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An Analytical Reading of Racial Discrimination in Sport

Case Study: Claudia Rankine's *Citizen: An American Lyric* (2014)

A Dissertation Submitted to the Department of English in Partial Fulfilment of the Requirements for
Master Degree in Civilization and Literature

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Dedication 1

To my candle in this world, to the love and care, to the symbol of devotion and sacrifice: my

beloved parents, for their constant support, for their prayers, for believing in me;

to my lovely grandmothers, who always want to see me happy;

my uncle, my dear brother and sisters who have been there for me all the time;

to the souls of my uncle Djelloul, and my aunt Fatima, May ALLAH the AL-Mighty, Grant

them Al-Jannah;

to my family and friends who have meant so much for me;

to my partner in this journey, my colleague and my friend, Miss Mekanfes Khansaa:

I dedicate my work

Boutheyna Khadidja HADJADJ

Dedication 2

I, humbly, dedicate this work to my beloved father and my golden mother for their love, endless support and sacrifices, without whom, I would never complete this work,

This work is also dedicated to my precious siblings, my family, and my friends for their encouragement and motivation,

I also dedicate my dissertation to the soul of my brother, Abd Elhak, May Allah, the AL-Mighty, Grant him Jannat Al-Firdaws,

Finally I dedicate this work to the dearest colleague, my companion in this valuable journey, Miss Hadjadj Boutheyna, thank you.

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Abstract:

Racism has negatively impacted the life of people who were subjected to racial prejudice and bias in all domains including sport. Sportsmen and Black athletes in particular have faced significant racial barriers in sports, and the combat is still continuing. This paper's objective was to highlight the question of racism and racist actions in sport in *Citizen: An American Lyric* (2014). In this research, the descriptive and analytical approaches were adopted to analyze the problem of racism in sport through Rankine's eyes, and how racist practices affect participation in sport via illustrating the epic of Zinedine Zidane and Serena Williams. Therefore, our study's findings indicate that although sport is a potential inclusive arena, racism and discriminatory acts in sport are common, and sport community is still witnessing incidences of racial aggressions toward athletes from different races. Moreover, the inclusion of the theme racism as an arguable issue in Rankine's book *Citizen*, especially the theme of racism in sport, and using a unique and different style of writing and visual artworks make the reader indulge in the story and experience the events, which makes the book a subject for criticism and interpretations.

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General Introduction

General introduction

Western history, and American history in particular, is profoundly related to the issue of racism that has always been raised as a social and cultural conflict. Racism is the system in which group of people are deprived from their essential rights and treated differently based on their race, skin color and nationality. This system unfairly damages the physical and mental health of some individuals and groups, and unfairly advantages people belonging to socially and politically dominant racial groups. According to social sciences, racism takes several forms and different types. It is more than an idea, it is an ideological and systemic belief that one race is superior to others.

In her book that is newly introduced to literature, *Citizen: an American lyric* (2014), Claudia Rankine tends to report and investigate the question of racism, ignorance and marginalization of black people and other minorities in the society in contemporary times. The given cases in the book highlight the racial segregation toward these minorities that has become established as normal behavior within society. In addition to identity, judgment and historical erasure, power via sports was mirrored in Claudia's book through the story of Serena Williams, one of the most professional tennis players, who has suffered varying degrees of racism and still faces bias in and outside the square, and Zinedine Zidane the famous football player, who has fought racism in the playground during France-Italy match.

Accordingly, the theme of this study is the racial discrimination in sport in *Citizen: An American Lyric*, and the way it has spread out in Western society and developed through time. Thus, the main subject of this paper is Racism in Sport in Western world and how it is recounted by Claudia Rankine. Hence, this dissertation aims to spot the light on the question of racism in sport and investigate it through Rankine's lenses by analyzing the two cases of the American professional tennis player Serena Williams and the French-Algerian football player Zinedine Zidane who have experienced many racist actions on and off the field. Moreover, this dissertation intends to analyze the significant style of writing of the author,

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besides, analyzing the themes embedded in the book that are employed to illustrate these issues.

Over the past years, there has been a notable growth of interest in the study of racism in sport, and a number of scholars have examined reasons behind racial bias in sport. Also, athletes from different racial groups and especially black athletes have reported how they experience both direct and indirect racial discrimination in sport and in their daily life. They also benefited their platforms to protest racism in sport and call for civil rights of the racially oppressed people. In his article entitled *Discrimination in Professional Sports: a Survey of the Literature*, Lawrence M. Kahn, Professor of Economics and Research Fellow of the Center for Economic Studies, reviewed the studies of racial and ethnic discrimination in professional sports and briefly examined gender differences in pay among professional tennis players. Another paper entitled *The Aesthetics of Racism in Claudia Rankine's Citizen: An American Lyric* concentrated on the different forms racism could take, and the way Rankine narrated them.

Furthermore, while researchers have identified the multiple themes in the book *Citizen*, less attention has been paid to the theme of racism in sport. Thus, this paper will analyze the theme of racial discrimination in sport in this book. *A Critical Reading of the Concept of Essentialism in Claudia Rankine's Citizen: An American Lyric* (2014) is a Master dissertation by Zine Labidine Youcefi and Mohammed El Amine Benaceur that conducts and analyzes the theme of essentialism in Rankine's book *Citizen*; they investigate how the concept of essentialism could be a major reason for racism. This dissertation investigated the link between racism and essentialism and concludes that the more the humans are attached to their essential beliefs, the more their acts of racism would be more violent. In an article entitled *"The Beautiful Game" in Claudia Rankine's Citizen: An American Lyric*, the writer, Donna Maria Alexander focuses on the section titled October 10, 2006 World Cup. She analyzes how

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Rankine depicted the experience of Zinedine Zidane and the obstacles he faces in what is often referred to as “The Beautiful Game”, and how she included writings of African American writer James Baldwin and Martinican philosopher Frantz Fanon.

The book *Citizen: An American Lyric*, was an adequate material to investigate the topic of racism in sport. Reading the book was easy and smooth process due to the simple language used. And the choice of such a topic lies in the fact that even in the 21st century and despite all the laws introduced to eliminate racism in all aspects of life, we still see aggressions and abuses against individuals or groups based on race and skin color.

In order to achieve the aims of this research, the study is formulated by a fundamental question:

- How can race, ethnicity and physical attributes such as skin color form a racial barrier to participation in sport in America?

In order to deal with this research question, three-sub questions have been thrown up in need for further investigation:

- What is racism? How did racism negatively affect black athletes’ participation in professional sports? How did they play big role in transforming the situation of black athletes in professional sports?
- Throughout the history of America, how were Black people perceived by White people in American society? How are they perceived today?
- In *Citizen: An American Lyric*, why did Claudia Rankine use a distinctive style of writing mixing prose and poetry? How does the photographs and situation videos contribute to give the reader full understanding of the narrated scenes and the theme of racism in sport?

In addition, this dissertation sets up a number of hypotheses in order to answer the main question as well as the sub-questions:

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- In America, and many other countries, race and ethnicity may affect participation in sport by segregating and excluding athletes from professional sports due to their skin color.
- Having an overview about the connotations of the term racism, and enough data about the historical background about the racial discrimination in sport may help explaining how racism can affect sport.
- Knowing the history of Black people in America provides an overview about the situation of African Americans in the White society from their early coming till the day present.
- Mixing prose and poetry, also including images and situation videos may help the reader to understand the narrated scenes by highlighting the connection between sport and the racial acts toward athletes.

Therefore, in order to achieve the objectives of this study, both analytical and descriptive approaches will be adopted. These approaches allow the researchers to smoothly highlight and analyze the issue of racism and racial discrimination in sport. Reports, websites, books, e-books, articles and other different sources have been chosen to collect data from. Additionally, the study relies on the thematic and conceptual analysis to analyze data. Moreover, this dissertation will be divided into three main chapters in which each chapter will be specifically devoted to answer a research sub-question. Chapter one will be theoretical, it demonstrates the history of racism in sport and its theoretical background. It, then, provides various connotations of the essential terms. Chapter two will be dedicated to the history of black people in America from their early coming till the day present. The third and final chapter analyzes the book *Citizen: An American Lyric* and investigates the style that Rankine used to develop her book-length poem, and analyze the themes that manifest in the book.

Chapter One:

**Historical and Theoretical Background
of Racism in Sport**

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Introduction:

Professional sports have an effective and significance role in modern society, with many encouraging participation and supporting sport to create entertaining, enthusiastic and peaceful atmosphere for both sportsmen and fans. Unfortunately, racism and prejudice continue to exist in sport, particularly in the Western community. Many people, including athletes, coaches and instructors, are usually involved in the active campaigns to battle against racial discrimination in sport.

