF HUMANITIES
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM
MALANG
2020**

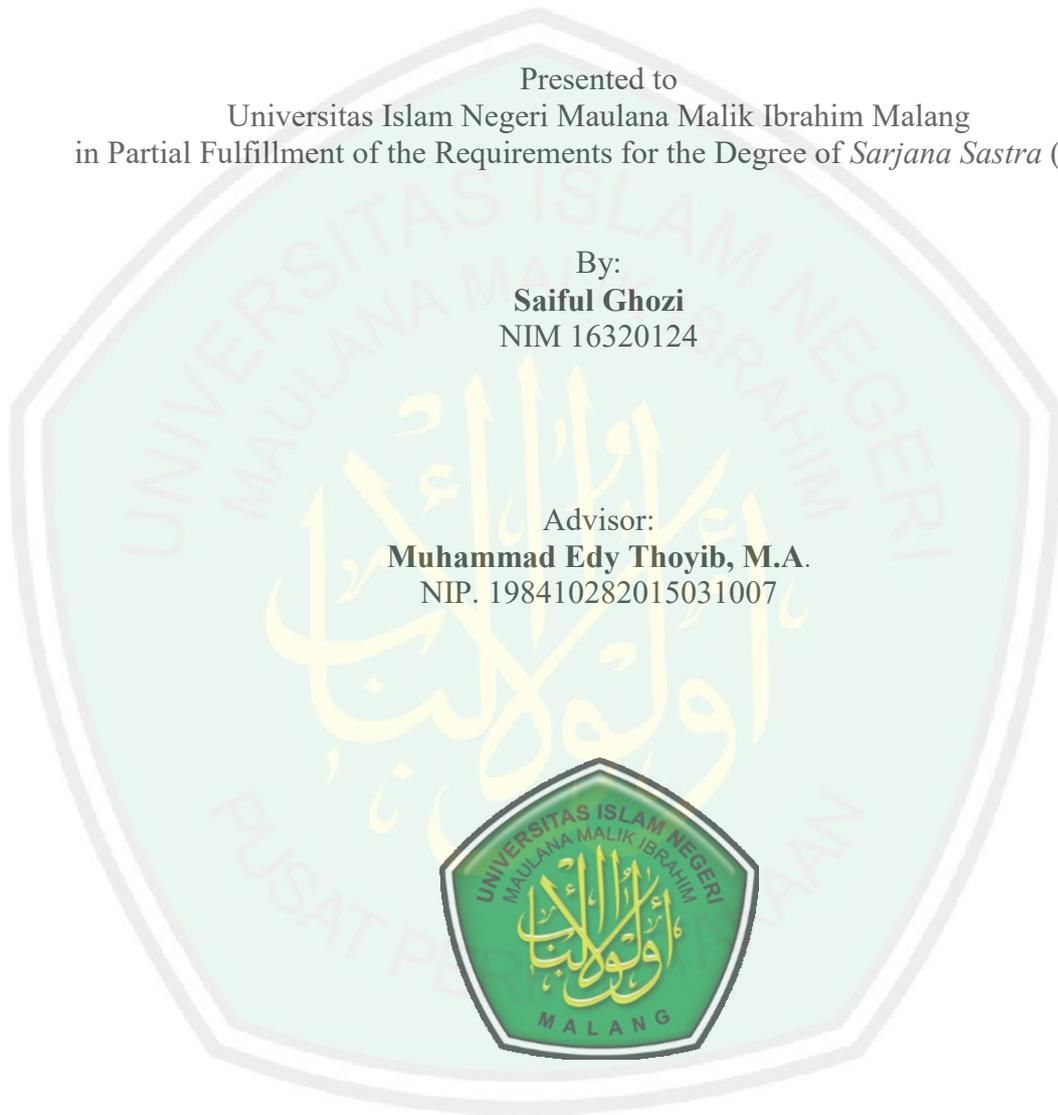
**HARPER LEE'S WORLDVIEW TOWARD WHITE SUPREMACY
IN HER *GO SET A WATCHMAN***

THESIS

Presented to
Universitas Islam Negeri Maulana Malik Ibrahim Malang
in Partial Fulfillment of the Requirements for the Degree of *Sarjana Sastra* (S.S.)

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MALANG
2020**

STATEMENT OF AUTHORSHIP

I state that the thesis entitled “*Harper Lee’s Worldview toward White Supremacy in Her Go Set a Watchman*” is my original work. I do not include any materials previously written or published by another person, except those ones that are cited as references and written in the bibliography. Hereby, if there is an objection or claim, I am the only person who is responsible for that.

Surabaya, 10 Juli 2020

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Malang, 26 June 2020

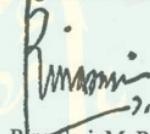
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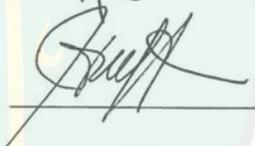
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Surabaya, 10 Juli 2020

The Board of Examiners

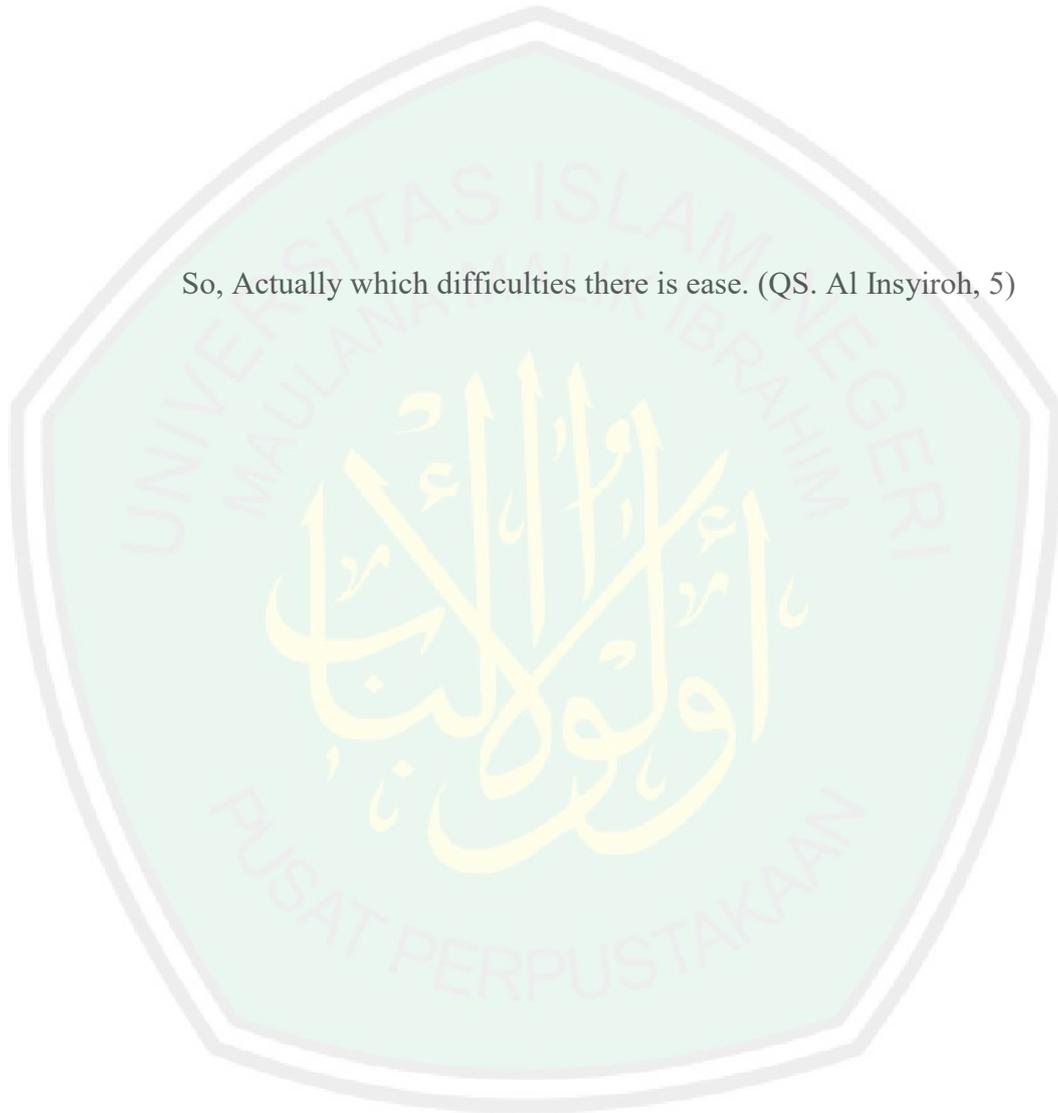
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MOTTO

So, Actually which difficulties there is ease. (QS. Al Insiroh, 5)



DEDICATION

This thesis is dedicated to:

My beloved family, my mother, my father, and my sister

My supporter team, Fake Squad, Tim Unch-Unch, Grup Vacation

Nothing could replace you in my life

Thankyou

ACKNOWLEDGEMENTS

In the name of Allah, the most gracious and the most merciful praise be to Allah, who gives me the strength to complete this thesis. He allowed me to make my parents smile. This thesis were not not well without guidance, and the help or another contributed to the preparation and completion of this study.

I want to give my utmost gratitude to Mr. Muhammad Edy Thoyib, M.A, for guiding me. He gave his time to the necessary directive to finish this thesis. As my Advisor, he always flexibly spared his time whenever I needed guidance, also always carefully correcting my thesis in detail and giving feedback.

I dedicate this thesis to my parents because of their prayers. I can do this thesis because of physical and psychiological supports from them. I also thank my one and only sister, who has become my warning system to complete this thesis.

I would also give my gratitude for always make my day come true, Fake Squad, who always makes me laugh in a day, Tim Unch Unch become my place for sharing while in Surabaya, Grup Vacation also becomes my special supporters since I am a toddler in Malang. Al Ayyubi always gives me a valuable lesson. All my friends that I can not mention you all one by one.

Thank you very much for everything, I am always grateful to have you all, in every one of you. I still believe that I will bring my success when I have a purpose. Although I must fall in every single step, I will do it. I am fully aware that this thesis far from perfection. However, I hope this thesis can give a contribution.

ABSTRACT

Ghozi, Saiful (2020) *Harper Lee's Worldview toward White Supremacy in Her "Go Set a Watchman"*. undergraduate Thesis. Department of English Literature, Faculty of Humanities, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Advisor Muhammad Edy Thoyib, M.A.

Key words: *Worldview, white supremacy, literary elements*

White supremacy becomes an interesting topic because it has become a social conflict in America. It has influenced many people and some literary authors because of living in the social world. This research has two objectives. The first is to explain Harper Lee's worldviews toward white supremacy portrayed in her "*Go Set a Watchman*." The second is to reveal how Harper Lee describes the phenomena through the structural elements of the novel.

This research applies the genetic structuralism theory proposed by Lucien Goldman. The researcher used a literary criticism. The data were expressions taken from Harper Lee's "*Go Set a Watchman*." The research data used by researchers are the words, sentences, and dialogues by Harper Lee. the data of this research explained about white supremacy in America around 19 century. This research uses a genetic structuralism approach toward white supremacy in *Go Set a Watchman*.

The first result of this research is that Harper Lee's worldview toward white supremacy can be explained in four categories. The first one is economic life. It can be defined as black people should have no job. The second is the political and legal process that can be identified; white people consider black people as helpless and white people claimed that black people were stupid and not responsible enough to get full citizenship. The third is family patterns and intermarriage. It can be defined as a black person make a white person decreases his or her social status. The last is education that can be set as black people have low quality in education. The second result is that six significant literary elements represent Harper Lee's worldview toward white supremacy, namely the theme, character, setting, plot, tone and genre.

Abstrak

Ghozi, Saiful (2020) *Harper Lee's Worldview toward White Supremacy in Her "Go Set a Watchman"*. skripsi sarjana. Jurusan Sastra Inggris, Fakultas Humaniora, Universitas Islam Negeri Maulana Malik Ibrahim Malang. Dosen pembimbing Muhammad Edy Thoyib, M.A.

Kata Kunci: *Pandangan dunia, supremasi kulit putih, elemen sastra*

Supremasi kulit putih menjadi topik yang menarik karena telah menjadi konflik sosial di Amerika. Ini telah mempengaruhi banyak orang dan beberapa penulis sastra karena hidup di dunia sosial. Penelitian ini memiliki dua tujuan. Yang pertama adalah untuk menjelaskan pandangan dunia Harper Lee terhadap supremasi kulit putih yang digambarkan dalam bukunya "Go Set a Watchman." Yang kedua adalah untuk mengungkap bagaimana Harper Lee menggambarkan fenomena melalui elemen struktural novel.

Penelitian ini menerapkan teori strukturalisme genetik yang dikemukakan oleh Lucien Goldman. Peneliti menggunakan kritik sastra. Data primer penelitian ini adalah ekspresi yang diambil dari Harper Lee's "Go Set a Watchman." Data penelitian yang digunakan oleh peneliti adalah kata-kata, kalimat, dan dialog oleh Harper Lee. data penelitian ini menjelaskan tentang supremasi kulit putih di Amerika sekitar abad ke-19. Penelitian ini menggunakan pendekatan strukturalisme genetik terhadap supremasi kulit putih di Go Set a Watchman.

Hasil pertama dari penelitian ini adalah bahwa pandangan dunia Harper Lee terhadap supremasi kulit putih dapat dijelaskan dalam empat kategori. Yang pertama adalah kehidupan ekonomi. Ini dapat didefinisikan sebagai orang kulit hitam seharusnya tidak memiliki pekerjaan. Yang kedua adalah proses politik dan hukum yang dapat diidentifikasi; orang kulit putih menganggap orang kulit hitam sebagai orang yang tidak berdaya dan orang kulit putih mengklaim bahwa orang kulit hitam itu bodoh dan tidak cukup bertanggung jawab untuk mendapatkan kewarganegaraan penuh. Yang ketiga adalah pola dan perkawinan keluarga. Itu dapat didefinisikan sebagai orang kulit hitam membuat orang kulit putih menurunkan status sosialnya. Yang terakhir adalah pendidikan yang dapat ditetapkan sebagai orang kulit hitam memiliki kualitas pendidikan yang rendah. Hasil kedua adalah bahwa enam elemen sastra yang signifikan mewakili pandangan dunia Harper Lee terhadap supremasi kulit putih, yaitu tema, karakter, latar, alur, nada, and genre.

البحث مستخلص

الغازي ، سيف (2020) نظرة هاربر لي للعالم تجاه التفوق الأبيض في "Go Set a Watchman". أطروحة جامعية. قسم اللغة الإنجليزية ، كلية العلوم الاسلامية ، جامعة مولنا مالك إبراهيم إسلامية الحكومية مالانج. المشرف محمد إدي طيب المجستير.

الكلمات الرئيسية: نظرة العالم ، التفوق الأبيض ، العناصر الأدبية

يصح التفوق الأبيض موضوعًا مثيرًا للاهتمام لأنه أصبح صراعًا اجتماعيًا في أمريكا. أثرت على كثير من الناس وبعض المؤلفين الأدبيين بسبب العيش في العالم الاجتماعي. هذا البحث له هدفين. الأول هو شرح وجهات نظر هاربر لي حول التفوق الأبيض الذي تم تصويره في كتابها "Go Set a Watchman" والثاني هو الكشف عن كيفية وصف هاربر لي للظواهر من خلال العناصر الهيكلية للرواية.

يطبق هذا البحث نظرية البنيوية الجينية التي اقترحها لوسيان جولدمان. استخدم الباحث النقد الأدبي. كانت البيانات الأساسية لهذا البحث عبارة عن تعبيرات مأخوذة من "Go Set a Watchman" من Harper Lee. بيانات البحث التي يستخدمها الباحثون هي الكلمات والجمل والحوارات التي كتبها هاربر لي. أوضحت بيانات هذا البحث حول التفوق الأبيض في أمريكا حوالي القرن التاسع عشر. يستخدم هذا البحث نهج البنيوية الجينية نحو التفوق الأبيض في Go Set a Watchman.