1. Racism in Sport in Western Society:

Sport's main objective was supposed to unify people from different backgrounds and nationalities, as well as promoting peace and respect among the team members, their supporters and even between competitors. Yet, racial and ethnic barriers have always interrupted this supreme purpose beyond sports. For many decades, and throughout their athletic career, black sportsmen and athletes in America have experienced prejudice and encountered racism in different national and international competitions due to their nationality, skin color, and multiple social intersections such as gender, class... Biases and racial inequalities and treatments pose extra obstacles for many sport stars on their journey to greatness. However, they overcame these hurdles and they did not let racism and discrimination get to them. In early 1900s black athletes were eliminated from international sports and professional competitions which pushed them to establish their own independent teams and leagues such as the NNL, "National Negro League"¹ which marked the first success in baseball in 1920(history.com).

Despite these racial disparities against black athletes, they challenged the world and broke the racial barriers towards championship. In 1908, Jack Johnson became the first African American to win the world's heavyweight boxing championship (cnn.com). After the

¹NNL is an American professional baseball league that mainly comprised African American teams (baseball.fandom.com).

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WWI, black athletes were integrated into games; nevertheless they still had to face racism by many people. By 1970s all leagues in the USA rejected segregation. After 1960, many African American athletes started to use their positions as a platform to fight for civil rights and protest racism such as Muhammad Ali Clay who spoke actively for African Americans in the United States. In addition to American sports, racism has always been part of the European and Australian sports for decades.

One of the major reasons of ethnic differences and racial disparities in sport in Europe is the idea of nationalism². Mark Doidge writes that in Europe the Nationalist ideology excluded those who did not conform to the notion of *jus sanguinis*³, or citizenship by bloodline Jews, gypsies and non-nationals from sports clubs and national teams. Yet, there were some exceptions due to the flexible rules, Mussolini allowed South American footballers who were born with Italian families to play for the Italian World Cup winning teams for 1934 and 1938 (Martin 2004) (Handbook of race and ethnicity in sport, chapter 11, racism and European football). Later in 1970s onward, racism in sport was illegalized, and all athletes were subjected to the same equal laws. Despite these laws, racism did not stop completely. Today, in 21st century, racism is still practiced in sports across Europe. Rachel Anne Gillett in her essay *Racism in Sport: Why It Comes to the Surface When Teams Lose* writes:

One of the worst things about this racism was how predictable it was. Racism has long been found in European sports, and is intensified when players of colour are put in the spotlight during major international competitions. A tweet in response to the harassment captures this phenomenon: (When you score, you're English. When you miss, you're an immigrant.)

²Nationalism is the idea that one's nation is better than all other nations, sometimes it can be aggressive toward other nations (the balance.com).

³Jus sanguinis is the principle that the nationality of the children is the same as that of their parents, irrespective of their place of birth (oxfordreference.com).

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In Australia, racism in sport was legitimate and considered as a part of the game during the early years of Australian federation of dominant culture. The apartheid sport in Australia has not become an important issue until Michael Long lodged the first formal complaint against racism in 1995. Consequently, in June 1995, the AFL (Australian Football League) implemented the Rule 30: A Rule to Combat Racial and Religious Vilification⁴ (Human Rights and Equal Opportunity Commission, 8). Indeed, only after a decade later racism was identified as a significant issue by a set of national sporting laws.

1.1. Definition of Sport

The origins of the word sport dates back to the early fifteenth century; it is a shortening of the French word “disport” or “desport” which means the activity that offers amusement, relaxation, entertainment or fun (Online Etymology Dictionary). Sport is the activity that you do for pleasure and that needs physical effort or skill, usually done in special area and according to fixed rules (Oxford Learner’s Dictionaries). The Association for Applied Sport Psychology defined sport as all forms of physical activity which, through casual or organized participation, aim at expressing or improving physical fitness and mental well being, forming social relationship or obtaining results in competition at all levels.

1.2. Toward a Definition of Racism:

In fact, there are various opinions about the first use of the word racism, the writer and historian, Dr. Nathan G. Alexander in his essay *Towards a History of the Term “Racism”* claims that French is the first language to use the terms ”racisme” and “raciste” in 1890s by members of the French far right to describe their own racial attitudes. In addition, he explained that the first use of this term in the English language was by the general Richard

⁴It is a law that prevented conduct between players, clubs and other AFL officials, also prohibited vilifying, threatening or insulting other person on the basis of his race, religion, color, descent, or ethnic origin (Yarra City Council).

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Henry Pratt in 1902 in a meeting about Native Americans. On the other hand, Ali Rattansi, a Visiting Professor of Sociology at City, University of London, in his book *Racism: a Very Short Introduction* states that: “the term ‘racism’ was coined in the 1930s, primarily as a response to the Nazi project of making Germany *judenrein*, or ‘clean of Jews’. The Nazis were in no doubt that Jews were a distinct race and posed a threat to the Aryan race to which authentic Germans supposedly belonged” (4). Like many other terms, the term racism has several definitions by different authors and dictionaries.

According to Merriam Webster racism is a belief that race is fundamental determinant of human traits and capacities, and that racial differences produce an inherent superiority of a particular race. Racism is a system in which a dominant race believe they are superior and benefit from the oppression of other races - whether they want to or not (Urban Dictionary). Robin DiAngelo, the Affiliate Associate Professor of Education at the University of Washington, in her book: *What does it mean to be White? Developing White Racial Literacy*, defined racism as:

A form of oppression in which one racial group dominates others. In United States the dominant group is white, therefore racism is white racial and cultural prejudice and discrimination, supported intentionally or unintentionally by institutional power and authority, and used to the advantage of whites and the disadvantage of people of color (108).

Racism is a different form racial prejudice, hatred, or discrimination. Racism involves one group having the power to carry out systematic discrimination through the institutional policies and practices of the society and by shaping the cultural beliefs and values that support those racist policies and practices (Juanita McLeod).

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1.2.1 Types and Forms of Racism:

A- Types of Racism:

Many people think that racism is just the individual ideology and practices or a hatred comments by one person against others. In fact, racism is more than one person's actions. It is also the full system of the established laws against a group of people and it is a fundamental part of almost all levels of government which is known as the institutional racism.

A.1 Individual Racism:

Also called Internalized racism. It indicates the racist acts committed by one person against another on based on their race. It is the belief that one's own race is superior to another (Quizlet). Individual racism refers to an individual racist assumptions, beliefs or behaviours and is "a form of racial discrimination that stems from conscious and unconscious, personal prejudice" (Henry and Tator 329). Individual racism is connected to/ learned from broader socio-economic histories and processes and is supported and reinforced by systemic racism (ACLRC). According to urban dictionary individual racism is the belief, attitudes and actions of individual that support or perpetuate racism. Individual can occur at both an unconscious and conscious level, and can be both active and passive.

A.2 Institutional Racism:

Institutional or systemic racism is the racist acts and unequal policies reproduced by governmental institutions such as schools and hospitals against a specific group of people. It is a racism that directed against a group of people through an institution's rules and policies (Quizlet.com). The term "institutional racism" describes societal patterns and structures that impose oppressive or otherwise negative conditions on identifiable group on the basis of race or ethnicity. Oppression may come from business, the government, the health care system, the

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schools, or the court among other institutions this phenomenon may also be referred to as societal racism, institutionalized racism, or cultural racism (ThoughtCo.com).

B-Forms of Racism:

Racism can take many forms; it can be purposed or meant to be by the racist person (Intentional), as well as it can happen automatically without planning to do it. (Unintentional). Furthermore, racism can take the clear or the obvious form (overt form) likewise it can be hidden (covert form). (Quizlet.com).

B.1 Intentional Racism:

Is a conscious act, usually motivated by prejudice or intent to harm.

B.2 Unintentional Racism:

It is an unconscious act not usually motivated by prejudice intent to harm. It is still damaging. Prejudice underlies the end result.

B.3 Overt Racism:

It means blatant, obvious and almost always meant to harm. It can lead to mental and physical injury, violent destruction, or even death.

B.4 Covert Racism:

It is hidden, usually subtle, and difficult to document and prove harmful treatment of members of subordinate racial group (Scarville).

1.2.2 Prejudice, Racism or Discrimination:

To describe the biased attitudes toward one person or group, people tend to frequently use different words based on the context of the speech, particularly racism, prejudice or

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discrimination. In order to highlight the difference between these three words, it is necessary to define the word “race” first. In their book, *Race and Sport Evolution and Racial Differences in Sporting Ability*, Edward Dutton and Richard Lynn defined race as follows:

In other words, a race is a breeding population that differs genetically from other such populations as a result of geographical isolation, cultural separation, and endogamy, and which shows patterns of genotypic frequency for a number of inter-correlated characteristics compared with other breeding populations. (49)

“Race”, refers to the idea or belief that the human species are divided into distinct groups based on inherited physical and behavioral differences (britannica.com). Generally, the word race describes the group of people who have the same cultural background and share the same language, customs, piece of land and the same religion.

Prejudice is the broader meaning of racism and discrimination. “A “prejudice” is a learned prejudgment based on stereotypes about a social group that someone belongs to. Prejudice occurs at the individual level; all humans have learned prejudice” (DiAngelo 46). A prejudice is a preconceived opinion about a person or group, which is not based on previous experience, nor is it based on an objective reason (Different Examples). It is the injury or damage resulting from some judgment or action of another in disregard of one’s right (Merriam Webster). However, “racism” is the belief that people belonging to different races and that one race is superior to others(Different examples).In Cambridge dictionary, racism refer to the policies, behaviours that result in a continued unfair advantage of some people and harmful or unfair for others based on race.

While prejudice and racism are considered as beliefs and attitudes, “discrimination” is the action form of these beliefs. Discrimination is an action based on prejudice which occurs when there is a differential treatment to someone for being part of a group, category or class

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(Different examples). The targets of discrimination are often minorities, but they may also be majorities as black people were under apartheid in South Africa (Britannica). Prejudice is the primary unconscious reason of racism and discrimination, i.e. racism and discrimination are a result of prejudice which is influenced by hatred and hostility of other people with different cultural backgrounds. Unlike prejudice that is always an unconscious and unintentional act, racism and discrimination can be conscious or unconscious behaviours. “NASP believes that racism, prejudice, and discrimination harm all children and youth, and have a profoundly negative effect on school achievement, self-efficacy, and social–emotional growth” (National Association of School Psychologists, 2012)⁵.

Overall, and disregarding whether they are intended or not, prejudice, racism and discrimination are seen as unjustifiable and unfair beliefs and actions toward people based on unjustifiable reasons.

1.2.3 Negative Impacts of Racism in Sport:

Sport has a dark history of racial discrimination and prejudice. These biased attitudes in sport has reinforced racial disparities and classism among people of the same society for centuries, as it was preserved for some and forbidden for others. For instance, during the first half of the 20th century in the USA sports were only practiced by white people while people of color were barred from participation games. Many studies were conducted to highlight the way racism affected sports; Kevin Hylton, Jonathan Long, Daniel Parnell and A. J. Rankine in their book *'Race', Racism and Participation in Sport* stated that a review of literature was commissioned by Sporting Equals⁶ Long et al. (2009), the review states that:

⁵NASP is a professional organization for school psychologists, its primary aim is to enhance the learning and mental health of all children and youth (link.springer.com).

⁶Sporting Equals is a national nonprofit organization; its mission is to promote ethnic diversity in sport and physical activity (besda.org).

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Racism is experienced at all levels, by men and women, and have manifested in different ways from overt to covert activity. This might include direct abuse; stereotypes based on cultural or ethnic background, or structural factors, such as a failure to accommodate cultural needs, for example, dress codes. Any one of these factors could limit or stop attempts to take part in sport, though there is the potential for such barriers to reoccur and for individuals to experience multiples of them during their lives. (2)

2. Anti-Racism:

For a long time, the world has been preoccupied with anti-racism in all levels of society. Antiracism is a belief or doctrine that rejects the supremacy of one racial group over another and promotes racial equality in society (dictionary.com). In the modern world, many artists, celebrities and social activists addressed and highly criticized the issue of racism. Athletes and sport stars have stood up for equality in sport and protest discrimination against people of colour. Moreover, multiple organizations were established in response to the big number of apartheid incidents in sports such as Show Racism the Red Card⁷ in 1996.

2.1 Critical Race Theory:

Critical race theory, an intellectual and social movement that scientifically recognizes that race is not biologically and naturally real but it is a social and cultural invention (Britannica.com). CRT is marked by a deep dissatisfaction with the traditional civil rights attitudes, which includes the beliefs of the civil rights era of the 1960s and 1970s. It can be regarded as an extension of Marxist theory as they both question the integrity and the credibility of the laws that are made by those in authority (De La Garza, and Ono 2)⁸.

So, critical race theorists wanted to replace old values about race and racism with new ones. The main two values, which they disagree with, are color-blindness and racial

⁷SRTRC is the UK's leading anti-racism educational charity, it was established in 1996 (theredcard.org).

⁸Marxism is a social, political, and economic philosophy developed by Karl Marx (1818-1883), it has had a great historical influence on the organization of countries and other theories in psychology (simplypsychology.org).

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integration. Color blindness is the endeavor to take race out of the decision-making process. Colour-blindness “is rooted in the belief that racial group membership and race-based differences should not be taken into account when decisions are made, impressions are formed, and behaviours are enacted” (Apfelbaum et al. 205). This shows this theory’s disregard to any differences based on race among people, because if those differences are taken into consideration, laws will be biased against minorities. For critical race theorists, when making law that is applied to everyone regardless of their race, it is just pretending to be color-blind, but they are in fact racially biased, which prevents them from dealing meaningfully with racism.

Colour-blindness encompasses different fields and has different forms: interpersonal, in everyday interactions; educational, as it is rooted in the American educational system; legal, as it affects the decisions made by the legislative system, being biased against blacks and supported by law; Societal, affecting people’s relationships. This theory states that racism in the U.S is systemic. This indicates that it is embedded in regulations, laws, and social institutions that separate people according to their race (Apfelbaum et al. 205-207).

In addition to its challenge to colour-blindness attitudes and their devastating effects on minorities, CRT opposes the racial integration, which is the pluralistic nature of the American society in which people from different racial backgrounds share the same values in the same society regardless of their differences. Critical race theorists disagree with this attitude, for they believe that this process has uneven power dynamics, as the dominant majority group destroys the identity of the minority group, which is called. Therefore, Critical race theorists seek to conserve the values and traditions of minority groups by resisting racial integration and in an attempt to keep their own integrity.

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2.2 Policies against Racial Discrimination in Sport:

In order to abolish racism and discrimination from sport and games, some regulations were applied and policies were adopted by the responsible governmental systems on the international level. The White Paper on Sport⁹ was the most important document within sport field for the European commission. The European Commission's Sport Unit established corporations with sport associations and society activists like UEFA and Fare¹⁰, and supported antiracism in sport campaigns. A number of the European Union's rules and policies are applicable in the domain of sport. In Article 13, the Racial Equality Directive stipulates that "Member States shall designate a body or bodies for the promotion of equal treatment of all persons without discrimination on the grounds of racial or ethnic origin" (68). This directive is applicable to professional sport within the European Union. In 2002, a Council decision was taken in order to address the issue of security including violence at international football matches (European Union Agency for Fundamental Rights).

3. Sports Before and After the Civil Rights Movement:

In the beginnings of 20th century, American sports continued to be largely segregated. African Americans were not hired to participate in the professional games. For a long time, black Americans have been struggling for their civil equal rights, including the right to participate in national games and sport. Nonetheless, it was not a movement until the Montgomery bus boycott which was prompted by Rosa Parks's refusal to give up her seat for a white citizen. The Civil Rights Movement was an organized effort by Black Americans during the 1950s and 1960s to end racial discrimination and gain equal rights under the law of

⁹The White Paper is a document consists of three policy discussions; on the social value of sport, the economic value of sport, and the organization of sport. (See more in European Commission White Paper on Sport).

¹⁰Union of European Football Association and Football against racism in Europe are two organizations believe in inclusive sport free of discrimination and work together to promote diversity and inclusion in sport (uefa.com).

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the United States (Guellil). On a large scale, the civil rights movement was considered as a turning point in the history of black sport.

Before launching the movement of the civil rights, African Americans were prohibited from playing in major leagues and professional competitions. They played in minor clubs, and they had their own Negro Leagues. In baseball all professional teams remained white until the coming of Jackie Robinson to play. Jackie Robinson was perhaps the most famous case bringing a change in the civil rights. In 1947, he was the first African American to play baseball in the National League, breaking all color barriers, and opening the gates for African Americans to play equally with whites in national teams. In the next year, Alice Coachman an African American was the only American women to win a gold medal at the 1948 Summer Olympics in London. Then in 1950, the National Basketball Association was officially integrated. Basketball became the foreground for other following integrations in sports.

3.1 Jackie Robinson:

Jackie Roosevelt Robinson was born on January 31, 1919, Cairo, Georgia (biography.com). He is one of the most iconic black baseball players in America and the US. In 1947, Robinson was the first African American player to play in Baseball Major League. Since his college days, Robinson was a skillful athlete where he mastered four sports: football, basketball, track and baseball. By 1945, Jackie Robinson played for Negro League team which was established by African American athletes after they have been segregated from National Teams. Meanwhile, executive Branch Ricky of Brooklyn Dodgers team was exploring Negro teams and looking for skilled players in an attempt to integrate baseball. For Ricky Robinson was the best choice, his fear only was that Robinson would not handle racism and reply to the racist abuses against him which would ruin his attempt of integration.

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Afterward, on October 1945, Robinson signed to play with Dodgers farm team where he made significant success. Then, in 1947, he moved to play on Brooklyn Dodgers. His first appearance on the field drew attention because of his skin color. Throughout his entire career, Robinson suffered racism, insult, hatred, racist abuses and even death threats. Robinson had prospered in Brooklyn Dodgers and he had a remarkable success, he achieved 'Rookie of the Year' award in the first year. In 1947, Robinson won the National League Most Valuable Player Award becoming the first black player to win such award. Robinson continued to be a great baseball player and shine with Brooklyn. In 1955, he led his team to win the World Series Championship over New York Yankees. After this season, Robinson retired and worked as a sportscaster, and he was an activist in many civil right organizations and groups such as the NAACP¹¹.