النتيجة الأولى لهذا البحث هي أن نظرة هاربر لي للعالم تجاه السيادة البيضاء يمكن تفسيرها في أربع فئات. الأول هو الحياة الاقتصادية. يمكن تعريفه على أنه لا ينبغي أن يكون لدى السود وظيفة. والثاني هو العملية السياسية والقانونية التي يمكن تحديدها ؛ يعتبر الناس البيض أن السود لا حول لهم ولا قوة ، وادعى البيض أن السود كانوا أغبياء وغير مسؤولين بما يكفي للحصول على الجنسية الكاملة. والثالث هو أنماط الأسرة والزواج. يمكن تعريفه على أنه شخص أسود يجعل الشخص الأبيض يقلل من حالته الاجتماعية. والأخير هو التعليم الذي يمكن تعيينه لأن السود لديهم جودة منخفضة في التعليم. والنتيجة الثانية هي أن ستة عناصر أدبية مهمة تمثل نظرة هاربر لي للعالمية نحو السيادة البيضاء ، وهي الموضوع والشخصية والإعداد والمؤامرة والنعمة والنوع

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CHAPTER I

INTRODUCTION

This chapter covers several points, i.e. background of the study, research question, objective of the study, significance of the study, scope and limitation, definition of key term, previous study, research method, data and data source, steps of data collection, and steps of data analysis.

A. Background of the Study

White supremacy has become an essential issue in the world in race relations. Most people say that racism is prejudice, ignorance, or a disease that afflicts some individuals and causes them to discriminate against others just because of the way they look (Audrey Smedley, 2005). It is very different when anthropologist Ruth F Benedict devices that racism is dogma one ethnic group is condemned by nature to congenital inferiority, and another group is a superiority.

As Lois Tyson said, racism refers to unequal power relations that grow from the socio-political dominance of one race by another race and which results in systematic discrimination. All social aspects influence the policy; there are housing, education, employment, loans, and government. The authors realize that this has become very common to learn about white supremacy, where people who identify as 'white' enjoy more significant benefits than blacks in their daily lives. African Americans have always become a victim of white supremacy in America as a slave.

White Supremacy is becoming increasingly common in America. The belief that a race is better than other races makes the white race assume that biological

and intellectual stature is superior to other races. So this is what drives the initial formation of the implied paradigm that white people are more dominant influence compared to people of color.

In this study, the researcher only focus on one literary work, which is a novel by Harper Lee. This novel is titled "*Go Set a Watchman*." This novel represented white supremacy in America in the 19th century and early 20th century when Americans were given legally but not in other races and minorities. Harper Lee described the environmental conditions in a novel that explains how American society, especially Southerners, rejected the Supreme Court's decision regarding racial integration. African-Americans have made the rejection of white supremacy among whites.

As the writer, Harper Lee also portrayed the condition of her society and environment in *Go Set a Watchman*. This novel discusses racist Southerners in America and how white people saw African Americans in the 1950s. This novel also represents how the condition in the white supremacy toward black people when the Supreme Court declared the Brown decision. When racism becomes a social conflict, it has influenced many people and some literary authors because of living in the social world.

This research is needed because white supremacy in America cannot forget easily, and the novel "*Go Set a Watchman*" tells Americans to represent white people who are given legally to their communities. Harper Lee, the young protagonist, Jean Louise in *Go Set a Watchman* stands to become a giant resistance to existing caste conflicts and colors the taboo of inferiority in

American culture. She felt that being a woman should not talk about this man-oriented problem. Nevertheless, she emerged and fought for his perfect ideology.

So that's why this research uses genetic structuralism theory by Lucien Goldman to focus on white supremacy. Harper Lee became an American novelist, and the first novel published was "*To Kill a Mockingbird*." "*Go Set a Watchman*" won the 1961 Pulitzer Prize. It also became a classic of modern American literature. The writer who was born on April 28, 1926, wrote for the first novel, "*Go Set a Watchman*," but she published "*To Kill a Mocking Bird*" for the first time, then researchers used the first novel for this research.

She only published the novels "*Go Set a Watchman*" and "*To Kill a Mockingbird*." Researchers only focus on controversial and unexpected stories. "Most pre-order book" has been declared by Amazon since "Harry Potter" in 2007. The story also won the 2015 Goodreads Choice and New York Times # 1 bestseller. This means that this novel is essential because this novel has an impact on American society.

Some researchers have explored the novels "*Go Set a Watchman*" such as Faeze Rezazade and Esmaeil Zohdi (2017), they explain the cognitive development of children, a theory from Jean Piaget. According to Jean Piaget (1896), "children begin with an intuitive concept based on direct experience and gradually become able to think increasingly complex and logical." Data from this study were collected from Harper Lee's novel the same as this study, "*Go Set a Watchman*." As a result of his childhood training, Scout contradicted his father because she considered him foreign to the norms he had learned in childhood.

Besides, there is another researcher entitled "Ideological Conflict and the Arrival of Age Affinity Between Patriarchy and Feminism in Harper Lee's *Go Set a Watchman*," which was written by MD. Mozaffor Hossain. The writer shows the result that Jean Louise and patriarchy that she has trust as her ideal entity. It can assume that feminism and patriarchy complement each other in "*Go Set a Watchman*" novel by Harper Lee.

The researcher finds the difference between previous studies above with this study. Other researchers have not discussed this novel using Genetic Structuralism, which is a theory by Lucien Goldman. This research will take white supremacy in America portrayed in the 1950s in the story, which was written by Harper Lee. This research will focus on the intrinsic and extrinsic elements of this novel. "*Go Set a Watchman*" is a novel that reviews racial differences between whites and blacks.

B. Problems of the Study

In reason to the rational explanation above, this research conducted for the following question:

1. What is Harper Lee's worldview toward white supremacy portrayed in her "*Go Set a Watchman*"?
2. How is Harper Lee's worldview toward white supremacy represented through the structural elements of "*Go Set a Watchman*"?

C. Objective of the Study

The research is provided with the purpose to discover the objectives as follows:

1. To explain Harper Lee's worldviews toward white supremacy portrayed in "*Go Set a Watchman*."
2. To reveal the way Harper Lee describes the phenomena through the structural elements of the novel.

D. Significance of the Study

This research is practically two research significances. They are theoretical and practical significances. Theoretically, this research expects to broaden the understanding of the theory by Lucien Goldman, especially the genetic structuralism of Harper Lee's world view of the supremacy of white Americans in "*Go Set a Watchman*" in analyzing literary works. This research practically expects to gain knowledge about white supremacy in America and hopes to enrich the study of English literature for reference sources for subsequent relevant research.

E. Scope and Limitation

In this research, the researcher limits and focuses on Harper Lee's world view of the white supremacy described in the novel. This research can also focus on how the writer describes the phenomenon of white supremacy in through the elements of "*Go Set a Watchman*" by Harper Lee.

F. Definition of Key Term

To avoid misunderstanding about the terms, the author defines important related terms to this research as follows:

1. **Worldview:** the complex of aspirations, beliefs, and feelings that relate together members in a particular social group and who oppose it with other social groups.
2. **White Supremacy:** a term that distinguishes one or more belief systems which are white should dominate people of different backgrounds. White people live alone in a white community and have their own "culture" above other cultures, and white genetically feels better than others.

G. Previous Study

Many researchers have analyzed this topic. The first previous research was the *Construction of Racism in the World Known by Edward P Jones: Analysis of Genetic Structuralism*, written by Irana Astutiningsih, Hat Pujiati, Zamrudia Maharani (2017). In their research, their research uses Genetic Structuralism by Lucien Goldman. The results showed that binary opposition between whites as owners of superior slaves and blacks was inferior slaves. However, we found it was related to binary opposition in the text, not only with what happened between whites and blacks but also in blacks themselves. Their topic is almost the same as this research, which uses genetic structuralism. Their research talks about superior whites, but in a novel that is different from this research, because it has the same analysis on topics and theories, it helps researchers analyze "*Go set a Watchman*."

The second previous study was the *representation of the author's worldview in Mabala's selected poems, Summons: poems from Tanzania (Analysis of genetic structuralism)*, written by Astelia Mihayo, Ida Bagus Putera Manuaba (2019). The topic of this research is the same as this research, Genetic Structuralism. They discussed the social and historical conditions of the authors that influenced the production of Summons poetry. They showed how the world view of the writer in individual poems, in general, was explored creatively in social reality. The result of the study are that there is a relationship between world view as a reality that occurs in Tanzania during and after socialism and the world of the creation of writers and literary tools in poetry. Thus, the author's worldview is by the structure of society. Their research provides essential matters relating to the use of theory and methods.

The third study previously wrote by Penti Yulianti entitled *Author's Views Towards Pakistani Society In The Holy Woman by Qaisra Shahraz*. They tried to analyze Qaisra Shahraz's world view of Pakistani society in the novel *The Holy Woman*. The theory of Genetic Structuralism by Lucien Goldman was chosen by researchers to outline their analysis. They tried to find structural elements to conduct this research. Penta research has the same theory as this research. This study attempts to analyze intrinsic and extrinsic factors to show the relationship between social conditions and the structure of the novel. The result is the fact that humans are the novel itself, entitled *The Holy Woman*. Second is the collective subject, and the collective subject is the writer himself. So, the collective subject in this novel is Qaisra Shahraz as a representative of the people in Pakistan. The

third is a worldview. The Holy Woman's novel illustrates the writer's view of Pakistani society: Matching, patriarchal system, and pride in social status.

The fourth previous study discussing racism in the novel "*Go Set a Watchman*" is Mayza's (2016) thesis, entitled "White people feel better than others including black people at the end of the 19th century in the United States". In this study, Mayza found that racial prejudice that occurs in Harper Lee's *Go Set a Watchman* occurs in four aspects of social structure, the first is the aspect of economic life, the second is the political and legal process, the third is the pattern of family and marriage between and last is the element of education.

The researcher becomes motivated to investigate this study because this study inevitably limited and different from the previous studies. The similarity in the fourth of their education with this study is on the sociological approach. Most of them using genetic structuralism focuses on the author's worldview. Their studies employ different objects to analyze literary work except for Mayza's thesis. Mayza used the same novel with the researcher object, but she discussed various topics, she focuses on the racial prejudice that occurs in *Go Set a Watchman*. This study focuses on white supremacy using Genetic Structuralism. This study also discusses the white supremacy in America, as reflected in *Go Set a Watchman* Novel.

H. Research Method

Research Method is needed to help researchers achieve research goals. The research method for doing this study is as follows:

1. Research Design

This study is part of analyzing literary criticism. Peck and Coyle (1993) argue that literary criticism has been defined as reviewing, classifying, analyzing, interpreting, and evaluating works of literature. The theory of genetic structuralism is used in the study of this literary work because the literary works analyzed by the author describe the supremacy of whites against American blacks in the 19th century in the United States, and the author focuses his attention on Harper Lee's view of white supremacy. Then the structuralism genetic theory is applied in this study because, in addition to analyzing the texts of literary works (intrinsic), he also looks at external (extrinsic) factors, namely the world view of the author, to produce detailed analysis results.

The researcher use descriptive qualitative method to analyze the novel "*Go Set a Watchman*," this study also uses illustrative purposes and analysis of qualitative methods. According to Blaxter, qualitative research deals with gathering and analyzing information in various forms, especially non-numerical, as much as possible. These tend to focus on exploration, as detailed as possible, a small number of examples or examples that are seen as exciting or enlightening, and aim to achieve 'depth' rather than 'breadth.' (Loraine Blaxter, 2006)

2. Data and Data Source

The data source of this study is the novel *Go Set A Watchman* (2015) by Harper Lee. The novel was published by Harper Collins Publisher, New York, in 2015. It contains 278 pages, consisting of 7 sections and 19 chapters. The research data used by researchers are the words, sentences, and a dialogues by Harper

Lee, *Go Set a Watchman*. the novel shows white supremacy in 19th century America.

3. Data Collection

The researcher collects the data from data sources research to the technique of collecting data. The techniques for collecting data for doing this study are as follows:

1. The researcher reads “*Go Set a Watchman*” novel conscientiously and understanding the contents of the novel three times.
2. The researcher takes note and underlines the text that focuses on white supremacy which is stated in the novel
3. Highlighting the structural elements based on the novel and, it must be taking notes of important information that are related to white supremacy.

4. Data Analysis

The researcher concern with the explanation above:

1. Organizing the collected data to simplify the analysis.
2. Ensuring data that related to the Harper Lee’s Worldview.
3. Verifying the finding by relating the data with the analysis.
4. The final process of analyzing the data is drawing the conclusion.

CHAPTER II

REVIEW ON RELATED LITERATURE

This chapter consists of a concept as a foundation to analyze the novel above. It consists the tool of researcher to analyze and describe research question in the previous chapter.

A. Sociology of Literature

Literature is a science that places literary works on aspects outside of belief, namely society. This will, of course, contribute to a more significant literary function for the products of a society that find benefits for the social structure that produces them. The accuracy of the scientific sociology of literature that moves it from the autonomous region of the work is very relevant, considering the literary work was not born from a cultural vacuum. Literary works can be said to represent certain cultures.

Swingewood cited in Wahyudi has a complete collection of opinions that literary works are not artifacts, but are the result of dialectical thought processes. Thus, the writer has enough space to play his sensitivity to his feelings and experiences through his work. However, literary works, in theory, are not just a direct reflection of the reality of society as a whole. In a certain sense, the author is legitimately giving a completely different touch from the notes that are still based on truth (Wahyudi, 2013).

According to Swingewood cited in (Wahyudi, 2013), There are three concepts of literary sociology, one of which is a literary work as a social reflection. Literature, according to Swingewood, is a sociocultural document that

can be used to see phenomena in society. This is finally referred to as literary documentation, which refers to the reflection of the times. Swingewood quoted Luis De Bonald as saying that by doing a careful reading of 'national' literary works, it would also be known what applies to society.

B. Genetic Structuralism

Genetic structuralism is a theory coined by Lucien Goldmann. Goldmann is a French philosopher and sociologist. Goldmann always emphasizes the historical background. Goldman (Muniroch, 2011) argues that the fundamental characteristic of Human action includes :

1. The tendency towards adapting to the realities of the environment and, hence, its characteristics form of relating to that environment, through rationality, and by rendering it significant.
2. The tendency towards overall consistency and towards producing structural forms.
3. Its dynamic nature, i.e., the tendency towards modifying and expanding the structure of which it forms part.

According to Goldmann, besides the essence of literary works being autonomous, literary works cannot be separated from the extrinsic elements of literary works themselves. Goldmann, in his opinion, stated that the theory of genetic structuralism has two main frameworks. First, the relationship between the meaning of an element with other elements in the same literary work, and secondly, the contact forms a binding bond. Therefore, a writer will suggest a

collective worldview. This view is not a reality, but a reflection that is expressed Endraswara imaginatively cited in (Purwanti, 2017)

Goldmann revealed that literary works are structures. However, the structure is not static. Instead, it is the product of an ongoing historical process, the process of structuring and destroying that lives and is lived by people who are concerned with literary works. As a reinforcement of the theory that has been revealed, Goldmann built a set of categories that are interconnected with each other to form something called genetic structuralism that was quoted by Faruk in (Purwanti, 2017)

While Damono (1978) reported that Goldmann is trying to combine structural analysis with historical dialectics as well. Goldmann also points out that literary work should be considered as a coherent whole, so literary work can not stand just with the structural element. It is different with Faruk in Helalludin (2017), Goldmann believes that genetic structuralism is a structure influenced by many factors.