4. Sport and women:

In fact, racism was not struggle for men only; women's sport journey was challenging and full of obstacles unlike men who had a linear path toward participation in sport. In the United States the Sport fields were supremely predominated by males until late 19th century. Until Federal Legislation that is known as Title XI, rather than competitive, physical activities for women and girls were informal, just an entertaining exercises without rules. Title XI stated that "no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." (knowyourix.org).

Women started to establish their female sport clubs in late 1800s and early 1900s, and involved in sport that does not require much physical strength such as archery, golf and

¹¹ NAACP: National Association for the Advancement of Colored People, the oldest and largest civil rights organization in America, it was established in 1909 in response to the violence against African Americans in America. (history.com)

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croquet. Later, several men's clubs included women as companions. Federation Sportive Feminine International, a platform formed by sport feminists in 1921 to make women's participation in sport easier. It has the big role in women's first participation in Olympics in 1922. As the five waves of feminism began to emerge, women's participation in sports was increasing. At the Asian Games and All Africa Games in the 1950s and 60s, women represented their newly independent countries to prove their independence.

4.1 Alice Coachman:

Alice Coachman was born on November 9, 1923, Albany, Georgia (biography.com). Coachman has grown up as a southern segregated person like many black fellows in the US. Since her childhood, Alice was involved into sports. Like all African Americans, it was not allowed for Alice to play or compete with white children. Coachman's struggle to participate in organized sport events and national competitions was doubled, she struggled being colored person and being a women. Therefore, Alice suffered to develop her high jump skill and pursue her athletic dreams, she trained herself by herself, and she ran barefoot in fields and roads. In high school, Coachman was known for her talent and broke the school records in jump. In 1939, she joined the Women's National Championship and broke the collegiate and National high jump records (blackhistorymonth.org). By 1946 she gain the national champion title in the 50- and 100- meter races, 400- meter relay and high jump (biography.com). At the 1948 Summer Olympics that were held in London, Alice Coachman became the first American women to take gold medal in Olympic Games, and she was awarded the honor by King George VI. After she returned to the US, Coachman was greeted as a hero. At the same year, and at the age of 25, she surprisingly declared her decision to quite athletics, yet she became a coach training many female athletes.

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Conclusion:

One of the most prominent values instilled by sport for minorities and groups that are subject to marginalization and persecution on the basis of racial intolerance is the principle of justice. There is no place for justice or objective values in environments where discrimination and class prevail on the basis of intolerance and factionalism, so that sport takes the initiative role in the justice of standards and results. It is clear that sport has roles that it can play in changing our reality, and we are the ones who can control the nature of this change, whether it is for the worse or for the better.

Chapter two:

Racism in the History of Black People in America

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Introduction:

Black's history is an integral part of the history of the United States, which begins from the arrival of the first group of Africans as slaves to the New World in early 16th century, to the African Americans' community today. Africans have suffered from racial segregation and discrimination in all aspects of life, whether religious, social, military or even educational.

1 Early History of Black People in America:

Africans were part of the early exploration of the Americas in addition to Portuguese and Spanish. One of the first black settler groups had settled in the Mississippi valley and in the so called now New Mexico and South Carolina. The history of African Americans begins with the arrival of the first slaves to the European colonies. The year 1619 is considered the beginning of the continuing history of blacks in the United States, when 20 Africans arrived in the Virginia colony. These individuals indentured servants. Through the 1660s, large numbers of Africans had been brought to the thirteen colonies, and in 1770 black people made up one fifth of the population. In 1661, a law of black chattel slavery was established to raise the number of black servants; at the beginning it was in Virginia, then by 1750 it was generalized in all English colonies. Black people were easily distinguished from other people because of their skin color. Whites have rationalized black slavery due the prevailed belief that the blacks are inferior race. Most of them worked in some fashion as slaves, producing tobacco and rice, tending livestock and processing food. About 430,000 out of 10 million Africans brought to Americas by slave trade came to the land of present day the United States. The majority of these Africans were brought from western Africa stretching from what is now Senegal to Angola, where political and social organization in addition to art and music were highly advanced (Britannica). As slavery and slave trade became more profitable, some Africans themselves sold captives to European traders. Captured Africans were marched in

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chains to the coast and West Indies where the survivors taught English and involved in the agriculture life.

1.1 Noah's Curse:

The curse of Noah or the curse of Ham is a curse on Canaan, the son of Ham, cast by Noah. The curse is mentioned in the Book of Genesis about the drunkenness of Noah and the shameful behavior of his son Ham, the father of Canaan. Some slaveholding Christians and Jews interpret this story as a justification of the institution of slavery. For them the Book of Genesis establishes that God wants black people to be enslaved permanently, Genesis does not support this interpretation though. Nonetheless, most Christians and Jews now disagree with these interpretations because in the biblical text race and skin color are not mentioned, and Ham himself is not cursed, but the Babylonian Talmud relates the curse of Ham with black skin color.

1.2 Black, Negro, or Afro-American:

Several studies have examined the attitudinal differences in response to "Black" stimulus objects versus "Negro" stimulus objects. Early studies indicated that both black and white subjects evaluated "Negroes" more positively than "Blacks" (Fairchild 48). The Whites' use of the term "black" was a deliberate attempt to demean, subjugate, and insult Africans in that it capitalized on a large set of negative connotations within the English language. The fact that this term is related to the maintenance of attitudinal hostilities received additional support. White subjects were more likely to describe Blacks as loud, lazy, and rude (Fairchild 52).

For Americans of African descent have been arguing about names ever since they were forcibly transported from Africa by Europeans who arbitrarily branded them "Black moors," "Moors," "negers," and "negros." The English word "Negro" is a derivative of Spanish and Portuguese word "negro" which means black. The Portuguese and Spanish, who were

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pioneers in the African Slave Trade, used this adjective to designate the African men and women whom they captured and transported to the slave mart of the New World. Within a short time, the Portuguese word “negro” (no capital) became the English noun-adjective “negro.” This word, which was not capitalized at first, fused not only humanity, nationality and place of origin but also certain white judgments about the inherent and irredeemable inferiority of the persons so designated (Bennett 402).

A negro, then, is a “member of a black-skinned race of Africa” 1550s, from Spanish or Portuguese negro “black” from Latin “nigrum” (nominative niger) “black, dark, sable, dusky” (applied to the night sky, a storm, the complexion), figuratively “gloomy, unlucky, bad, wicked” according to de Vaan a word of unknown etymology; according to Watkins, perhaps from PIE nekw-t- “night” The Latin word also was applied to the black peoples of Africa, but the usual terms were ‘Aethiops’ and ‘Afer’ (Etymology Dictionary).

However, the term “Afro American” or “African American” actually rose to be prominence because it was considered more appropriate than “black” or “colored”. It refers to the people living in the United States and have African descendents (collinsdictionary.com). In other words, “African American” exists because it was once seen as a sort of remedy to the perceived inappropriateness of “black”, a word that has historically been used for people of sub-Saharan Africa descent, particularly those who were enslaved. (YouTube, PBS Origins). Indeed, Jesse L. Jackson announced that black people preferred to be called “African American.” Jackson said: “to be called African American has cultural integrity ...It puts us in our proper historical context. Every ethnic group in this country has a reference to some land base. African-Americans have hit that level of cultural maturity.” (nytimes.com)

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2 Slavery in the United States:

Throughout the 1600s and 1700s, people were brought from Africa by European settlers, to work for white people in the American colonies. According to historians, in the 18th century, about 6 to 7 million African American were imported to the New Land as enslaved people (history.com). Black slaves played a huge role in developing the economy of America. African slaves worked chiefly in the tobacco, cotton and rice corps, which made them the backbone of the southern economy. The industry of slavery started from in North but through time, but it was more prevalent in the South. Enslaved people constituted about one third of the population. Most of masters and businessmen owned fewer than fifty enslaved people. These people were tightly controlled to prevent any attempt to rebel or running away. Therefore, oppressive laws were passed to encourage the absolute rule by the owner and full submission by the slave. Slaves were not considered as human beings; instead they were counted as a piece of property that can be sold or bought at anytime. These laws prohibited slave from learning reading or writing, and from marrying or having kids.

However there were few successful rebellions, enslaved people organized slave revolutions and caused great property damages and many white were killed, the slave revolution led by Nat Turner in Virginia 1831, was the most outstanding revolt where 60 white people were died. Mothers also were part of the resistance; they killed their babies to save them from the slavery, and poisoned slave owners, ran away, and destroyed corps and machinery. And thousands of black slaves ran away to the North and to Canada looking for freedom (Britannica.com). These revolutions have developed leading to a great Civil War that granted slaves their freedom and abolished slavery completely by the 13th Amendment to the US Constitution in 1865.