As a theory, genetic-structuralism is a statement that is considered valid about reality. The report is said to be valid if it contains a picture of a systemic and integrated life system, which is based on an ontological basis like the existence of that reality and an epistemological basis in the form of a set. Systematic ideas about how to understand or know the fact in question. Faruk cited in (Purwanti, 2017)

Genetic structuralism has broader implications concerning the development of the human sciences in general. As a structuralist, Goldmann concluded that

structures must be refined into meaningful structures, where every phenomenon has meaning when it is associated with broader structures. And so on until each element can maintain its totality (Ratna, 20015). Based on this opinion, genetic-structuralism is the forerunner of literary research from social aspects, which later is referred to as literary sociology. It's just that genetic structuralism still puts forward elements of the structure. Both internal and external structures are still considered essential for understanding literary works.

Based on some experts' opinions about genetic structuralism, a common thread can be drawn, which concludes that the theory of genetic structuralism is a theory that holds fast to literary works as a dynamic structure and is the creation of human thought initiatives based on creative processes. The nature of human mind initiatives is formed based on social relations that occur between humans and each other about the social environment of society with certain social conditions. Various events that happen in the social environment affect the unity of the caste work structure itself (Purwanti, 2017).

1. Humans Fact

Following the concept, Genetic Structuralism begins with the idea of individual facts. Human facts mean similar to humans, as admitted by Faruk, that personal circumstances mean all activities and humans, both verbal and physical, which are trying to be understood by science. This is the same as the culture used at the social science level. Thus, human facts, such as culture, can be in the form of specific social or individual activities, including cultural works, such as art,

musical compositions, and also literary works (Muniroch, 2011). Human Fact is divided as two things, Individual Subject and Trans-individual Subject.

2. Collective Subject

Human facts that have an essential role in human histories, such as social, political, and economical that make a significant impact on our civilization, as well as substantial cultural works, are social facts that can be made by trans-individual subjects, namely subjects that are move individuals, who were asked for collective aspirations. Likewise, great literary works are also considered social facts created by cooperative subjects. (Muniroch, 2011)

The author of the novel is regarded as the collective subject that transcend individual boundaries in genetic structuralism. It's mean that the author focuses in the unity collection, not only independent individuals. A literary work that relates to the author's relationship with others is the product of collective subject, it usually exists system in society.

3. World View

Literary works can be seen as replicas of the world because they can be made following the conditions and situations that occur as realities in the real world. After all, literary works are the result of dialectics between trans individuals and the social fact in which they stand. Even though literary works do not directly depict the real world, and they are bound to the reality that occurs because literary works themselves are fictitious products. Still, the accuracy of the structure contained in literary works is smooth coherence with the combination of consciousness found in the social environment. This means that through literary

works created by an individual who is directly related to his social group, we can see the world view of that social group because social groups will not be able or very difficult for them. Social groups to realize their ideas without the support of innovative individuals and the same individuals will never be able to produce their work if they have not found the essential elements and their relationships in the collective consciousness. So, cultural practices have high individual and social character at the same time (Muniroch, 2011)

4. Significant Structure

Goldman said in “The Concept of The Significant Structure in The History of Culture” that Genetic Structuralism does not notice literature only as a structure (structure), but also the meaningful structure (significant structure) Manuaba cited in (Khusnia, 2016). Significant structure is portrays of social history into the entity of literary work. Social history is uncertain from centuries. It means that the literary work not only about internal coherence, but every element also has a relationship with the global structures of meaning, the world, or the social and natural environment. The central part of structure in literary works is the relation between the character and the object surrounding the characters.

Goldmann states that the concept of structuralism related to Genetic structuralism is Claude Levi 'Strauss structuralism. In this case, Strauss's structuralism centered on the idea of binary opposition or opposition pairs. According to Faruk, Strauss sees the construction of the social world and human culture as something that is structured on the principle of bodybuilding, which is built from units that have opposite meanings. This means that the structure in

literary works is not entirely the same as the structure in society. The structure in literary works is formed more artistic.

The structure of literary works, in this case, the novel, becomes something extraordinary. The structure of the novel is a critical point that must be known and analyzed before analyzing the author's world view. Novel structures are valuable objects that incorporate intrinsic elements. Interactions and relationships between humans and the environment can lead to the structuring process. Structuring is the process of forming a structure as a result of human relations with the surrounding environment. The social conditions around the writer will influence the ideology of the writer and will also affect their work. That happens because of the homological relationship between the structure of society and the structure of literary works. This means that the structure of literary works and the structure of society are influenced by human behavior. Human behavior can also cause a destructive process because it can change social thinking in making judgments. The method of destruction is a new perspective that causes structural reform because the process of adaptation influences it. In the process of adaptation, human thought will change, and it will create a process of destruction.

C. Intrinsic Elements

An element builds a novel as a work of fiction called an intrinsic element. The building elements of a novel include plot, setting, character and characterization. Intrinsic elements of a novel are elements that directly participate in constructing a story. This is supported by the opinion of Nurgiyantoro (Nurgiyantoro, 1998) that is, intrinsic elements (intrinsic) are the elements that

build the literary work itself. These elements cause literary works to be present as literary works, elements which are factually found when people read literary works.

The intrinsic elements of a novel are the elements that (directly) contribute to building the story. This combination of various intrinsic elements makes a novel tangible. Or, conversely, when viewed from the point of us readers, these elements (stories) will be found if we read a novel. The intended element is to mention only a part, for example, events, stories, plots, characterizations, themes, settings, and so on. The intrinsic element of a novel is also called the structural element of fiction (fiction). These elements include plot, setting, character, namely :

1. Theme

Themes are general basic ideas which support a literary work and are contained in the text as semantic structures and which involve similarities or differences. According to Hartoko & Rahmanto in (Nurgiyantoro, 1998). Themes are seen as the basis of stories or general ideas in a work of fiction. The theme in a work of fiction has previously been determined by the author to develop the story.

2. Plot

According to Kenny cited in (Nurgiyantoro, 1998), Plots are defined as events that are displayed in stories that are not merely because the writer organizes events based on causal links. Foster also concluded the same thing. According to him, the storyline is a story of events that have an emphasis on causal relations. Foster also believes that the plot tends to be Mysterious and

intellectual. The scheme also displays events that involve conflicts that can attract the attention of the reader. That prompted the conversation to find out the next game.

A plot can also be interpreted as events in a story that has an emphasis on causality. The plot is also referred to as sequences of events in a story. This is following the opinion of Stanton in (Nurgiyantoro, 1998) that is, the plot is a story that contains a sequence of events, but each event is only connected by causation, one event caused or caused another event. The plot is distinguished by time sequence, one of which is a flashback. The series of events from the literary works in this section does not track the story chronologically.

3. Setting

Another literary element that has a significant role is setting. Setting is all information, references, or instructions relating to the time, space, and situation of the event in a story—the setting functions as a realistic impression to the reader. In addition, the background is used to create a particular atmosphere that seems to exist and occur. This is supported by the opinion Kenny cited in (Nurgiyantoro, 1998) The setting or setting which is also called the fulcrum, refers to the understanding of the place, the relationship of time, and the social environment in which events are told.

4. Character

Character and characterization is an essential element in the story. The term character refers to the role. The use of the term character itself in English literature refers to two meanings, namely the character displayed and as the

attitudes, interests, desires, emotions, and morals upheld by this character. Characters in the novel show how a person likes or dislikes something through the dialogue which contains through literary works.

The term character refers to the person or actor in a story, while characterization is the way a writer displays the nature and character of a character. Characterization can also be called a painting of a clear picture of someone who is presented in a story. Abrams in (Nurgiyantoro, 1998) suggests that characters are people who are displayed in a narrative work, or drama, which the reader interprets as having certain moral qualities and tendencies as expressed in words and what which is carried out in action.

5. Tone

Tone is an expression of the writer's attitude towards the subject. Linked integrally with style, the tone not only reveals the character, setting, plot, and theme, but expresses the writer's feelings about how these literary elements are able to work. Tone is the purpose of the style. The tone is often equated with the atmosphere, which is something that can be read and felt through the presentation of the facts of the story and means of an integrated and coherent story (Sayuti, 2009).

6. Genre

Genre is the choice of words and placement of words into a prose. The author makes style choices to set the mood for narrating, expressing character, and voicing each other's personality. According to (Sayuti, 2009) style is a way of

using specific languages such as diction, phrases, sentences, and expressions that will determine the success, beauty, and logic of a work that expresses the author.

D. White Supremacy

White Privilege or White Supremacy is becoming increasingly common in America, a condition that makes writers aware of the way people identified as white people will enjoy countless, unacknowledged benefits in their daily lives. Critical Race Theory (CRT), talk of white supremacy is not just about politics, but the most important is politics, with relatively small and extreme political movements that openly organize based on racial hatred (important and dangerous even though these groups): more precisely, supremacy is seen as related to the operations of forces that fulfill daily, worldly actions and policies that shape the world in the interest of whites. (Richard Delgado, 2017)

Race is not factual or scientifically important but based on social opinion and power struggle, how did the white race come to exist in America. The physical differences between light-skinned blacks and dark-skinned whites are far less marked than those which separate either group's polar members. Why do we draw the lines as we do then? Addressing this issue involves exploring what it means to be white, how whiteness is legally defined, how other groups migrated in and out of the white race, "passing," a one-drop law, the history of white dominance and white supremacy, and the variety of advantages that come with membership in the dominant race.

Most white people might be surprised by the idea of 'White World'; they only see the 'world,' its white color is invisible to them because the racial nature of

politics, policing, education, and every other area of public life is so entrenched that it has become routine - unchanging, and taken for granted. This is an exercise of power that goes beyond the idea of 'white privilege' and can only be understood adequately through the language of power and domination: the problem is beyond privilege, it's about supremacy.

The definition of white privilege appears in the context of immigration law when the court decides who has the privilege of living in the United States. As many ordinary citizens do, the judge defines the white race as opposed to blacks or other forms of resistance, an opposition that also marks the boundary between privilege and its opposite. Only those who are considered white are eligible to enter our community (Richard Delgado, 2017).

Richard Delgado and Jean Stefancic (Richard Delgado, 2017) has said that whiteness is always linked to purity and goodness. On their wedding day the brides wear white to represent innocence. "Snow White" is a universal fairy tale of goodness that only earns its reward. In speaking about experiences about near death. In comparison, darkness and blackness also bear negative connotations and danger. Whiteness is often common, setting the standard in hundreds of contexts as well. There may even be some form of interest in the land. Other groups are identified as nonwhite, such as American Indians, Latinos, Asian Americans and African Americans. That is, they are defined as being that which they are not in relation or opposition to whiteness.

E. Harper Lee's Biography

Nelle Harper Lee (1926-2016) is one of the most influential and widely read books of American literature. By creating "*To Kill a Mockingbird*" (1960), Lee was beautiful and mature in the small town of Monroeville in Monroe County, Alabama. Pulitzer Lee's prize-winning novel explores prejudice, anger, loyalty, and love through a girl's eyes when she awakes to the girl's human nature and right and wrong abilities. In July 2015, Lee published *Go Set a Watchman*, the original incarnation of *To kill a Mockingbird* found in a safe in Monroeville. It responds to broad public interest and media focus.

Lee was born in Monroeville on April 28, 1926, the youngest Amasa Coleman Lee, a lawyer, and Frances Finch, who struggled with mental illness. Lee denied that *To Kill a Mockingbird* was a biography. Still, his fiction was influenced and shaped by his childhood experiences, shared with a brother and two sisters and fellow aspiring writer Truman Capote, a summer visitor to Monroeville. When she described his life span in an interview in 1965, the result is that we often live our imagination. We make things we read, and we transfer everything. The place we have seen on the page is printed to the next in the form of high drama. Harper Lee died on February 19, 2016, in his hometown of Monroeville and was buried in Hillcrest Cemetery.

Lee attended public elementary and middle school in Monroeville. She was interested in writing since childhood and continued writing from 1944 to 1945 when she attended school at Huntingdon College in Montgomery. In 1945, she moved to the University of Alabama at Tuscaloosa to study law but retired in

1949 without a degree. While at UA, Lee wrote columns, featured stories, and satires for university newspapers and literary publications. In 1949, she left Alabama to pursue a literary career in New York.

Lee worked briefly at a bookstore in New York, but she later became a flight reservation clerk, so his daily work during the day was different from the mental energy required by his commitment to writing at night. After some time and with a friend's financial contribution, the gift he remembers in "Christmas To Me," she can quit his job and write in full time. Over the years, disturbed by the death of his mother and brother and other responsibilities, she worked on his novel. After completing the manuscript in 1959, Lee went to Kansas with Truman Capote to provide research assistance while she was working on a script for his non-fiction novel in *Cold Blood*. She handed the book along with his colleague, Jack Dunphy, and honored him with "secretarial work" and friendship with the person she was interviewing.

To Kill a Mockingbird was published in 1960 and received the Pulitzer Fiction Award in 1961. The 1930s were Scott Boom's outstanding experience in Alabama. In the novel, Lee communicates the event through his narrator, Genius "Scout" Phil. She and his brother, James, were cared for by their widowed father, Atticus, and Calpurnia, an African-American nanny who Atticus trusted in their care while she worked. At the law firm. Atticus's younger brother Alexander sometimes interfered, especially after the scouts started school. During the summer, Dill, a Capote-based character, visits her aunt and helps Scott and James find plans to seduce Atu "Bo" Riley, an environmentally friendly neighbor from

home. The film version of *To Kill a Mockingbird*, released in 1962, underlines the success of the novel with its progress.

On February 3, 2015, HarperCollins released an extraordinary press release announcing the publication of her second novel, *Go Set a Watchman*. As the media continues to deliver unexpected news, the reader realizes that the next novel is not the latter, but a smart idea to kill the original. In the 1950s, Maurice Crain, and her editor at Lippincott, Tay Hohoff, read it and suggested that Lee rewrite it to focus on the children who appeared in the novel. The rewriting produced the publication *To Kill a Mockingbird*. In July 2015, *Go Set a Watchman* was released without changes, as mentioned earlier. The second story of the novel is related to the story made by Watchman in 1956 and tells the story of Jean Louise, who returned to her hometown in Maycomb, Alabama, for a summer trip from New York City. Where she lives and works.

Lee has been widely recognized throughout his life for his literary, cultural, and human contributions. In 2002, Lee received the Alabama Humanities Award from the Alabama Humanities Foundation. In April 2005, she ended racism and received the Lifetime Achievement Award from the Birmingham Pledge Foundation, which in 1997 was applied to uphold values supported by Bernstein's promise, written by lawyer Jim Loch. In May 2007, Harper Lee was appointed to the American Academy of Art and Literature. It is considered the highest formal recognition in the United States for artistic achievement. She was also awarded the Presidential Medal of Freedom in 2007 for his contribution to literature. In March 2011, President Barack Obama honored Lee for "outstanding

contributions to excellence, growth, support, and availability of art" along with the National Medal of Arts 2010, which included other artists such as Meryl Streep, James Taylor, and Quincy Jones.



CHAPTER III

FINDING AND DISCUSSION

This chapter discusses the result of analysis on describing Harper Lee's Worldview toward white supremacy in America "*Go Set a Watchman*" and revealing the way Harper Lee describes the phenomena white supremacy through elements of the novel. In order to do so, there are two objectives to focus on. In this chapter, the discussion is divided into two main sections: (1) white supremacy represented in the novel and (2) Harper Lee's worldview toward white supremacy in *Go Set a Watchman's* the elements of literature. The objectives are described through the description and explanation of data found.

A. White Supremacy Represented in the Novel

The evidence of white supremacy is shown in this novel. All the character does that evidence even if major or minor character. The author explained the worldview toward white supremacy in the novel through the words, sentences and dialogues. As the researcher explained in previous chapter namely review on related literature, a worldview of an author is a reflection of a community of worldviews of people in which the author lives and understands people's customs. The worldview of the author is not only something that comes from the thoughts of an author, but it also includes some process of recognizing the principles and norms that the author has learned from experiencing her setting. Therefore, the surroundings have an important role to play in shaping the kinds of worldviews that the author reflects through literary works.

In this study, the researcher found Harper Lee's worldview embedded in a literary work entitled "Go Set a Watchman." Her worldviews on white supremacy are represented through stories using structural elements of the novel. This story is related to Jean Louise Finch, a Maycomb girl returning to Maycomb's hometown, Alabama, from New York City. The children of Atticus Finch found a racist pamphlet when in the home entitled "The Black Plague" belonging to his father. Alexandra, the aunt of Jean Louise, defended the brochure. Jean Louise went to the courthouse and saw many people there, including Dad and Hank, friends of her brother named Jem and he likes Jean Louise. Atticus introduces the meeting's speaker, which is the contents are full of white supremacy. Jean Louise saw what Hank and Atticus were doing. She was raised by a black housekeeper named Calpurnia since his mother passed away her.

At that time, her father and aunt taught Jean Louise always to value people of any race, whether black or white. Jean Louise was proud of the Finch family, but all that changed when she was 26 years old. After the issue became more significant, she met his uncle, Dr. Jack, and slapped Jean Louise until he was half-conscious in a drunken state, until his uncle woke him up. "*Go Set a Watchman*" affects how Finch 's family sees the people around them and how white people see particular skin colors. There are four things shown by the character as an influence of the celebrated novel "*Go Set a Watchman*," i.e., economic life, political and legal systems, family patterns and intermarriage, and education. In the section below, the researcher describes the white supremacy finding that is portrayed in the novel.

1. Economic Life

The most prevalent white supremacy proof discovered by the researcher as a result of the discovery of “*Go Set a Watchman*” is Economic existence. White supremacy in economic life is based on the belief that black people and white people are unique. Black people are unqualified, lazy, and should have no job. Almost all of the stories can be found in the book, this proof of economic existence. This evidence shows to the researcher what attitude of the author world in economic life against white supremacy is.

In this story, Alexandra, Jean Louise 's aunt, in America, is showing signs of white supremacy in economic life.

“Calm down, Miss.” Alexandra’s voice was cold. “Jean Louise, nobody in Maycomb goes to see Negroes any more, not after what they’ve been doing to us. Besides being shiftless now they look at you sometimes with open insolence, and as far as depending on them goes, why that’s out. (Lee, 2015)

Alexandra is portrayed as a white Maycomb who feels superior to blacks. He thought black men, or in the novel he referred to as negroes, are lazy and unwilling to work. The act of white supremacy is quite explicitly stated in the novel, through the words of Alexandra. She generalizes as lazy, all black people, and treats white people better than they do. In Jean Louise, Alexandra looks so furious, thinking she's visiting Calpurnia. She degrades the status of black people and assumes white people have better work and higher character characteristics than brown people.

The character Alexandra often portrays manifestations of white supremacy in America. He believed that the dominant group was the White Men. The dominant group does not like to see the subordinate group having the same

prevalent in any area of American life. Alexandra also shares this feeling towards black people in this book.

“Mary Webster’s Sarah’s carried a card for years—so’s everybody’s cook in this town. When Calpurnia left I simply couldn’t be bothered with another one, not for just Atticus and me. Keeping a nigger happy these days is like catering to a king—”
(Lee, 2015)

From what Alexandra said above, she claims black people that when Calpurnia, her ex-housekeeper family left, she wouldn't want to try another housekeeper again because nowadays she feels black people no longer deserve white employment, she has a negative feeling about them that they're going to take white privileges. She expresses her belief that blacks are not expected to get the same occupation privilege as white.

The next proof of white supremacy is that black people hate and distrust the dominant group of white men. The dominant group here worries that the subordinate group will take the leading ethnic group's position. In this book, Alexandra also reveals white supremacy in economic life against NAACP and the black community.

“That NAACP’s come down here and filled ’em with poison till it runs out of their ears. It’s simply because we’ve got a strong sheriff that we haven’t had bad trouble in this county so far. You do not realize what is going on. We’ve been good to ’em, we’ve bailed ’em out of jail and out of debt since the beginning of time, we’ve made work for ’em when there was no work, we’ve encouraged ’em to better themselves, they’ve gotten civilized, but my dear—that veneer of civilization’s so thin that a bunch of uppity Yankee Negroes can shatter a hundred years’ progress in five. . . .”
(Lee, 2015)

The phrase of Alexandra above, it suggests that Alexandra suspects the NAACP that they are the one who persuades and to give black people the knowledge to revolt in having a better life, which also means a better career. She can't accept that idea because she feels all black people can do have lower quality

and lower salaries than whites. She says black people were not useful to them, gave them a job, and made them civilized so black people shouldn't take anything they don't deserve. She wonders that any day black people will take away white people from good work.

2. Political and Legal Proces

Atticus Finch 's second political white supremacy to black people when he clashed with his friend, Jean Louise. This kind of white supremacy portrayed in the book, shown below by the speech of Atticus Finch

“Let’s look at it this way,” said her father. “You realize that our Negro population is backward, don’t you? You will concede that? You realize the full implications of the word ‘backward,’ don’t you?”

“Yes sir.”

“You realize that the vast majority of them here in the South are unable to share fully in the responsibilities of citizenship, and why?” (Lee, 2015)

In this novel, white racism against black people is also seen by the situation where white people consider them as helpless beings. It is like white people have significant obligations. From the expression given above by Atticus, Atticus explicitly claimed that black people were stupid and that they were not responsible enough to get full citizenship. He portrayed black people who could not manage life duties as a way of life for white people.

In this aspect, Atticus Finch once again shows White Supremacy to black people about the selection process. Atticus underlined his thoughts on black people's lack of accountability. In terms of moral obligation, Atticus thought blacks were inferior and white men were superior.

“Go back to school,” her father said. “All the Democratic Party has to do with Jefferson these days is put his picture up at banquets. Jefferson believed full

citizenship was a privilege to be earned by each man, that it was not something given lightly nor to be taken lightly. A man couldn't vote simply because he was a man, in Jefferson's eyes. He had to be a responsible man. A vote was, to Jefferson, a precious privilege a man attained for himself in a—a live-and-let-live economy.” (Lee, 2015)

In the quote above, Atticus emphasized that black people did not have the right to vote by stating that while Jefferson was from the Democratic Party, he felt that full citizenship was a privilege for all that it was not something that was granted lightly or taken lightly. A guy can't pick in Jefferson 's eyes, because he's just a guy and he has to be a responsible one. He meant he believed black people were not competent enough to vote and get involved in the selection process.

The potential of subordinate racial groups would also be looked down on by dominant racial groups. Considering subordinate racial groups as dumb beings is also an example of how dominant racial groups feel superior. Through this novel, Atticus Finch demonstrates this feeling towards Zeebo.

“Now think about this. What would happen if all the Negroes in the South were suddenly given full civil rights? I'll tell you. There'd be another Reconstruction. Would you want your state governments run by people who don't know how to run 'em? Do you want this town run by—now wait a minute—Willoughby's a crook, we know that, but do you know of any Negro who knows as much as Willoughby? Zeebo'd probably be Mayor of Maycomb. Would you want someone of Zeebo's capability to handle the town's money? We're outnumbered, you know. (Lee, 2015)

Atticus underscored black people's willingness to administer the government. He figured the black people were dumber than white people. He rendered the example with little knowledge of the Geebo managing towns. He noted black people were like zeebo. However, he felt that the city could be handled by Willoughby, a white person. He didn't want to give full civil rights to all black people, with little capacity. The novel depicts an act of white supremacy.

Atticus also denigrates black people in this novel and gives the impression that black people can't be like this. Their religion is superior to the black race.

Honey, you do not seem to understand that the Negroes down here are still in their childhood as a people. You should know it, you've seen it all your life. They've made terrific progress in adapting themselves to white ways, but they're far from it yet. They were coming along fine, traveling at a rate they could absorb, more of 'em voting than ever before. Then the NAACP stepped in with its fantastic demands and shoddy ideas of government—can you blame the South for resenting being told what to do about its own people by people who have no idea of its daily problems? (Lee, 2015)

From the above sentence, Atticus said all black people are still like infants.

Atticus believed white people had less awareness than white people did. While black people had improved in terms of education, he felt it was still not equal to what white people had. This is the same as the assumption from Atticus that the American intelligence standard is viewed by how white people perceive it.

White supremacy as exposed to black people by Alexandra as Jean Louise finds the magazine (*The Black Plague*) in her home, on her father's desk.

Golly, I never know who they are these days, all the young ones. Reckon they'll try him for murder?

"Manslaughter, I should think."

"Oh." Hester was disappointed. "Yes, I reckon that's right. He didn't mean to do it"

"No, he didn't mean to do it." Hester laughed. "And I thought we'd have some excitement." (Lee, 2015)

The Hester-Jean Louise exchange reveals that Hester wishes that Zeebo 's son will get a death sentence. She feels disappointed when she learns he won't. She also seems to be very anti-black by making a blacks' death penalty an attraction because she acknowledges that black people are not the same as her, but she sees them as slaves and wealth.

White political supremacy was also revealed to Alexandra's black people when Jean Louise found the magazine in her home, in the table of her father, when she discovered racism and experienced white supremacy.

Alexandra was talking to her: "I told you. It's something your father brought home from a citizens' council meeting."

"From a what?"

"From the Maycomb County Citizens' Council. Didn't you know we have one?"

"I did not."

"Well, your father's on the board of directors and Henry's one of the staunchest members." Alexandra sighed. "Not that we really need one. Nothing's happened here in Maycomb yet, but it's always wise to be prepared. That's where they are this minute"

"Citizens' council? In Maycomb?" Jean Louise heard herself repeating fatuously. "Atticus?" (Lee, 2015)

The conversation between Alexandra and Jean Louise reveals that Alexandra is voicing her fear of the Maycomb County uprising that might happen. She didn't want black people so she made the NAACP pass, they couldn't be defeated. The accusation of colored NAACP lawyers was also made by Atticus who Zeebo's uncle, Calpurnia's nephew, who drove over Mr Healy in prison and killed him while driving and drinking.

Atticus Finch is wary of the NAACP or colored lawyers, as seen by his speech, as he explained correctly to Jean Louise about his fear of bringing Zeebo's son's case against them. Atticus Finch's phrase doesn't want to make Black people white as follows

"You mean colored lawyers?"

Atticus nodded. "Yep. We've got three or four in the state now. They're mostly in Birmingham and places like that, but circuit by circuit they watch and wait, just for some felony committed by a Negro against a white person—you'd be surprised how quick they find out—in they come and . . . well, in terms you can understand, they"

demand Negroes on the juries in such cases. They subpoena the jury commissioners, they ask the judge to step down, they raise every legal trick in their books—and they have 'em aplenty—they try to force the judge into error. Above all else, they try to get the case into a Federal court where they know the cards are stacked in their favor. It's already happened in our next-door-neighbor circuit, and there's nothing in the books that says it won't happen here. (Lee, 2015)

By Atticus Finch's statement above, what Atticus means is that he believes NAACP is trying to take advantage of this case by doing their trick and pressuring the judge to step down and fail the court. Atticus believes that the NAACP is still waiting for some situation where a black commits a white crime to put the case before the federal court.

Another kind of white supremacy is also shown by Henry to Black people when he tried to convince Jean Louise that what he and her father were doing was right, and that was for the future of Maycomb County, Henry said in his words.

“Honey,” said Henry. He moved the sugar bowl to the center of the table and pushed it back again. “Look at it this way. All the Maycomb Citizens’ Council is in this world is—is a protest to the Court, it’s a sort of warning to the Negroes for them not to be in such a hurry, it’s a—”

Hank's word as mentioned above suggests that he is wary of the black if one day they do a rebellion by saying it's a message to the blacks not to be in such a rush in which he also implies he fears if black people do a revolt, the status of white people will be replaced by black people. This is clear that he opposes the black-and-white integration because he feels black people are willing to be in the same place as white people.

There's no point in being profane. Think this over: Abbott County, across the river, is in bad trouble. The population is almost three-fourths Negro. The voting population is almost half-and-half now, because of that big Normal School over there. If the scales were tipped over, what would you have? The county won't keep a full board of registrars, because if the Negro vote edged out the white you'd have Negroes in every county office—”

“What makes you so sure?” “Honey,” he said. “Use your head. When they vote, they vote in blocs.” (Lee, 2015)

Atticus Finch 's statement above clearly indicates racial racism against black people if they are denied voting rights in electoral processes. He also describes to his daughter the situation in Abbot County near Maycomb in which there is a growing influx of black people and blames the usual of integrated school there. He says if black people have to vote, they are likely to vote in blocs. It may also harm white people, as the government would have black people.

“The NAACP doesn't care whether a Negro man owns or rents his land, how well he can farm, or whether or not he tries to learn a trade and stand on his own two feet—oh no, all the NAACP cares about is that man's vote. (Lee, 2015)

Atticus Finch is once again showing white supremacy. The term Atticus Finch clearly shows that Atticus has a negative view of the NAACP. He says they care just for black people's land. He suspects the NAACP that they only want the vote of black people without caring about the pro poverty of black people.

3. Family Patterns and Intermerriage

A lot of white people do not marry black people white. The reason white people don't want to marry black people because they hate blacks in their eyes because when a white person marries a black person, that white person decreases his or her social status. It is kind of white supremacy. Another explanation is that white people are different from black people too.

Mr. O'Hanlon's word to black people reflects the white racism that demonstrates the perception that black people are different as he spoke at a Citizen's Council meeting. This debased Black people's physical presence

Mr. O'Hanlon was born and bred in the South, went to school there, married a Southern lady, lived all his life there, and his main interest today was to uphold the Southern Way of Life and no niggers and no Supreme Court was going to tell him or anybody else what to do . . . a race as hammerheaded as . . . essential inferiority . . . kinky woolly heads . . . still in the trees . . . greasy smelly . . . marry your daughters . . . mongrelize the race . . . mongrelize . . . mongrelize . . . save the South . . . Black Monday . . . lower than cockroaches . . . God made the races . . . nobody knows why but He intended for 'em to stay apart . . . if He hadn't He'd've made us all one color . . . back to Africa . . . (Lee, 2015)

One explanation of why white people don't want to marry black people in the text above is that they have different anatomy with white people. His speech indicates the white supremacy, and he feels that black people are different from white people because they insult their appearance..

Another author describes white supremacy in the novel through Alexandra's following phrase when she talked about Zeebo. Alexandras says that she acts like she is disgusted by how Calpurnia's son Married. She says that white people are different from black people, she says about white supremacy it just because Zeebo married with more than one person.

"—they always want to marry a shade lighter than themselves, they want to mongrelize the race—" (Lee, 2015)

Alexandra said, "but that's just the way they are and they can't help it. Calpurnia was the best of the lot. That Zeebo of hers, that scamp's still in the trees, but you know, Calpurnia made him marry every one of his women. Five, I think, but Calpurnia made him marry every one of 'em. That's Christianity to them." (Lee, 2015)

Hester shown white supremacy in the novel, towards black people. Hester thinks blacks have a scheme to marry people with another black skin. She feels that black people do not marry with white people because different. She feel that white people more have high social pattern than black people. It indicates that she does the evidence of white supremacy in the novel

"They want to get the niggers married to that class and keep on until the whole social pattern's done away with." (Lee, 2015).

4. Education

White supremacy toward black people in the education aspect can happen when white people as the dominant racial group think that black people have lower quality in education. It can be understood that white people have high intelligence. It also can lead to the unwillingness of the white people group to be in the same school as the black people group, and even white people group will debase the quality of their intelligence. In this novel, white supremacy that happens in education aspect in America.