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2.1 Definition of Slavery:

Slavery is one of the most controversial terms to have a precise meaning, because sometimes the term is misused in the English language; it has been used as a metaphor for inequality and discrimination. Thus many scholars and writers tend to give a standard definition of slavery. In her article *Slavery: a Question of Definition* Suzanne Miers argues that no definition of slavery can be distinguished from its antithesis freedom, which is as difficult to define as slavery. H. J. Nieboer in his book *Slavery as an Industrial System* defines slave as “the property of another, politically and socially at a lower level than the mass of the people, and performing compulsory labour.” (4). while Patterson offered a bit different preliminary definition of slavery on the personal relations level: “slavery is the permanent, violent domination of natively alienated and generally dishonored persons.” (*Slavery and Social Death*, p. 13) However the international definition of slavery was introduced in 1926 and confirmed in 1956. It states: slavery is the status or condition of a person over whom any or all of the powers attaching to the right of ownership are exercised (slavery and its definition, Jean Allain and Kevin Bales).

2.2 Slavery as an Economic System:

The system of slavery began to form after the collapse of the communal system around 3000-4000 BC and continued until the third and fourth centuries AD in North Africa and Asia and flourished in Greece and Rome until the fifth century AD.

Building a commercial enterprise out of the wilderness required a lot of labor. For much of the 1600s, the American colonies operated as agricultural economies, driven largely by indentured servitude, most workers were poor, unemployed laborers from Europe who, like others, had traveled to North America for a new life. They received food and shelter, a rudimentary education and sometimes a trade in exchange for their labor. By 1680, the British

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economy made strides and more occupations got to be accessible in Britain. At mid this time, servitude had gotten to be an ethically, legitimately and socially worthy institution within the colonies. As the number of European laborers coming to the colonies decreased, oppressing Africans got to be a commercial necessity and more broadly worthy. With perfect climate and accessible arrive, property proprietors within the southern colonies started building up ranch ranches for cash crops like rice ,tobacco and sugar cane-enterprises that required expanding sums of labor. Thus, growers imported more slaves from West Africa. As more subjugated Africans were imported and an upsurge in ripeness rates extended the “inventory”, an unused industry was born “the slave sell off”. Slave labor had ended up so settled in within the southern economy that nothing, not even the belief that all men were created equal would oust it. In the summer of 1787, when there were nearly 700,000 enslaved people living in the United States, delegates to the constitutional convention met in Philadelphia and they were split on the ethical issue of human bondage and man’s inhumanity to man, but not on its economic need.

2.3 Trade Triangle:

Triangular trade or triangle trade is a historical term referring to trade between three ports or region. Triangle trade usually develops when a region has export goods that are not needed in the region whose major imports are coming triangle trade correctly provide a trade balance between the regions above.

All the three stages of the triangle trade proved lucrative for merchants, the first stage of the triangle trade involved taking manufactured goods from Europe to Africa; cloth, tobacco, beads, cowries shells, metal goods, and guns. These goods were exchanged for enslaved Africans .the second stage of the triangle trade (the middle passage) involved shipping enslaved Africans to the Americas. The third, the final stage of the triangle trade involved the

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return to Europe with produce from plantations on which enslaved people were forced to work: cotton, sugar, tobacco, molasses, and rum.

The transport of enslaved people from Africa to the Americas forms the middle passage of triangle trade several distinct regions can be identified along the West African coast. Enslaved people were introduced to new diseases and suffered from malnutrition long before they reached the new world, which led to a lot of deaths across the Atlantic resulted from malnutrition and diseases encountered during the forced marches.

As a result of the trade of enslaved people, five times as a numerous Africans arrived within the Americas as Europeans oppressed Africans were required on ranches and for mines and the lion's share were dispatched to Brazil, the Caribbean ,and the Spanish domain. Less than 5% traveled to the northern American states formally held by the British.

3 The Civil War:

The Civil War started in the United States in 1861 between the federal government and eleven southern states over slavery, after the election of the President Abraham Lincoln as the sixteenth president of the United States and the fist Republican who represent a party that opposes slavery. The economy of the North was based on manufacturing and industry, whilst in the south the economy was depended on a system of large-scale farming that is based on the labor of black enslaved people to grow corps, especially cotton and tobacco (History.com). When President Lincoln restricted southerner's rights to own slaves using free slave labor, southern states seceded instead of giving up their economic system and their way of life, and formed their own nation The Confederate States of America. The Civil War also known as The War between States or The War of Secession, has officially begun in April 12, 1861 when the southern forces fired upon Fort Sumter, South Carolina. Huge battles like The Battle of Bull Run or First Manassas, in Virginia, Wilson's Creek Missouri, Mill Springs,

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Shiloh, Antietam, Gettysburg and Vicksburg were launched in the following years. In September President Lincoln issued the Emancipation Proclamation declaring that as of January 1, 1863, all slaves fighting in the rebellion against the Union “shall be then, thenceforward, and forever free” (History.com). Thus, in effect, The Civil War was a war to end slavery.

For the next three years, the army of general Robert E. Lee succeeded in staved off attacks and invasions by the Union’s army until the general Ulysses S. Grant was appointed lieutenant general in March 1864 to be a general chief of all Union armies. After a series of bloody battles General Lee surrendered his Confederate forces to Union commander Grant at Appomattox Court House on April 9, 1865. On April 14, President Abraham Lincoln was assassinated by the confederate actor John Wilkes Booth at Ford’s Theatre in Washington. And Andrew Johnson was appointed as the new President. On May 26, 1865 General Simon Bolivar Buckner entered into terms for surrender of the Army of the Trans-Mississippi, which are agreed to on June 2, 1865, The Civil War officially ended.

The victory of the North assured the Union’s leadership of the states. However, the conflict was the bloodiest and costliest war ever fought on American soil, with the total cost of 620,000 soldiers were killed and millions of injured. It cost Americans a great lost in property, farms, trade and industry. After the war, the reunification of the United States took an effort and time in a process known as the Reconstruction.

3.1 Abolition of Slavery:

Slavery had existed since the founding of the colonies; Americans considered slavery as a natural order and saw it as a way of life. Yet, some people fought against slavery and called for its end. Abolitionist movement came in waves. After the independence, abolitionists organized antislavery societies that called for an end of slavery. Throughout the years, the

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abolitionist movement became more aggressive. William Lloyd Garrison, an American abolitionist, he made great impact on the movement, especially through his newspaper *The Liberator*. He formed the American Anti-Slavery Society and proclaimed human enslavement to be a moral outrage (National Geographic). Abolitionists introduced public speeches, antislavery literature; they held conferences to promote their cause and boycotted products that have been grown by slave labor. Later abolitionists established political parties to fight racial disparities. The movement included both white and black people, still they had different goals.

Abolitionism continued as an ideological movement until the outbreak of The American Civil War (1861-1865). The War's main objective was to abolish slavery particularly in the southern seceded states. As the War continues the republican government realized the strategic advantages of emancipating slavery and labor on the south. In the aftermath of the Union great victory in the Battle of Antietam in September 1862, President Lincoln issued a warning that he would proclaim the emancipation of slavery in the rebellious states in the New Year's Day. In January 1, 1863, he issued the Emancipation Proclamation that has freed all slaves in these states. This Proclamation, however, did not end slavery completely. To guarantee the total abolition of slavery, on February 1, 1865, Abraham Lincoln agreed on the Joint Resolution of Congress of submitting the suggested amendment to the Constitution¹². The 13th Amendment to the United States Constitution was ratified on December 6, 1865, and brought a final end to slavery in The United States. The Amendment reads: "Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, nor any place subject to their jurisdiction". The 13th Amendment to the Constitution abolished slavery but did not end

¹²Joint Resolution is generally used for emergency appropriations, and it requires the approval of both chambers in identical form and the president's signature to become law (senate.gov).

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discrimination against black people. Yet it started a long-term journey to achieve equality in America.

3.2 Post Civil War Era and Reconstruction:

Reconstruction, the era in the history of the United States that followed the Civil War, during which the Union restored the authority over the southern states after the defeat of Confederacy. In fact, the national debate over Reconstruction began during the Civil War. In this era, many politicians and citizens were trying to rebuild the country by reintegrating the confederate southern states and the newly freed people into the United States. The construction phase of the new government lasted from 1865 to 1877. The reconstruction's actual beginning was in 1863, during the Civil War, few months after the Emancipation Proclamation. Lincoln issued the first plan of Reconstruction, if ten percent of white voters in former confederate states took an oath of loyalty to US government and promise to obey slavery laws so they could join the Union, a new state government could be formed. However Congress Republican men argued that the number of voters should fifty percent instead of ten percent but Lincoln vetoed this plan. Many rights were given to freedmen, such as marriage. Yet, they still face problems in having new place in society and finding jobs because most of them were not educated (Marsico, 11, 12). In March 1865, Congress established the Freedmen's Bureau to offer aids to the newly freed people and help them to adapt freedom and begin new life¹³. It also gave freedmen and poor clothes, food and other supplies (Marsico 13). In 1965, President Johnson declared his plans for Reconstruction; he gave back all land that had been confiscated by the Union Army to its prewar owners, southern states were given free rein to rebuild themselves after they swear loyalty. Later, the Congress passed the Freed Men's Bureau and Civil Rights Bills. The first bill extended the life of the bureau that was

¹³Also known as the Bureau of Refugee, its mission was controlling and managing all matters of the refugees, freedmen and the lands abandoned during the Civil War (archives.gov).