In this novel, the researcher found the author shown white supremacy in education by expression of Alexandra toward black people when Jean Louise found the magazine titled “The Black Plague” in which Alexandra agreed with what it said in the magazine precisely about the defamation against black people.

“You—Aunty, do you know the stuff in that thing makes Dr. Goebbels look like a naive little country boy?”

“I don’t know what you’re talking about, Jean Louise. There are a lot of truths in that book.”

“Yes indeedy,” said Jean Louise wryly. “I especially liked the part where the Negroes, bless their hearts, couldn’t help being inferior to the white race because their skulls are thicker and their brain-pans shallower—whatever that means—so we must all be very kind to them and not let them do anything to hurt themselves and keep them in their places. Good God, Aunty—” (Lee, 2015)

From the expression of Alexandra above, when Jean Louise seems like disagree with what inside the magazine, meanwhile Alexandra says that “there are a lot of truths in that book,” which means she agrees with what inside the magazine. After that, Jean Louise is sarcastic to Alexandra by mentioning the contents of the magazine and pretending that she agrees with the part of that magazine, debasing the intelligence of black people.

Another white supremacy represented in the novel is also shown by Hester toward Sophie, her cook. When someday, she asked her about Christmas day, and Sophie seemed do not understand about what Hester meant.

Hester said, "You never can tell what goes on in their heads. My Sophie now, one day I asked her, 'Sophie,' I said, 'what day does Christmas come on this year?' Sophie scratched that wool of hers and said, 'Miss Hester, I thinks it comes on the twenty-fifth this year.' Laugh, I thought I'd die. I wanted to know the day of the week, not the day of the year. Thi-ick!" (Lee, 2015)

The above expression of Hester proves that she thinks that Sophie is a black person that is different from white people since Hester believes that she is uneducated because she does not know about the silly thing. She says that "you never can tell what goes on in black people's heads," which means she considers what black people think is different from what white people think.

The next white supremacy represented in the novel is in the following expression of Atticus Finch toward black people when he was arguing with Jean Louise regarding the racial integration that is happening in Maycomb County.

"Then let's put this on a practical basis right now. Do you want Negroes by the carload in our schools and churches and theaters? Do you want them in our world?" (Lee, 2015)

From the expression of Atticus above, it indicates that he does not want to integrate with black people. He feels that black people should be separate from white people's life. He does not want white people to be in the same schools, churches, or even theaters with white people.

The last white supremacy represented in the novel shown by Atticus toward black people is in the following words of him when he still tried to convince Jean Louise to understand what he did for the sake of Maycomb County.

“Do you want your children going to a school that’s been dragged down to accommodate Negro children?” (Lee, 2015)

Atticus's words above give the information that Atticus thinks is going to integrate school as a bad idea. He believes that white supremacy toward black people is unnecessary because the way white people live is different from the way black people live.

B. Harper Lee’s Worldview toward White Supremacy in *Go Set a Watchman*’s the Elements of Literature

A structural element is a prominent feature to be found in any form of narrative. It serves as helpful to the reader in reading literary works. It is also called the process by which the author builds the novel. The interpretations of the author's ideas or views through the literary elements; however, it is also used as the assistance for researching or analyzing literary works.

The author worldview can be used from the three literary elements, namely, character, plot, and setting, which she wrote related to the white supremacy in America. The literary element that she wrote influenced by her background as American, and the setting which depicts America from the discrimination of white people toward black people. This chapter also shows Harper Lee’s worldview toward white supremacy in the novel. Thus, the sub-chapter below will show the analysis of literary elements that represent the author’s world view.

1. Theme

Go Set A Watchman tells us that there are serious social and class problems at Maycomb. Not since the old England, the feudal system has such a rigid society

regarding its structure of the social and economic class. No one ever seems happy about it and acts like they can not do something to change it, but everybody continues to talk about it. They are not pleased about it either, when it begins to shift.

Aunt Alexandra is a member of the hierarchical social system of Maycomb. She does not approve of someone who has black men. As this means that they are below the white. And she also does not accept of associating Jean Louise with people below her station. And by so excluding people will Aunt Alexandra retain her elite status.

“Calm down, Miss.” Alexandra’s voice was cold. “Jean Louise, nobody in Maycomb goes to see Negroes any more, not after what they’ve been doing to us. Besides being shiftless now they look at you sometimes with open insolence, and as far as depending on them goes, why that’s out. (Lee, 2015)

The researcher also found the society depicted thirty years before in *Go Set a Watchman*. Because of integration, we hear of a so-called decline in white society, but that novel does not state it.

This is a touchy problem that can never be overlooked entirely. And it will never be as plain as black and white, not in the South of America, nor elsewhere. Even if the characters of *Go Set a Watchman* discuss racial problems directly, they are linked to *To Kill a Mockingbird*. *Go Set a Watchman* is an accurate depiction of race relations in the 1950s in Alabama because a woman wrote it in the 1950s in Alabama.

Go Set A Watchman is only one possibility. It's not a definitive portrayal of race relations in the 1950s in Alabama since it was published in the 1950s by a white woman in Alabama, and there are few black voices in the book.

Tying the knot in the 1950s seemed somewhat more confining than it does today. Not in the sense of Maycomb's Fifty Shades but the mind that a woman had to submit to a man in marriage. Jean Louise "Scout" Finch, a backward-wearing overall troublemaker, doesn't submit to anyone. Marriage may not be for her because of her headstrong attitude.

Jean Louise should marry someone when she finds her equal. That is to say, someone who has the same beliefs as she does and actively supports them. Jean Louise never gets married, as she never finds someone who meets her high expectations.

2. Character

A character is a person or thing in a plot, novel, or playwright personifying the act of a human being. It can be divided into principal or main character and minor character by the character's creation. The main character usually develops through the story or round plot while the minor character is flat. Through their positions, the role can be divided into protagonists and antagonists. The character of the protagonist is known as the main character or hero of the novel. In contrast, the character of the antagonist is a character who works against the main character.

Harper Lee shows the characters who found white supremacy in the novel. The researcher analyses the major or minor characters represent that evidence in America. All the characters of the novel draw the differences between white people toward black people. The characters always look at the equals of black and white skin.

a. Jean Louise "Scout" Finch

Through the protagonist's character, the author represents her views toward white supremacy in America. Jean Louise Finch usually calls by her father scout when she was young, and Jean Louise is the major character in the novel *"Go Set a Watchman"* who found white supremacy around her family and nearby people. She is a young woman from Atticus Finch, the lawyers in Macomb, Alabama. Jean Louise went home from her current home in New York City to Maycomb, where she grew up. Jean has Atticus' sister lives with him, and he has business apprentice, his name is Henry Hank Clinton. Jean Louise is very scrappy,

"New York has made it, I beat my brains out all year round—" (Lee, 2015).

She succeeded in folding herself up into the wall because she had ignored an injunction (Lee, 2015)

She will also do whatever she wants, an event she does not have a clue, sometimes to her detriment also. Jean Louise has a firm principle event. She gets trapped in it. Of course, it is her dangerous fault. Jean Louise is childish. It can be known with this statment.

"Don't be such a damn child, Jean Louise!" (Lee, 2015).

She often get a childhood flashback from her, it illustrates her growing up a little, and the funny behavior in a nine years old is not so much in 26 years old. But we get the truth taught by his father and Calpurnia, a black housemaid who replaced his mother after death, to always look at the equals of blacks and whites skin.

The novel *“Go Set a Watchman”* depicts a Jean Louise who suffers from a crisis of conscience because her father taught in her childhood was violated, which does not differ between white skin and black skin. He saw his father as not in defending an innocent black man from an alleged rape by a lying white woman, but in this novel, Jean Louise felt his father had betrayed him. When Jean Louise saw his father, he has known the symbolism of racism in Southern Africa. Jean Louise saw her father from the balcony of the Maycomb courthouse. It made Jean Louise suffer. He suffered a crisis of conscience during the *Go Set a Watchman* when he saw his father.

“Every nerve in her body shrieked, then died. She was numb” (Lee, 2015).

We know that Jean Louise feels a crisis of conscience when she sees her father's racist motivation. It is a feeling for his father as his idol is broken. The citation shows that Jean Louise is a people lover, so it makes her unconscious when her father betrayed her. That citation also can prove the character by the main character.

“Yes it hurts. Like hell. It hurts so much can't stand it.” (Lee, 2015).

Jean Louise is white people, but she does not like to see white people like her father doing unfairly against black people. She was a white woman who did not accept seeing black as inferior, but she did nothing about black people. He did not seem to care about the Civil Rights struggle of black people in the South. That means the writer describes Jean Louise as a childish character. It's a fact that Jean

Louise thinks differently from what she does, she and her father also agree in their dislike with the NAACP, she was blamed herself.

“Now she was aware of a sharp apartness, a separation, not from Atticus and Henry merely. All of Maycomb and Maycomb County were leaving hers the hours passed, and she automatically blamed herself.” (Lee, 2015).

This is the most important part of Jean Louise as the main character described by an author. Jean Louise's attitude was far from mature, and she only blamed herself without any action. When she grew up to be marked as menstruating, she did not know what to do when she was growing up.

“She hated herself, she hated everybody. She had done nobody any harm. She was overwhelmed by the unfairness of it: she had meant no harm” (Lee, 2015).

The quote proves that Jean Louise cannot make her own decisions; she is confused by what she must do. She is a person who will grow up. Jean Louise is a white child who is still inconsistent. Atticus has an assessment of his son, Jean Louise,

“You are inconsistent,” said her father mildly.” (Lee, 2015).

This argument has been shattered due to Jean Louise's focus on inconsistent white supremacy even though she does not like her father to do white supremacy. She also felt as comfortable as his father, she ignored the struggles of black people and put himself first. Finally, Jean Louise accepted her father because rejecting her meant rejecting herself.

By employing Jean Louise Finch as the main character, the author tries to give the illustration toward white supremacy in America. Through Jean Louise. The author depicts white supremacy, especially on the character that is childish to

give the impression to black skin. After she got knowledge from her little idol, she got lessons about white and black, but it was different when she started 26 years. In the past, Jean Louise watched from the colored balconies of the Maycomb County courthouse, watched her father discuss dissatisfied black people for being raped against invited white people. But her father is not like a heroic anymore at the age of Jean Louise that grew up. Jean Louise could be betrayed after helping her see her father's pamphlet, which was motivated by racism against blacks, but Jean Louise's childish nature had proven that she could not use what she was carrying. In the end, Jean Louise hesitated and chose to tolerate inviting and becoming his idol again after being awakened by his uncle Dr. Jack Finch.

The character of Jean Louise shows the author's world view of white supremacy that can influence white people to provide similarity to other skin colors in America. Jean Louise's childlike nature makes the main character not to agree with what was agreed upon. Unconsciously, she gave his approval to white supremacy when she chooses to take it back because it did not match what she was repairing.

b. Atticus Finch, Henry Clinton, Dr. Jack Finch, Alexandra

Those four characters were the portrayal of white supremacy in America in 19 Century. They are the minor character of this novel, "*Go Set a Watchman*." The characters are famous because they are portrayed as white supremacy in America. Atticus Finch, Henry Clinton, Jack Finch, and Alexandra have done actions that motivate white supremacy, that white people are smarter and black people and like animals.

The first character is Atticus Finch as Jean Louise's father. He was a man who had won an acquittal for a black man over a rape case with a white liar. We know him as a traitor to his son for believing that the white race is superior to blacks. Now he is a local city council, a white organization that favored the white race and was different from other races.

The one human being she had ever fully and wholeheartedly trusted had failed her; the only man she had ever known to whom she could point and say with expert knowledge, "He is a gentleman, in his heart he is a gentleman," had betrayed her, publicly, grossly, and shamelessly. (Lee, 2015).

This quote explains that Atticus had betrayed his son, who had always idolized him. That was very surprising to Jean Louise. Although there are 3 characteristic Atticus, this characteristic is shown in the novel when the author show in the first chapter without any other characters saying that. We must add one more trait, which is the traitor.

"Integrity, humor, and patience were the three words for Atticus Finch" (Lee, 2015)

"Hypocrites have just as much right to live in this world as anybody." (Lee, 2015).

We know that the writer illustrates that Atticus accepted that he was a traitor and asked for equality to live in the world and requested Jean Louise to understand. That makes Jean so devastated by what his father did that he did not want to be called a scout. It was a favorite name when Jean Louise was a child.

"His use of her childhood name crashed on her ears. Don't you ever call me that again. You who called me Scout are dead and in your grave." (Lee, 2015).

The quote explains that Jean Louise no longer idolized Atticus because he was a traitor. The second character is Henry Clinton. Usually, this minor character was called by Hank. He is a smart but poor person,

“Man of the Year by the Kiwanis Club, a postwar Maycomb innovation, usually meant Young Man Going Places.” (Lee, 2015).

This quote can prove Hank's intelligence. But he is still an imperfect hank. He has a father who turned out to be near death and a mother who died. The person who often said that Hank was a poor person was Alexandra's aunt.

“Have you ever noticed how he licks his fingers when he eats cake? Trash. Have you ever seen him cough without covering his mouth? Trash. Did you know he got a girl in trouble at the University? Trash (Lee, 2015)”.

We know what Aunt Alexandra said that Hank was the most trashy human she had ever met. Alexandra did not see Hank in terms of intelligence or Henry's status as a veteran. Henry Clinton is an opportunist, and he can create opportunities when he is weak and smart at the same time, his possessing Hank proves it with Atticus and his son.

“he acts like this house was his own already, and what does Atticus do? He takes it, that's what he does. Takes it and loves it. Why, all of Maycomb's talking about Henry Clinton grabbing everything Atticus has—” (Lee, 2015).

That means Hank is a weak person who will follow what Atticus teaches, including white supremacy. Henry could not dispute what Atticus was doing because he had been adopted,

The only reason Henry's like he is now is because your father took him in hand when he was a boy, and because the war came along and paid for his education. Fine a boy as he is, the trash won't wash out of him. (Lee, 2015)

It was agreed by Jean Louise that Hank was a poor, weak person. She explained when her father took him in hand and start from this evidence, Hank is a poor person Until finally Jean Louise swears

“You know I've never been exactly tactful, but I swear to God I've never laughed at you, Hank. In my heart I haven't.” (Lee, 2015).

Other evidence that Hank Atticus was a poor person

Jean Louise, I've had to scratch since I was a kid for the things you and Jem took for granted. I've never had some of the things you take for granted and I never will. All I have to fall back on is myself—" (Lee, 2015).

The next character described by the researcher is Dr. Jack Finch, white supremacy is the best nickname for Jack. The person who can best describe Jack is Atticus because he has something in common and Jack is Atticus brother's.

"When her uncle appeared, Jean Louise thought styles may come and styles may go, but he and Atticus will cling to their vests forever. Dr. Finch was coatless, and in his arms was Rose Aylmer, his old cat." (Lee, 2015)

It seems that the entire Finch family has almost the same character. She is also very arrogant. She speaks like a proud scholar, and even she dubbed Jean Louise as "Princess Nereus.",

"Good morning, daughter of Nereus!" said her uncle, as he kissed her on the cheek" (Lee, 2015).

"Jean Louise was accustomed to her uncle's brand of intellectual shorthand: it was his custom to state one or two isolated facts, and a conclusion seemingly unsupported thereby." (Lee, 2015)

Even so, Dr. Finch is a smart person. That is evidenced in the quote but the way he talks is very arrogant even though Jean Louise said that Jack was like a shaman. However, he said consciously that it was a joke made by Jean Louise. He considered Jack a great wisdom fortune teller.

"Hush, you old quack," whispered Jean Louise between clenched teeth." (Lee, 2015).

The novel explains the location of white supremacy in Dr. Jack when Jean Louise went to Uncle Jack's house with a few questions about Atticus. We all know that white racists will defend other racists. The novel portrays the conversation between Jack and Jean Louise about his father, his dialogue ranging

from news of the death of a cow to a civil war. He told Jean Louise to let the slaves out. The enslaved slave is America Southernness.

“leave the slaves out of it for a while” (Lee, 2015),

and Jack asks him to let his father do white supremacy. We can see Jack's very confusing character conclusions from Jean Louise's conversation, and “She turned toward her uncle’s reflection.

“You know, Uncle Jack, you’re handsome in a horrible sort of way.” (Lee, 2015)

The researcher will describe the last character is Alexandra, aunt of Jean Louise. He is a person who has staunch principles, The author describes Alexandra in the novel as the head of the crazy family of the Finch family, a woman who has the task of maintaining the dignity of high-class families in the Maycomb community. That was the opposite of Jean Louise until he had a question.

“irreconcilable points of view” (Lee, 2015).

“she had on no makeup and it made no difference. I wonder if she has ever really felt anything in her life.” (Lee, 2015).

That means he is holding fast to principles, so he doesn't follow trends, and Jean Louise doubts Alexandra can feel something in her life.

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Alexandra has lived with Atticus since Jem, the older sister of Jean Louise, died. It created a debate about the White supremacy problem and the low-class problem. As researchers have said about Hank and Alexandra's gruesome opinion that white people are different from blacks, he raised the idea in mind that southerners were slow,

“Yankee Negroes can shatter a hundred years’ progress in five. . . .” (Lee, 2015)

Another Atticus character described by the writer is his arrogant and petty nature. It can be analyze that all of the characters in this novel doing white supremacy. Event the main character or the minor character do that evidence

“Keeping a nigger happy these days is like catering to a king—”” (Lee, 2015).

“My father’s something unspeakable and Uncle Jack’s like Alice in Wonderland! And you, you are a pompous, narrow-minded old—”” (Lee, 2015).

3. Setting

The setting is used by the author to describe the circumstances or surroundings of a story. The author usually depicts the setting by using the name of a town or a certain period such colonialism period. The significance of setting not only describing the places and times, but it also has a significant role in the development of characters. It influences style to respond to the situations that he or she faces. The setting can be divided into two; setting of time and setting of the place.

The author shows the setting of place during world war II in Maycomb, Alabama. Every people knows about the condition when black people must not give exclusive gifts in terms of educational, economic, citizenship, political, or voting rights. The story also indicates the time during the world war are collabs are not stable between black people and white people.

a. Setting of Place

The story takes place in Maycomb, Alabama. South is an essential character in this book. When Jean Louise came home from New York, we were depicted physically rural, and that was the first thing in the novel "Go Set a Watchman."

she had looked out the dining-car window with a delight almost physical. Over her breakfast coffee, she watched the last of Georgia's hills recede and the red earth appear, and with it tin-roofed houses set in the middle of swept yards, and in the yards the inevitable verbena grew, surrounded by whitewashed tires. She grinned when she saw her first TV antenna atop an unpainted Negro house; as they multiplied, her joy rose. (Lee, 2015)

The setting explained by the author is very clear that the location of the story is located on Maycomb, Maycomb is also synonymous with southern characters

".....the longer I stayed away the more I missed Maycomb. I got to the point where I felt like I had to come back or die. You never get it out of your bones." (Lee, 2015).

"Consider Maycomb County," said Dr. Finch. "It's typical South." (Lee, 2015).

Maycomb has described white supremacy in America, it can be seen because Jean Louise as a character who disagrees with white racism against blacks. There is quote that explains Jean Louise hated her beautiful country because the white person she understood when she was taught by her father was different from the current condition, when Jean Louise was growing up.

"she could see nothing but pastureland and black cows from window to horizon. She wondered why she had never thought her country beautiful." (Lee, 2015).

Through the setting of place, the author describes how white supremacy in America. White people are given exclusive gifts in terms of educational, economic, citizenship, political or voting rights. Maycomb Alabama became the setting of place because of the location where the writer lives, his education at the University of Alabama made this novel written.

b. Setting of Time

This story was taken during World War II since the time the author wrote "To Kill a Mocking Bird", setting of time remained the same. In the novel, the author describes the setting of time through Uncle Jack,

War Between the States is incidental to the issue in the war we're in now (Lee, 2015).

From this quote we know that writing wrote in the mid-19th century, namely in 1950. The incident left scars throughout South America including the author of the novel "Go Set A Watchman". The author continues the description of Dr. Jack Finch:

A society highly paradoxical, with alarming inequities, but with the private honor of thousands of persons winking like lightning bugs through the night? No war was ever fought for so many different reasons meeting in one reason clear as crystal. They fought to preserve their identity. Their political identity, their personal identity.” (Lee, 2015)

At that time it was clearly illustrated by the author that the setting of time in 1950, around 19 or 20 century which many slaves were released because they kept each other as their superiority as white people and black people as the person who always behind after white skin.

The Setting of time is used by the author to explain her views toward white supremacy in America. World War II or better known in the novel as a war between nations became a backdrop by the author to explain the White Supremacy in America. Proved to be very strong with events where white people felt different from black people, that South America was an association of slaves or forced laborers during the Second World War.

The setting of place and time are used by the author as the backdrop in illustrating her views in her novel. These backdrops, however, strengthen the issues of the novel. The period of the second world war or world war II in 1950 as a description of racism in South America. It clearly illustrates the conditions at the time the world was being destroyed and there was a depiction that black people could not keep up with the times. Moreover, Alabama's Maycomb is the setting of place. In the novel "Go Set a Watchman", the place that we know has a lot of white racist treatment against blacks. Both, setting the place and time, display the view of white supremacy in America. at the time of the second world war there were privileges against white people against black people. So, Genetic

structuralism theory were stated in the setting of this novel with the white supremacy approach

4. Plot

The plot is the series of events the author has provided to express the narrative. The novel "*Go Set a Watchman*" is one of the main elements in any sort of literary work. It's also sometimes used as devices by a writer to convey ideas or questions. The answer from each character decides the direction of the story. The action and reaction performed by the characters can be said to be the main force for guiding the plot flow. The plot can be divided into several sections in the literary work, namely introduction, conflict, rising action, climax, falling action and resolution. The researcher found significant parts in this research in conveying the author's worldview, including climax and falling action.

This novel shows the plot of the story. The climax draws the evidence of white supremacy, and one character discriminates against black people in the novel. The researcher also found another subject white supremacy defend another subject who makes the evidence fall calm.

a. Exposition

Exposition is the beginning sets in the story. Beginning with Jean Louise's return home from New York to Alabama Maycomb. There is little hint as to what might happen on this visit home, but it's obviously going to be an important one. These seven chapters also have numerous flashbacks, the novel tells us who Jean Louise, and a bit about her history. The reader needs this context that this novel was written before "*To Kill a Mockingbird*".

b. Rising Action

The Citizens' Council meeting marks the beginning of the great conflict of the novel. We know Jean Louise learning about the sale of Finch's Landing, there are incidents that indicate rising action. We see that in the show she does not handle change well, and look at that her father may be a bigot to black people is a big change she will have to contend with her family. In the center of "*Go Set a Watchman*" we will get her to figure this out in her head.

c. Climax

This novel show the conflict when an explanation of the meeting of the citizens council where major conflicts occur in this novel. Jean Louise learned that his father and Hank were present at the meeting, his father giving time to talk to people of the skin with the mention of racism that was raised from his mouth.

Alexandra was talking to her: "I told you. It's something your father brought home from a citizens' council meeting."

"From a what?"

"From the Maycomb County Citizens' Council. Didn't you know we have one?"

"I did not."

"Well, your father's on the board of directors and Henry's one of the staunchest members." Alexandra sighed. "Not that we really need one. Nothing's happened here in Maycomb yet, but it's always wise to be prepared. That's where they are this minute"

"Citizens' council? In Maycomb?" Jean Louise heard herself repeating fatuously. "Atticus?" (Lee, 2015)

At that moment Jean Louise watched from the balcony of the Maycomb courthouse. He learned that his father carried out the act of white supremacy, that black people were weak and inappropriate for white people. He knew that his

father was a racism when in the past he always taught racial equality. That was a big change he had to deal with.

Through this section, the writer tries to infiltrate the writer's worldview about the conflict that emerged in America as a phenomenon of white supremacy. Conflict arises when Jean Louise sees her father commit white supremacy. Meanwhile Atticus invited black people to speak in racist tones. The action represented white supremacy because Atticus did such things with respect. In this section Harper Lee points out that there is a white supremacy, whites feel higher than blacks, in a society that can be a trigger for conflict. Through conflict, the writer uses the Atticus character, as the father of the main character, to show the writer's worldview on white supremacy. Atticus's treatment was considered disappointing because of his attitude in evaluating black people. Besides that Atticus's role as a father influenced Jean Louise as a child who idolized a father. Jean Louise's character represents an awareness that is resistant to white supremacy.

d. Falling Action

The novel show the falling action in this novel after Jean Louise was hostile to her father, Atticus Finch, Uncle Jack came at the right time. He tidied up Jean Louise's relationship with Atticus, but furthermore, it was up to Jean Louise when how he would decide to tidy up his relationship. The story begins with Jack meeting Jean Louise about to run away from home. Jack came and slapped him half-consciously. He tried to give an understanding of the condition of his father's

white supremacy. Jack began to direct Jean Louise to understand his father's treatment of not treating his father like a god who had never made a mistake.

"She hated herself, she hated everybody. She had done nobody any harm. She was overwhelmed by the unfairness of it: she had meant no harm" (Lee, 2015).

This section focuses on the author's worldview on the impact of white supremacy on America. Atticus's treatment of skin people made the Finch family a mess. The person who became the idol of Jean Louise has now turned into a traitor. Atticus's actions changed the most valuable thing: his only child hated him. The change in Atticus's white supremacy action gives a description of the author's world view of the environmental conditions that force Atticus to do so.

e. Denouement

At the end of the novel we know Jean Louise and Atticus are forming a truce. She agrees to drive her arthritis-ridden father, but we're not shown how harmonious Jean Louise 's relationship with her father is. Since Jean Louise isn't hitting her head getting in the car, we assume it's going to be a fairly smooth road ahead of the two.

5. Tone

As the main character, Jean Louise is a character who is supposed to grow up to be a Scout Finch: smart, bold, or arrogant and not afraid to share his thoughts. He has mastered his dry and sarcastic tone, which is the best proof when engaging with his partner, Henry, in insightful responses. Jean Louise grins after Henry asked him how to handle a man:

"Hank, I agree with everything you've said. You are the most perspicacious individual I've met in years, you are six feet five, and may I light your cigarette?" (Lee, 2015)

She also changed her intelligence to her relatives, as Jean Louise said to her friends in a sour manner before launching an attack on her aunt's racist beliefs. She has a way of letting others feel unarmed in the intelligence battle. The researcher found Harper Lee's Worldview that sarcastic tone. It is defined by the author's white supremacy toward black people.

6. Genre

The researcher has to modify this novel 's perspective that Go Set a Watchman is a novel of the coming century. To Kill a Mockingbird and Go Set a Watchman is the day of judgment to this genre. The first one is good, of course, but the second one punches your face. It makes you wonder what the story of the age is.

In Harper Lee's novel, Scout had not evolved before. He has not changed. In the beginning, he was a child She gets trapped in it. Of course, it is her dangerous fault. Jean Louise is childish.

She succeeded in folding herself up into the wall because she had ignored an injunction (Lee, 2015)

There is a proof that Jean Louise is a child. She was an older child in the end. And hier father is a hero. Hes brother is also beautiful (Jem has a much more complex tale of development than Scout). And there are still black people, in their place, where everyone thinks they have.

“Don’t be such a damn child, Jean Louise!” (Lee, 2015).

Go Set a Watchman rips Scout 's world down to the ground. She is not only distanced himself from her childhood nickname, but she also found something troubling about her father, causing her to re-examine her father's relationship. The

conclusion of this book includes Jean Louise, who explores her convictions as distinct entities from those of her family. She has developed into an independent young woman. *Go Set a Watchman*, instead, is a novel of all ages. To this point, Jean Louise was shaken.



CHAPTER IV

CONCLUSION AND SUGGESTION

This chapter sums up the result of analysis on describing Harper Lee's Worldview toward white supremacy in America "*Go Set a Watchman*". In order to do so, there are two objectives to focus on. In this chapter, the chapter is divided into two main sections: (1) conclusion of this research (2) suggestion toward the next analysis on Harper Lee's Novel, *Go Set a Watchman*.

A. Conclusion

Based on the previous chapter, there are some conclusions related to the objectives of the studies that can be found in the novel into four categories. The first one is economic life. The evidence of economic life is based on the belief that black people and white people are unique. Black people are unqualified, lazy, and should have no job. The second white supremacy is on political and legal process. Black people is not reasonable to join democratic party because they are helpless. Black people were stupid and that they were not responsible enough to get full citizenship. The third is family patterns and intermarriage. White people hates blacks in their eyes because when they marries a black person, white person decreases his or her social status. The last one is education. The black people have lower quality in education to the unwillingness of the white people group to be in the same school as the black people group, and even white people group will debase the quality of their intelligence. Through those white supremacy the author shows his stance toward white supremacy which are experienced by the characters

inside the novel. The researcher found the way the author represented his worldviews toward white supremacy in America.

The researcher also talks about the way Harper Lee uses literary elements to represent her worldview. The researcher uses six literary elements which are important in representing the worldview of the author. The first literary element is theme. The second is character. The researcher found five significant characters. The characters are divided into two regarding to its perspective, position and roles. The first perspective is Jean Louise. She is the main character and the protagonist of this novel. Harper Lee illustrates her worldview that Jean Louise is childish to behave white supremacy. Jean Louise is an embodiment of author's worldview toward white supremacy that can change human's perception. The second perspectives are through the antagonist character which consist of Atticus Finch, Henry Clinton, Jack Finch, Alexandra. Those characters are depiction of white supremacy toward black people. Harper Lee uses their presence as the form of her worldview on white supremacy in America toward treatment of white people to black people. The third literary elements is setting. The research divided the setting into two namely setting of place and setting of time. The setting of place signifies a geographical area of the white supremacy phenomenon and represent her worldview toward white supremacy because the author education at the University of Alabama. The setting of time shows Harper Lee's worldview toward white supremacy that happened during World War II and signify racism motives that cannot be easily separated in this era. The fifth literary elements are plot. In the novel, the plot is constructed with the exposition, rising action, climax, falling

action, and denouement. The plot starts to introduces us who Jean Louise as the main character. Also the conflict that Jean Louise learned her idola were present at the meeting of the citizens council and they talk to people of the black skin with the mention of racism. Jean Louise watched and learned from her father that black people were week and inappropriate for white people. The last plot depicts the end of the novel in the story the character behave with white supremacy. The fourth is tone. Jean Louise is a character who is supposed to grow up to be a smart, bold, or arrogant and not afraid to share white supremacy thoughts. and the last one is genre. Through those literary elemenets, the author shows his stance toward white supremacy inside the novel. The researcher found the way the author represented his worldviews toward white supremacy in America.

B. Suggestion

When conducting this study the researcher faces several difficulties linked to white supremacy and worldview. Finding the previous research referring to the theory and white supremacy that occurred in America is very strenuous. Some scholars investigate the author 's perspective but none of them focus on white supremacy in America. In addition , the researcher also needs to find some details in the author's biography relevant to his attitude of white supremacy in evaluating the attitude. Based on above issue. Other analyzes which occupy psychological approach or other criticism beyond sociological studies can support the result of this study. Hence it is highly recommended to analyze using another theory such as psychological study or any other studies that study human behaviour. Furthermore, since this study focuses on genetic structuralism towards white

supremacy, further analysis can be done in this novel analyzing a political view of discrimination. The last to note, this novel can also be analyzed using other racism-related theories, like psychology.