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established as a temporary organization, while the second defined all people born in the United States as national citizens. After Johnson vetoed these bills causing a permanent rupture in his relationship with Congress, the Civil Rights Act of 1868 (14th Amendment) which stated that states could not take away the rights of citizens without due process of the law, this act became the first major bill to become law over presidential veto (History.com). In late 1866, northern voters denied the policies of President Johnson. Congress decides to begin Reconstruction again. Thus the congress passed the Reconstruction Acts of 1867, which temporarily divided the south into five military districts and described how new governments were to be established based on manhood suffrage. The law wanted southern states to ratify the 14th Amendment. In February 1869, Congress approved the 15th Amendment that was adopted in 1870, which allowed all men to vote no matter their race. This period was known as Radical or Congressional Reconstruction. By 1870 all of the former confederate states had been readmitted to the Union and the majority of them were controlled by the Republican Party.

The most radical development of Reconstruction was the participation of African Americans in southern public life after 1867 as many of them took on leadership roles like never before. Black people in the south won election to southern states governments and to the US Congress, as well as they sought to legislative changes for equality and the right to vote. After an economic depression in the south the Democratic Party won the control of the House of Representatives for the first time since the Civil War. In 1876, during the presidential election Republican candidate Rutherford B. Hayes declared Democratic control of the entire South after a compromise with Democrats in Congress in exchange for ratification of his election which marked the end of Reconstruction, however the fight to end racial discrimination and call for equal rights would continue even a century later through the Civil Rights Movement.

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4 The Civil Rights Movement:

Although the civil war eliminated slavery completely and granted black people freedom and rights, they still face all forms of racial discrimination. In the late 19th century, and following the ratification of the 13th Amendment, Jim Crow laws were issued to enforce racial segregation especially in southern states. People of color were denied essential rights such as the right to vote, get an education and to hold jobs. Moreover, black citizens were attacked violently by white citizens. They destroyed houses and schools, and took off their lands. This violence arose in Jim Crow era as the Ku Klux Klan, a secret organization, was born in 1865¹⁴.

In the aftermath of the World War II, ideological organized efforts had begun by African Americans to end discriminatory policies and obtain equal rights. Throughout the early years of the 20th century these efforts developed into a movement, and became stronger in many areas in the United States. The movement known as the Civil Rights Movement was officially initiated as Rosa Parks (1913-2005) the symbol of the Civil Rights Movement refused to give up her seat to a white man on Montgomery, Alabama bus in 1955, which led to the Montgomery Bus Boycott led by Martin Luther King, Jr. The boycott lasted more than one year and ended when the US Supreme Court stated that bus segregation was unconstitutional. By January 1957 sixty black pastors and southern civil rights leaders including Martin Luther King, Jr. meet in Atlanta, Georgia to support the local protests against racial segregation. In next September, the Civil Rights Act of 1957 was signed by President Eisenhower to be the first civil rights federal legislation passed by the US Congress. Throughout the next few years, white and black activists, known as freedom riders, launched mass protests against segregated bus, lunch counters and restrooms by taking bus trips through the south which were faced

¹⁴Ku Klux Klan (KKK) is the oldest and most infamous hate organization in the US that basically targeted black people as well as Jewish people (splcenter.org).

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with violence by white protestors. These mass protests culminated in August 28, 1963, in the March on Washington for jobs and freedom with approximately 250,000 participants, during which Martin Luther King, Jr. gave his speech “I Have a Dream”.

In July 2, President Lyndon B. Johnson introduced the Civil Rights Act of 1964 preventing employment discrimination due to race, color, sex, religion or national origin. In March 1965, around 600 civil right marchers walked from Selma to Montgomery protesting black voter suppression. Next August, President Johnson signed the Voting Rights Act of 1965. The percentage of black voters increased from thirty five percent in 1964 to sixty five percent in 1969. Tragic consequences followed the civil rights movement, On February 1, 1965, religious black leader Malcolm X was assassinated at a rally. Nobel Peace Prize receiver and the civil rights leader, Martin Luther King Jr. was assassinated on April 4, 1968, on his hotel room’s balcony. The assassination of king was followed by lootings and riots which pushed President Johnson to introduce other civil rights laws. Few days later, Johnson signed the last act during the civil rights era, the Civil Rights Act of 1968, also known as the Fair Housing Act; it prevented discrimination in housing based on race, religion or national origin. Despite gaining equal rights through the Civil Rights Movement, black people still lived under obvious discriminatory acts by whites.

5 African Americans in Early 21st Century:

Since the Civil Rights Movement till the day present African Americans in the United States are enjoying equal rights with whites. Yet many of them still face microaggressions and stereotyped racism particularly in the inner cities. Nevertheless black population in the United States is growing. In 2019, there were nearly 47 million black people constituting roughly 14 percent of the US population (Pew Research Centre). Moreover, today the United States has at least a third of African Americans who are considered as middle class in terms of

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education, occupation and income. Moreover, Blacks now are self-identified as African Americans; they have their own community and culture that distinguishes them from others.

In the 21st century American society is witnessing many cases of both physical and verbal abuse toward people of color. These cases led to the rise of multiple social movements that call for an end to the racial discrimination among the American society. For instance the black lives matter movement, it is a global organization whose mission is to eradicate white supremacy and end violence inflicted on black people by state and the power of law (Howard University). Most recently, in May 2020, White police officer killed George Floyd, a Black man. Floyd's murder sparked the most outstanding protests against racial injustice in the United States since the Civil Rights Movement. Black activists across the world saw Floyd's death as a symbol of the injustice and intolerance they experience at home.

Conclusion:

The United States is considered the first in the world at the scientific, technological and economic level; however, it still retains the manifestation of racism in its society that it inherited from previous American societies 400 years ago, where the suffering of black skinned people has begun since that time to this day. However the situation of black people has changed throughout the history due to several factors, perhaps the most important of which was the civil rights movement.

Chapter Three:

An Analytical Reading of Racism in Sport in Claudia Rankine's *Citizen: An American Lyric*

Chapter Three: An Analytical Reading of Racism in Sport in Claudia Rankine's *Citizen: An American Lyric*

Introduction:

In *Citizen: An American Lyric* (2014), Claudia Rankine recounts and examines racial transgressions that she, her friends and many other famous people have experienced in their daily American social and cultural life, through marrying prose, poetry and image. Some of these aggressions are individual done by one person against another, and some are systemic done by institutional policies. *Citizen* has tackled racism all the time and everywhere; in the classroom, at the store, on the aeroplane, online, on TV, at home in the football field with Zinedine Zidane, and in the tennis court with Serena Williams, using a unique and attractive style of writing.

1 Claudia Rankine's Style in *Citizen*:

Citizen by Claudia Rankine explores the subtleties of individual as well as systemic racism and prejudice that are prevalent in the United States. The book was subjected to criticism from the moment it was published in 2014 because of Rankine's interesting yet, ambiguous style. Rankine writes in a free form. The writing zigs and zags between prose poems, essays, pictures and paintings, which function as fragments of the memory. *Citizen* begins by introducing an unnamed black protagonist whom Rankine refers to as "you".

At first, recounting in the second person "you" seems to be directed toward the African American race. At the first two pages, the "you" indicates a 12 years old African American girl; she writes "you are twelve attending Sts." (Rankine 5) When Rankine uses the "you" she addresses the black race, she states "you [...] have the features more like a white person" (5), the words "features more like a white person" clearly signifies that the person who is being spoken to is not of the white race. However, sometimes the meaning of "you" shifts to describe the perspective of a white person. Rankine narrates "You and your partner go to see the film..." she continues that your neighbor is "watching a menacing black guy casing both

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your homes" (15), describing the guy as "black" suggests that the person Rankine referred to by "you" and the neighbor are not people of color. The use of the second person "you" by Rankine brings the reader closer to the described experiences. Shaelyn Smith, in her review of the book of citizen, argues that by the use of the second person Rankine forces us to question what it means to be her readers, to be American, to belong to this country, our nation and our people (the rumpus).

Sometimes, the use of the second person "you" makes us, as readers, interact into the scenes and involve in the situation described. For example, in the text below, she invites readers to imagine the scene using their own interpretation. She writes: "The rain this morning pours from the gutters and everywhere else it is lost in the trees. You need glasses to single out what you know is there because doubt is inexorable; you put on your glasses [...]. And as the light rain seems, it still rains down on you" (9). There are moments in the book when the use of "you" looks somehow ambiguous that it could not be referring to anyone. Rankine writes about the effects of social injustice on individuals:

You can't put the past behind you. It's buried in you; it's turned your flesh into its own cupboard. Not everything remembered is useful but it all comes from the world to be stored in you. [...]. Did she really just say that? He said what? What did she do? Did I hear what I think I heard? Did that just come out of my mouth, his mouth, your mouth? Do you remember when you sighed? (Rankine 63)

Rankine perhaps leaves the "you" here ambiguous to allow the reader think what feels like to carry this pain inside for a long time. The reader may assume that the "you" here refers to them and think that he/she is the one described in these lines.

1.1 Syntax and Tone:

In addition to prose, there is much written syntax and prime music that add to the powerful delivery of these pieces. The author packs everything into the last sentence so the

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reader cannot fully understand the poems until the end. For example when a character meets with a manager who has spoken to on the phone only, then, they meet in person and the manager says "I didn't know you were black! / I didn't mean to say that, he then says / Aloud, you say / what? he asks / you didn't mean to say that aloud." The poem end with the line, "Your transaction goes swiftly after that" (44)

Rankine's book subtitle: "*American Lyric*" reveals that the book is a composition of lyrics. Lyric by definition is a short poem that expresses the personal thoughts and feelings of the writer (dictionary.cambridge.com). She has framed a new concept of both the subject matter and the lyrical style of writing that doesn't meet the old standards of poems and lyrics. The book is divided into seven sections separated only by Roman numbers with no title or table of content. One of the ways used in *Citizen* to take the reader off guard is the unnamed poems. Rankine has chosen to let the content speak for itself instead of titling the poems which could be distracting for the reader. Rankine challenges the norms of a lyric, instead of forming her book as one whole lyric; she introduced a collage of lyrics in one book. Where each one has its own story and meaning but when collected together it delivers one message.

2 Themes in Citizen:

In Claudia Rankine's *Citizen: An American Lyric*, many themes come together to show the intricate and fragile lives of black people within the racist constructed of America. Rankine represented violence against blacks in *Citizen*; she narrates stories from her everyday life and other black people's lives. *Citizen* seeks to bring to light the issues surrounding identity within the racial constructs of America. Claudia Rankine is an advocate for black lives and notes in one of her poems "by transforming the slain black body into a public spectacle, America is able to observe such tragedies at a distance." (Rankine) by discussing what people are uncomfortable to discuss, Rankine provokes the questions most have in mind about racism.

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According to Mason, *Citizen* “is an education in the micro and macro aggressions so often defining American race relations.” Rankine expressed her concern for the safety and wellbeing of the black race today, and feels the need to let the readers know how awfully suppressed they are, no matter where they are (bartlby.com).

2.1 Racism and Microaggression:

Claudia Rankine in her book wants to reveal the different sorts of racism that she has experienced in daily life in America. In her critique of racism, Rankine details the quotidian microaggressions African-Americans face, discusses controversial incidents such as backlashes against tennis player Serena Williams, she intersperses her writing with images of various paintings, drawings, and sculptures to “render visible the black experience”.

However, microaggression is a term used to describe the offhand, casual, fleeting degradation of marginalized people. And according to Merriam Webster, is a comment or action that subtly and often unconsciously or unintentionally expresses a prejudiced attitude toward a member of a marginalized group. However, Derald Wing Sue, the psychologist and professor of counseling psychology at Columbia University, has written several books on microaggression, since 2007, including *Microaggressions in Everyday Life: Race, Gender, and Sexual Orientation*. In this book, Dr. Sue writes that microaggressions are the everyday slights, indignities, put-downs and insults those members of marginalized groups experience in their day-to-day interactions with individuals who are often unaware that they have engaged in an offensive or demeaning way.

Racism and its manifestation through microaggressions are the core themes of Claudia Rankine's *Citizen*. Rankine examines all forms that racism can take and the damage on the black community and the speaker in the poems in particular. Throughout *Citizen* Rankine

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recounts many different examples of microaggression. At the beginning of the third chapter, a friend uses humiliating language that hurt the speaker 'you' and despises his/her race.

The psychologist Derald .W Sue said that microaggressions were not to be taken as racism; they were just unconscious actions by ordinary people who did not mean to be other people .He states: "People who engage in microaggression are ordinary folks who experience themselves as good, moral, descent individuals. Microaggressions occur because they are outside the level of conscious awareness of the perpetrator." (Desmond-harris)

Claudia Rankine in her poem narrates an instance of the daily experiences of microaggressions that take place in the inner cities of the American community:

You are in the dark, in the car, watching the black-tarred street swallowed by speed; he tells you his dean is making him hire a person of color when there are so many great writers out there. You think maybe this is an experiment and you are being tested or retroactively insulted or you have done something that communicates this is any okay conversation to be having. (Rankine 10)

This verse covers several situations through the mind of someone who has been affected by different acts of racism. There are some instances in which the readers are put directly in the mind of people who have had racial abuses or comments, while other readers are put inside people who are observing the acts of racism taking place.

2.2 Identity:

Claudia Rankine's *Citizen* investigates the exceptionally complicated way in which race and racism influence identity development. The book welcomes readers to consider how individuals conceive of their claim personalities and, more particularly, what this handle looks like for black people developing a sense of self within the setting of America's full racial flow.

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There are a few distinctive vehicles that carry identity, as we find by reading *Citizen*. One of those vehicles is who we genuinely are –the “self-self”, as Rankine alludes to it. But this identity, the one with which we all distinguish most, is burdened by a few other identities which are put upon us based on physical and verifiable settings. The “historical self” is perhaps the most troubling in America because with it comes connotations of personal worth and various leveled social elements with whiteness on top and blackness on bottom, usually displayed most clearly all through the book through skin color. But it also incorporates things such as hair texture. Another identity is shaped by culture.

Although this book deals mostly with Americans (Rankine herself is from Jamaica), there are a few different cultures that co-exist inside America. When Rankine alludes to a handful of black teenagers playing around in a Starbucks as “niggers” (p.25), one might assume that his inappropriate use of. In relation to identity and sense of self Rankine states: “You never really speak except for the time she makes her request and later when she tells you you smell good and have features more like a white person. You assume she thinks she is thanking you for letting her cheat and feels better cheating from an almost white person” (Rankine 5).

3 The Use of Images, Photographs and Situation Videos:

Citizen is a text that goes beyond words, to visual language and rhetoric, the way pictures, images and modern art work in conjunction with text, prose and verse, which work together to produce something beautiful and brutal at the same time. The use of photographs and images in the book provides a pacing for the reading experience. While the language is on the mind, images give something to settle on the eyes (full-stop.net by Hannah Klein). Rankine opens her “*American Lyric*” by an epigraph of a quote from Chris Marker’s film *Sans Soleil* that reads: “If they don’t see happiness in the picture, at least they’ll see the black.” (Rankine 2) The epigraph shows the importance of the pictures to convey the message

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of the writer, as well as to let the readers imagine the scene and interpret the image to their own thoughts and ideas.

The book is filled with attractive images derived from fine arts and mass culture. Starting from the book cover to the lasting image, Rankine used arresting images that provide a vivid visual counterpoint to her text. On the cover there is an image of a black torn hood suspended in a white space, in reference to the hoodie Martin Trayvon was wearing at the time of his death, which became a symbol for racial profiling that figured Martin and many other blacks as “suspicious” or “threatening”. The image is a 1993 artwork by David Hammons two years after Rodney king was beaten by member of L.A.P.D¹⁵ called “In the Hood”, in an indication that racism passes freely among homonyms. The fact that only the hoodie exists and the strings are still hanging represents the erasure and historical lynching of black people in America. The image make the readers think of the hood in fairytales and short stories. It also recalls the quotation from Ligon’s black-on-white print that is embedded in *Citizen*: “I feel most colored when I am thrown against a sharp white background” (53).

In the first section, when Rankine is narrating the story of the young female protagonist, when her friend calls her by the name of her housekeeper, because she is the only black person she knows. Suddenly the friend stops calling the protagonist by the wrong name, but she does not forget this. To explain how it is hard to move on from this entrenched type of racism, Rankine combine a photograph called “Jim Crow Rd.” by the photographer Michael David Murphy (2008). The photo is of a suburban neighborhood with huge houses in the background and a street sign in the foreground called Jim Crow Road. The photo works as evidence that the country’s racist past still exists in everyday life (litchart.com). In *citizen*, Rankine recalls the Hottentot Venus by including one of much publicized incident that

¹⁵The Los Angeles Police Department (lapdonline.org)

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involved Serena Williams¹⁶. In December of 2012, during a tennis match in Brazil, Danish player Caroline Wozniacki, a former number one player, placed towels in her shorts and top to mimic Serena Williams's voluptuous physic. The tasteless act by Wozniacki caused controversy and outrage among the African American community. Rankine includes the photo of the Danish player Wozniacki posing as Serena Williams on the last page of the second section under the title: Tennis-Brazil-Wozniacki-Exhibition and invites the reader to come up with their own conclusion. The image is interpreted to a visual text that is related to the discourse of the black female body and Hottentot Venus.