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CURRICULUM VITAE



Saiful Khozi is the first child from his parents. He was born on December 29, 1998, in Gresik. He has only one sister, who is 20 years old. Since elementary school, he has a particular interest in English. After graduating from MI Bustanul Ulum in 2010, he continued his study to MTsN Tambakberas Jombang and next to MAN Tambakberas Jombang with education nonformal in Bahrul ‘ulum Tambakberas Jombang. He has enthusiastic about joining organizations like OSIS. He became secretary in that organization. He graduated from the school in 2016.

He decided to pursue her dream in Universitas Islam Negeri Maulana Malik Ibrahim Malang. He always open mind in his new environment. It makes him actively join an organization such as Himpunan Mahasiswa Jurusan. He dedicated to this organization for two periods. The first period becomes a vice-secretary, and the second period becomes a leader of this organization. He also devoted his life to Pergerakan Mahasiswa Islam Indonesia. He gets a scholarship, and it is called Beasiswa Unggulan Kemendikbud. Now he is working in Beritajatim.com, a media company in Jawa Timur that has been an internship by him.

Therefore, he accustomed to working in a team and his favorite quote from QS. Al Insiroh, 5 So, Actually which difficulties there is ease. It makes his personality more hard-working because of his life. He can be contacted in the following email address: ghozisaiful29@gmail.com or 08563117548 (WA)

APPENDIX



A. White Supremacy Represented in the Novel

No	Data	Aspect	Chapter	Pages
1	<i>“Calm down, Miss.” Alexandra’s voice was cold. “Jean Louise, nobody in Maycomb goes to see Negroes any more, not after what they’ve been doing to us. Besides being shiftless now they look at you sometimes with open insolence, and as far as depending on them goes, why that’s out.</i>	Economic Life	13	183
2	<i>“Mary Webster’s Sarah’s carried a card for years—so’s everybody’s cook in this town. When Calpurnia left I simply couldn’t be bothered with another one, not for just Atticus and me. Keeping a nigger happy these days is like catering to a king—”</i>	Economic Life	13	184
3	<i>“That NAACP’s come down here and filled ’em with poison till it runs out of their ears. It’s simply because we’ve got a strong sheriff that we haven’t had bad trouble in this county so far. You do not realize what is going on. We’ve been good to ’em, we’ve bailed ’em out of jail and out of debt since the beginning of time, we’ve made work for ’em when there was no work, we’ve encouraged ’em to better themselves, they’ve gotten civilized, but my dear—that veneer of civilization’s so thin that a bunch of uppity Yankee Negroes can shatter a hundred years’ progress in five. . . .</i>	Economic Life	13	183
4	<i>“Let’s look at it this way,” said her father. “You realize that our Negro population is backward, don’t you? You will concede that? You realize the full implications of the word ‘backward,’ don’t you?”</i> <i>“Yes sir.”</i> <i>“You realize that the vast majority of them here in the South are unable to share fully in the responsibilities of citizenship, and why?”</i>	Political and legal proces	17	268
5	<i>“Go back to school,” her father said. “All the Democratic Party has to do with Jefferson these days is put his picture up at banquets. Jefferson believed full citizenship was a privilege to be earned by each man, that it was not something given lightly nor to be taken lightly. A man couldn’t vote simply because he was a man, in Jefferson’s eyes. He had to be a responsible man. A vote was, to Jefferson, a precious privilege a man attained for himself in a—a live-and-let-live economy.”</i>	Political and legal proces	17	270
6	<i>“Now think about this. What would happen if all the Negroes in the South were suddenly given full civil rights? I’ll tell you. There’d be another Reconstruction. Would you want your state governments run by</i>	Political and legal	17	273

	<i>people who don't know how to run 'em? Do you want this town run by—now wait a minute—Willoughby's a crook, we know that, but do you know of any Negro who knows as much as Willoughby? Zeebo'd probably be Mayor of Maycomb. Would you want someone of Zeebo's capability to handle the town's money? We're outnumbered, you know.</i>	proces		
8	<i>"Honey, you do not seem to understand that the Negroes down here are still in their childhood as a people. You should know it, you've seen it all your life. They've made terrific progress in adapting themselves to white ways, but they're far from it yet. They were coming along fine, traveling at a rate they could absorb, more of 'em voting than ever before. Then the NAACP stepped in with its fantastic demands and shoddy ideas of government—can you blame the South for resenting being told what to do about its own people by people who have no idea of its daily problems?"</i>	Political and legal proces	17	273
9	<i>"Golly, I never know who they are these days, all the young ones. Reckon they'll try him for murder?" "Manslaughter, I should think." "Oh." Hester was disappointed. "Yes, I reckon that's right. He didn't mean to do it." "No, he didn't mean to do it." Hester laughed. "And I thought we'd have some excitement."</i>	Political and legal proces	13	189
10	<i>Alexandra was talking to her: "I told you. It's something your father brought home from a citizens' council meeting." "From a what?" "From the Maycomb County Citizens' Council. Didn't you know we have one?" "I did not." "Well, your father's on the board of directors and Henry's one of the staunchest members." Alexandra sighed. "Not that we really need one. Nothing's happened here in Maycomb yet, but it's always wise to be prepared. That's where they are this minute." "Citizens' council? In Maycomb?" Jean Louise heard herself repeating fatuously. "Atticus?"</i>	Political and legal proces	8	111
11	<i>"Not drinking, drunk. He was coming in from an all-night boozing down at that jook they have." "What's the matter?" said Jean Louise. "Zeebo's boy," said Henry. "Sheriff said he has him in jail—he'd asked him to call Mr. Finch to come get him out—huh." "Why?"</i>	Political and legal proces	12	162

	<p><i>“Honey, Zeebo’s boy was coming out of the Quarters at daybreak this morning splittin’ the wind, and he ran over old Mr. Healy crossing the road and killed him dead.”</i></p> <p><i>“Oh no—”</i></p> <p><i>“Whose car was it?” asked Atticus.</i></p> <p><i>“Zeebo’s, I reckon.”</i></p> <p><i>“What’d you tell the sheriff?” asked Atticus.</i></p> <p><i>“Told him to tell Zeebo’s boy you wouldn’t touch the case.” Atticus leaned his elbows against the table and pushed himself back.</i></p> <p><i>“You shouldn’t’ve done that, Hank,” he said mildly. “Of course we’ll take it.”</i></p> <p><i>Thank you, God. Jean Louise sighed softly and rubbed her eyes. Zeebo’s boy was Calpurnia’s grandson. Atticus may forget a lot of things, but he would never forget them. Yesterday was fast dissolving into a bad night. Poor Mr. Healy, he was probably so loaded he never knew what hit him.</i></p> <p><i>“But Mr. Finch,” Henry said. “I thought none of the—”</i></p> <p><i>Atticus eased his arm on the corner of the chair. When concentrating it was his practice to finger his watch-chain and rummage abstractedly in his watchpocket. Today his hands were still.</i></p> <p><i>“Hank, I suspect when we know all the facts in the case the best that can be done for the boy is for him to plead guilty. Now, isn’t it better for us to stand up with him in court than to have him fall into the wrong hands?”</i></p> <p><i>A smile spread slowly across Henry’s face. “I see what you mean, Mr. Finch.”</i></p> <p><i>“Well, I don’t,” said Jean Louise. “What wrong hands?”</i></p> <p><i>Atticus turned to her. “Scout, you probably don’t know it, but the NAACP-paid lawyers are standing around like buzzards down here waiting for things like this to happen—”</i></p>			
12	<p><i>“You mean colored lawyers?”</i></p> <p><i>Atticus nodded. “Yep. We’ve got three or four in the state now. They’re mostly in Birmingham and places like that, but circuit by circuit they watch and wait, just for some felony committed by a Negro against a white person—you’d be surprised how quick they find out—in they come and . . . well, in terms you can understand, they demand Negroes on the juries in such cases. They subpoena the jury commissioners, they ask the judge to step down, they raise every legal trick in their books—and they have ’em aplenty—they try</i></p>	Political and legal proces	12	164

	<i>to force the judge into error. Above all else, they try to get the case into a Federal court where they know the cards are stacked in their favor. It's already happened in our next-door-neighbor circuit, and there's nothing in the books that says it won't happen here."</i>			
13	<i>"Honey," said Henry. He moved the sugar bowl to the center of the table and pushed it back again. "Look at it this way. All the Maycomb Citizens' Council is in this world is—is a protest to the Court, it's a sort of warning to the Negroes for them not to be in such a hurry, it's a—"</i>	Political and legal proces	16	253
14	<i>"There's no point in being profane. Think this over: Abbott County, across the river, is in bad trouble. The population is almost three-fourths Negro. The voting population is almost half-and-half now, because of that big Normal School over there. If the scales were tipped over, what would you have? The county won't keep a full board of registrars, because if the Negro vote edged out the white you'd have Negroes in every county office—"</i> <i>"What makes you so sure?" "Honey," he said. "Use your head. When they vote, they vote in blocs."</i>	Political and legal proces	17	268
15	<i>"The NAACP doesn't care whether a Negro man owns or rents his land, how well he can farm, or whether or not he tries to learn a trade and stand on his own two feet—oh no, all the NAACP cares about is that man's vote."</i>	Political and legal proces	17	273
16	<i>Mr. O'Hanlon was born and bred in the South, went to school there, married a Southern lady, lived all his life there, and his main interest today was to uphold the Southern Way of Life and no niggers and no Supreme Court was going to tell him or anybody else what to do . . . a race as hammerheaded as . . . essential inferiority . . . kinky woolly heads . . . still in the trees . . . greasy smelly . . . marry your daughters . . . mongrelize the race . . . mongrelize . . . mongrelize . . . save the South . . . Black Monday . . . lower than cockroaches . . . God made the races . . . nobody knows why but He intended for 'em to stay apart . . . if He hadn't He'd've made us all one color . . . back to Africa . . .</i>	Family Patterns and Intermeria ge	8	117
17	<i>"—a mighty sad thing," Alexandra said, "but that's just the way they are and they can't help it. Calpurnia was the best of the lot. That Zeebo of hers, that scamp's still in the trees, but you know, Calpurnia made him marry every one of his women. Five, I think, but Calpurnia made him marry every one of 'em. That's Christianity to them."</i>	Family Patterns and Intermeria ge	13	191
18	<i>"—they always want to marry a shade lighter than themselves, they want to mongrelize the race—"</i>	Family	13	194

		Patterns and Intermeria ge		
19	<i>... They want to get the niggers married to that class and keep on until the whole social pattern's done away with."</i>	Family Patterns and Intermeria ge	13	196
20	<i>"You—Aunty, do you know the stuff in that thing makes Dr. Goebbels look like a naive little country boy?" "I don't know what you're talking about, Jean Louise. There are a lot of truths in that book." "Yes indeedy," said Jean Louise wryly. "I especially liked the part where the Negroes, bless their hearts, couldn't help being inferior to the white race because their skulls are thicker and their brain-pans shallower—whatever that means—so we must all be very kind to them and not let them do anything to hurt themselves and keep them in their places. Good God, Aunty—"</i>	Education	8	110
21	<i>Hester said, "You never can tell what goes on in their heads. My Sophie now, one day I asked her, 'Sophie,' I said, 'what day does Christmas come on this year?' Sophie scratched that wool of hers and said, 'Miss Hester, I thinks it comes on the twenty-fifth this year.' Laugh, I thought I'd die. I wanted to know the day of the week, not the day of the year. Thi-ick!"</i>	Education	13	191
22	<i>"Then let's put this on a practical basis right now. Do you want Negroes by the carload in our schools and churches and theaters? Do you want them in our world?"</i>	Education	17	272
23	<i>"Do you want your children going to a school that's been dragged down to accommodate Negro children?"</i>	Education	17	272

B. Structural Elements Representing Author's Worldview toward White Supremacy In America

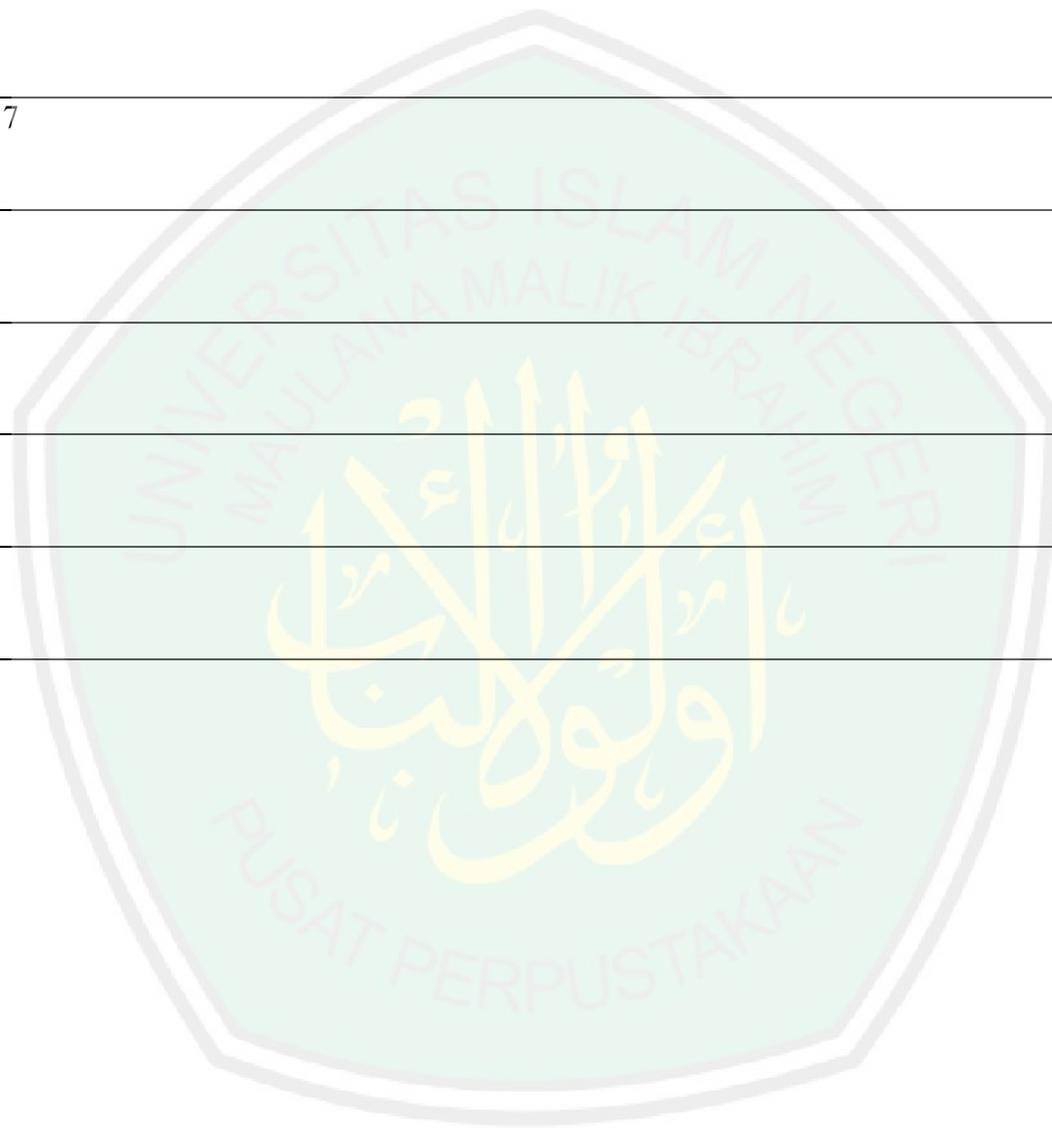
No	Data	Category	Chapter	Pages
1	<i>she had looked out the dining-car window with a delight almost physical. Over her breakfast coffee, she</i>	Setting	1	1

	<i>watched the last of Georgia's hills recede and the red earth appear, and with it tin-roofed houses set in the middle of swept yards, and in the yards the inevitable verbena grew, surrounded by whitewashed tires. She grinned when she saw her first TV antenna atop an unpainted Negro house; as they multiplied, her joy rose.</i>			
	<i>".....the longer I stayed away the more I missed Maycomb. I got to the point where I felt like I had to come back or die. You never get it out of your bones."</i>	Setting	12	169
	<i>"Consider Maycomb County," said Dr. Finch. "It's typical South.</i>	Setting	14	209
	<i>The countryside and the train had subsided to a gentle roll, and she could see nothing but pastureland and black cows from window to horizon. She wondered why she had never thought her country beautiful.</i>	Setting	1	5
2	<i>Although Maycomb's appearance had changed, the same hearts beat in new houses, over Mixmasters, in front of television sets.</i>	Setting	4	49
	<i>It's this: what was incidental to the issue in our War Between the States is incidental to the issue in the war we're in now,</i>	Setting	14	223
	<i>A society highly paradoxical, with alarming inequities, but with the private honor of thousands of persons winking like lightning bugs through the night? No war was ever fought for so many different reasons meeting in one reason clear as crystal. They fought to preserve their identity. Their political identity, their personal identity."</i>	Setting	14	216
3	<i>Atticus tears down the old house and builds a new one in a new section of town. I couldn't do it.</i>	Setting	3	35
	<i>Go away, the old buildings said. There is no place for you here. You are not wanted. We have secrets.</i>	Setting	8	121
4	<i>"It was an army of individuals! They walked off their farms and walked to the War!"</i>	Setting	14	216
	<i>I can tell you. In New York you are your own person.</i>	Setting	13	199
	<i>It intimidated me daily until one morning when someone pushed me on a bus and I pushed back.</i>	Setting	13	199
1	<i>I beat my brains out all year round—"</i>	Jean	2	23
	<i>she succeeded in folding herself up into the wall because she had ignored an injunction</i>	Louise	1	1
	<i>When she dressed, she put on her Maycomb clothes: gray slacks, a black sleeveless blouse, white socks, and loafers. Although it was four hours away, she could hear her aunt's sniff of disapproval.</i>	"Scout" Finch	1	3
	<i>"Don't be such a damn child, Jean Louise!" Henry sputtered, and forgetting the latest dispensations from General Motors, grabbed for a gearshift and stomped at a clutch.</i>		1	3
	<i>Every nerve in her body shrieked, then died. She was numb.</i>		8	14

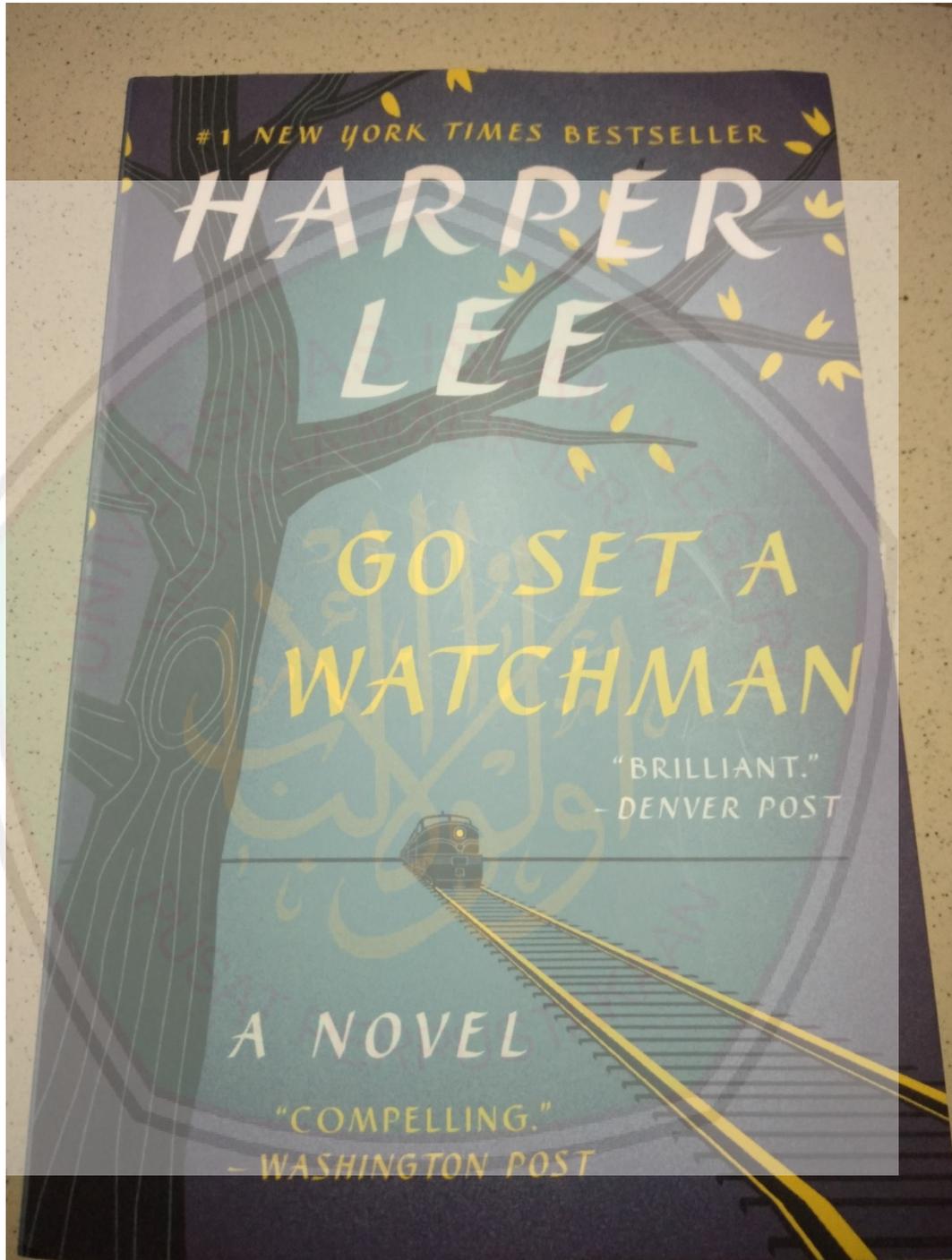
	<i>Yes it hurts. Like hell. It hurts so much I can't stand it.</i>	Jean Louise "Scout" Finch	10	131
	<i>Now she was aware of a sharp apartness, a separation, not from Atticus and Henry merely. All of Maycomb and Maycomb County were leaving hers the hours passed, and she automatically blamed herself.</i>		12	170
	<i>She hated herself, she hated everybody. She had done nobody any harm. She was overwhelmed by the unfairness of it: she had meant no harm.</i>		11	142
	<i>"You are inconsistent," said her father mildly.</i>		17	269
2	<i>The one human being she had ever fully and wholeheartedly trusted had failed her; the only man she had ever known to whom she could point and say with expert knowledge, "He is a gentleman, in his heart he is a gentleman," had betrayed her, publicly, grossly, and shamelessly.</i>	Atticus Finch	8	123
	<i>"He's probably the Grand Dragon by now."</i>		16	254
	<i>"What would Atticus do?"</i>		9	127
	<i>"Integrity, humor, and patience were the three words for Atticus Finch"</i>		9	124
	<i>Hypocrites have just as much right to live in this world as anybody."</i>	16	260	
	<i>His use of her childhood name crashed on her ears. Don't you ever call me that again. You who called me Scout are dead and in your grave.</i>	Atticus Finch	12	166
	<i>She never questioned it, never thought about it</i>	9	127	
3	<i>Man of the Year by the Kiwanis Club, a postwar Maycomb innovation, usually meant Young Man Going Places.</i>	Henry "Hank" Clinton	3	37
	<i>Have you ever noticed how he licks his fingers when he eats cake? Trash. Have you ever seen him cough without covering his mouth? Trash. Did you know he got a girl in trouble at the University? Trash.</i>	Henry "Hank" Clinton	3	41
	<i>he acts like this house was his own already, and what does Atticus do? He takes it, that's what he does. Takes it and loves it. Why, all of Maycomb's talking about Henry Clinton grabbing everything Atticus has—</i>	Henry "Hank" Clinton	3	42
	<i>The only reason Henry's like he is now is because your father took him in hand when he was a boy, and because the war came along and paid for his education. Fine a boy as he is, the trash won't wash out of him.</i>	Henry "Hank" Clinton	3	41
	<i>You know I've never been exactly tactful, but I swear to God I've never laughed at you, Hank. In my heart I haven't."</i>	Henry "Hank" Clinton	5	86

	<i>Jean Louise, I've had to scratch since I was a kid for the things you and Jem took for granted. I've never had some of the things you take for granted and I never will. All I have to fall back on is myself—</i>	Clinton	16	256
4	<i>When her uncle appeared, Jean Louise thought styles may come and styles may go, but he and Atticus will cling to their vests forever. Dr. Finch was coatless, and in his arms was Rose Aylmer, his old cat.</i>	Dr. "Uncle Jack" Finch	14	203
	<i>"Good morning, daughter of Nereus!" said her uncle, as he kissed her on the cheek.</i>		6	98
	<i>"Home for nineteen hours and you've already indulged your predilection for ablutionary excesses, Jean Louise was accustomed to her uncle's brand of intellectual shorthand: it was his custom to state one or two isolated facts, and a conclusion seemingly unsupported thereby.</i>		6	98
	<i>"Hush, you old quack," whispered Jean Louise between clenched teeth.</i>	Dr. "Uncle Jack" Finch	13	186
	<i>leave the slaves out of it for a while</i>		6	98
	<i>She slammed down the trunk lid, snatched out the key, and straightened up to catch Dr. Finch's savage backhand swipe full on the mouth.</i>		14	215
	<i>His wit was hatpin sharp; he was absentminded; he was a bachelor but gave the impression of harboring amusing memories</i>	Dr. "Uncle Jack" Finch	18	287
	<i>She turned toward her uncle's reflection. "You know, Uncle Jack, you're handsome in a horrible sort of way."</i>		6	97
	5	<i>Now that Jean Louise was grown, they had never been able to sustain fifteen minutes' conversation with one another without advancing irreconcilable points of view.</i>	Aunt Alexandra	14
<i>she had on no makeup and it made no difference. I wonder if she has ever really felt anything in her life.</i>		3		29
<i>but my dear—that veneer of civilization's so thin that a bunch of uppity Yankee Negroes can shatter a hundred years' progress in five. . . .</i>		12		158
<i>Keeping a nigger happy these days is like catering to a king—</i>		13		183
<i>She was an impossible woman, but a sight better than having Jean Louise permanently home and miserable.</i>		Aunt Alexandra	13	184
<i>My father's something unspeakable and Uncle Jack's like Alice in Wonderland! And you, you are a pompous, narrow-minded old—</i>			2	19
<i>"You're mistaken, Jean Louise, if you think you're no lady," said Alexandra. She wiped her eyes.</i>			18	285
			18	286

1	Chapter 1 – Chapter 7	Exposition	1 – 7	
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COVER



GO SET A WATCHMAN

#1 New York Times Bestseller

"Go Set a Watchman is such an important book, perhaps the most important novel on race to come out of the white South in decades." — *New York Times*

A landmark novel by **Harper Lee**, set two decades after her beloved Pulitzer Prize-winning masterpiece, **To Kill a Mockingbird**.

Twenty-six-year-old Jean Louise Finch—"Scout"—returns home to Maycomb, Alabama from New York City to visit her aging father, Atticus. Set against the backdrop of the civil rights tensions and political turmoil that were transforming the South, Jean Louise's homecoming turns bittersweet when she learns disturbing truths about her close-knit family, the town, and the people dearest to her. Memories from her childhood flood back, and her values and assumptions are thrown into doubt.

Featuring many of the iconic characters from *To Kill a Mockingbird*, *Go Set a Watchman* perfectly captures a young woman, and a world, in painful yet necessary transition out of the illusions of the past—a journey that can only be guided by one's own conscience.



Harper Lee was born in 1926 in Monroeville, Alabama. She is the author of the acclaimed *To Kill a Mockingbird* and *Go Set a Watchman*, which became a phenomenal #1 New York Times bestseller when it was published in July 2015. Ms. Lee received the Pulitzer Prize, the Presidential Medal of Freedom, and numerous other literary awards and honors. She died on February 19, 2016.

ISBN 978-0-0624-0986-7



OVER VIEW

Jean Louise Finch, 26, takes a train to visit her hometown of Maycomb , Alabama from her new New York home. Her father, the lawyer Atticus Finch, who is now 72 years old and has rheumatoid arthritis, had raised her as a girl in Maycomb. His sister Alexandra lives with him today, and Henry "Hank" Clinton, Jean Louise's best friend and stunning business assistant. Jem's older brother, Jean Louise, died years ago.

Hank selects Jean Louise from Atticus 's car. With Jean Louise half-rejecting them, Hank resumes his earlier marriage plans. We drive home and Jean Louise addresses "Brown v. Education Board" decision at the Supreme Court immediately with Atticus. Jean Louise may be wedded to Hank but she disagrees with Alexandra. Hank takes Jean Louise on a date and tells us of her youth when she and her friend Dill had a so-called religious awakening and baptism.

At Finches Landing, once the family house, but now a shooting range, Hank and Jean Louise go for swimming. The next week, Uncle Jack, an excentric former scientist, will drive the family to church. The organist plays a famous hymn different from the Church, Jack is surprised.

At Finches' Landing, once the estate of the family but now a shooting range, hanks and Jean Louise go for a swim. The next morning 's family will go to church with the excentrific photographer Uncle Jack. The organist conducts the famous chant differently. Jack is stunned by Church.

Jean Louise walks and leaves the city and stops on the ice cream store, the town's home for her youth. When it throws it away, she gets an ice cream. Going

and sleeping. Going around. Jean Louise had a vision when she was sixth, thinking that she was pregnant, as she was kissed by a child. She wanted to kill herself so that her family could not be put to shame, but Hank stopped: at the last minute.

In the morning, Jean Louise wakes up and fails to speak with anyone. The old black housekeeper Calpuria of Finches' grandson, she then learns, made intoxicated by him and murdered a White man in the night before he died. Atticus says that he will defend him, but just keep the NAACP away from him. Jean Louise goes to visit cold and distant Calpurnia that upsets Jean Louise greatly. Jean Louise 's home is gone, and the young women of Maycomb are joined by Aunt Alexandra in the coffee. Jean Louise does not blend with them all, so he repels them with his ethnic gossip.

She 's going to see Uncle Jack. He tells him about Atticus and Hank, and Jack makes vague, contradictory remarks about the civil war. He leaves, Jean Louise misled. He goes back to the ice cream shop where Hank was her day and tells us about a party at the high school. Jean Louise wore a pair of "false bosoms," which dropped and was thrown away by Hank. The next morning, the idea became furious that soldiers in Maycomb were hooked on a memorial. Hank rescued Jean Louise from revenge by writing confessions from every other girl in school.

In the present, Jean Louise meets Hank and tells him not to marry him. Hank supports the Council of Men, stating that he will follow Maycomb's customs if he is valued and useful. It's just arrived at Atticus. He and Jean Louise debated

States ' rights and the Supreme Court's decision and then Jean Louise angrily cursed her father for betraying and letting her down. It rains out. It floods out.

Jean Louise walks home and gathers his things, intending forever to leave Maycomb. Uncle Jack slaps in the front and holds off Jean Louise. The two have a beer, and Jack tells Jean Louise that she is now her own person as a failing human being by allowng Atticus. He urges you to move to Maycomb. Jean Louise takes Atticus out of his office. He says he is proud of her, he says she loves him. She says she loves him.