In section VI, a script for "situation video" created in collaboration with John Lucas. The video explores French footballer Zinedine Zidane's headbutting of Italian player, Marco Materazzi in response to racist slurs during the 2006 Football World Cup Final. Rankine includes screenshots mimicking the video that documents the instant while using a super slow motion. The video is paired with a number of quotes by writers and philosophers about racism, anger and identity. In a commentary quote from Frantz Fanon that reads: "The Algerian men, for their part, are a target of criticism for their European comrades" Rankine shows that Zidane, like other many Algerian men, have been always criticized for their race and nationality by some white men in almost all domains of life. In fact, in an interview with Lauren Berlant, Rankine has told the magazine:

The use of images in Citizen is meant in part to destabilize the text so both image and text would always have possibilities, both realized and unimagined by me.... Consequently, I wanted to create an aesthetic form for myself, where the text was trembling and doubling and wandering in its negotiation and renegotiation of the image, a form where the text's stated claims and interests would reverberate off the included visuals. (bombmagazine.org)

¹⁶Hottentot Venus was an icon of the commodification of the female black body that has important significance for scholarly research (for more information see: *The Hottentot Venus, Freak Shows and The Neo-Victorian: Rewriting The Identity of The Sexual Black Body* by Maria Isabel Romero Ruiz)

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Rankine continues in the same interview: “The images in Citizen were intended to work in a similar way. I was attracted to images engaged in conversation with incoherence, to use your word, in the world. They were placed in the text where I thought silence was needed.” (bombmagazine.org). In fact Rankine’s use of videos and photographs was a smart idea because it made the ideas and thoughts embedded in texts clearer, and allowed the reader to imagine and interpret the scenes as they understand the text.

4 Racism in Sport

Like much of society, professional American sports were subjugated to racial segregation in early 20th century. Many underrepresented groups and black athletes in particular have been prevented from participating in the same championship with white athletes. African Americans were forced to establish their independent teams and leagues in football, baseball and other games. The battle against racism in organized sports had never stopped, after the First World War, black sportsmen have been gradually included in sport, however the majority of whites still had prejudice against them. Later, after the Second World War the color barriers began to collapse as most of African American players used their position to advocate for African American athletes’ rights to compete with whites in national and international leagues. By 1970s, opportunities for black athletes to play in field increased, and by 1990, segregation in sport was officially abolished in America and worldwide. Today, sport is a globalized industry that gives athletes the freedom to compete anywhere in the world. Nevertheless, the fight to fully eliminate stereotyped racism in sport is still ongoing.

4.1 Zinedine Zidane:

Zinedine Zidane, a current football manager and former professional player. He was born in June 23, 1972, in Marseille, France, he is of Algerian descent. Zidane is one of the greatest names of the football world because of his glittering career in France. He landed a three FIFA

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World Player of the year awards, and a Ballon d'Or award, and he led France to maiden World Cup title in 1998. (biography.com)

Zidane, in 2006, aged 34; he was playing the final game of his career, the 2006 World Cup Final between Italy and France which was held in Germany. The match locked at 1-1 with 10 minutes remaining extra time, Zinedine Zidane got into discussion with the Italian player Marco Materazzi ramming his head into Materazzi's chest. The France captain was red carded and sent off in his last appearance, and fined 7,500 Swiss francs (4,800 euros). In section VI of the book *citizen*, Rankine included the video of Zidane's headbutt in chronological order throughout the pages of the script poem. Rankine added images placed in tandem with stanzas before and after them show Zidane's actions enclosed with quotations from famous writers, Zidane's testimony and accounts of lip readers who interpreted Materazzi's words into: "Big Algerian shit, dirty terrorist, nigger." (Rankine 122) Rankine quoted Zidane's statement from an interview when he was asked about the incident: "Do you think two minutes from the end of a World Cup final, two minutes from the end of my career, I wanted to do that?" (Rankine 124) Claudia Rankine used James Baldwin's words to recontextualize and describe Zidane's violent reaction as "something very beautiful" (Rankine 128).

After the incident of the 2006 World Cup Final weeks of speculations was sparked about what Materazzi might have told Zidane? For years many people thought that Materazzi had provoked Zidane by making a comment about his mother, but Materazzi denied that, saying that his mother passed away when he was young and he wouldn't insult Zidane's mother. Less than two weeks after the match, Marco Materazzi told *La Gazzetta dello Sport*: "I did not say anything to him that was racist, religious, or political. I also said nothing about his mother." (dw.com). In 2020, and according to Italian media, Materazzi finally revealed what he has said to Zidane moments before the latter headbutt while taking up fan's question on

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instagram live after almost 14 years of the incident. On the live, the Italian defender Marco Materazzi declared that he had insulted Zidane's sister.

Unlike the rest of Rankine's lyric, section VI includes several quotations from many prominent writers including Shakespeare, Homi Bhabha, Maurice Blanchot, Frederick Douglass, Frantz Fanon, James Baldwin and Ralph Ellison. Rankine used the words of these writers with her own words to describe their applicability in any time frame for any situation of racism in the pent-up anger of Zinedine Zidane and Serena Williams. This section begins with Maurice Blanchot's "what is there is the absolute calm of what has found its place" (Rankine 122), followed by a script for the scene of the turning point of Zidane's career. Blanchot's words indicate that racism has found its place; thus, it has become the calm, and show that Zidane has turned into aggressor and retaliated. Moreover, in an interview with Lauren Berlant, Rankine stated that she decided to include situation videos "because the use of video manipulation by John Lucas allowed her to slow down and enter the event, in moments, as if she was there in real time rather than as a spectator considering it in retrospect." (bombmagazine.org)

Zinedine Zidane is not remembered for his outstanding career, but for his infamous headbutt during the 2006 World Cup Final. Zidane has apologized for his irresponsible act, yet he said that he does not regret it, and expressed his pride about his personality and his descent, "Every day I think about where I came from and I am still proud to be who I am" (Rankine 122). Because of one action, his reputation was tarnished permanently and he was remembered with disdain by French football fans.

4.2 Serena Williams:

Serena Jameka Williams, American professional tennis player. She was born in September 26, 1981, Saginaw, Michigan, United States (Britannica.com). Williams is one of the greatest tennis stars of all time. She has been ranked world number one for total of 319

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weeks. Serena Williams is the only tennis player to ever achieve a golden career Grand Slam in singles and doubles¹⁷. This record of Grand Slam wins makes her third on the all-time list and second in the open era (thefamouspeople.com).

In *Citizen*, Claudia Rankine references to Serena Williams's experience as one of the few people of color in the professional tennis world. In section II, Rankine focuses on Serena Williams's controversial career. She examines the "anger" that wells up in black people caused by racism through the experience of Serena Williams. Unlike the manufactured anger that makes black artist sell themselves as an artist, this type of anger, according to Rankine, is called "daily or ordinary anger", and it is highly isolated. Rankine explains that ownership of one's own self -weather it is an idea or one's body- for African Americans is a struggle. For Rankine the body is a "threshold".

Yes, and the body has memory. The physical carriage hauls more than its weight. The body is the threshold across which each objectionable call passes into consciousness—all the unintimidated, unblinking, and unflappable resilience does not erase the moments lived through, even as we are eternally stupid or everlastingly optimistic, so ready to be inside, among, a part of the games. (Rankine 28)

In Williams's case, her body is the device through which racism and microaggression are received. Having black body in such community changes the way the person is seen by society. Williams is treated according to her body though she is more than her body. Rankine incorporates an image of a former number one tennis player, Caroline Wozniacki, mocking of Serena's body (page 37) to give a visual description of the public image of 'black body'. In an interview in 2018, Williams said that while hearing criticism about her appearance, she grown to love her body (insider.com).

¹⁷The Grand Slam in tennis refers to the winning of all four major champions, the champions of France, Britain (Wimbledon), Australia and the United states at the same calendar season (usopen.org)

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Claudia Rankine emphasizes on black athlete to demonstrate that black people are subjected to different standards than whites. Rankine refers to Williams's story as a prime example to show the hidden prejudice that black Americans, who become in a position of fame or success, encounter against the 'sharp white background'. She repeats the phrase 'sharp white background' and images to ensure on how the predominant white upper class negatively see the actions of black people. Rankine manifests how people perceive Serena Williams and assert that no one and nothing "shield her ultimately from people who felt her black body didn't belong on their court, in their world" (Rankine 26). Her audience prefers to see her "working the land" (26) instead of mastering in a world reserved only for white people. According to Rankine, 'sharp white background' would prefer black people to stay in their low position.

Serena Williams battled racism since the early days of her career. She faced racist comments and actions; she was compared to animals and being mocked of as she is not feminine enough. The way Serena has responded to all the oppressions seemed to be valid and logical. However this does not mean she wouldn't be physically and emotionally drained. In a comment about Wozniacki act, Serena said she didn't find Wozniacki's joke racist, as some had said, but that she thought Wozniacki would do the impression 'differently' next time (insider.com). Today, Serena find herself obliged to fight for respect in the court. Nevertheless, her battle with racism, sexism and the court of public opinion were part of her climbing the top of the tennis world.

Conclusion:

Citizen is one of the outstanding pieces of literature; it extends the boundaries of reading beyond form and understanding. The lyric narrates historical and contemporary instances of racism through the lens of Claudia Rankine. In *Citizen*, Rankine explores and criticizes subjective experience of systematic racism and racial aggressions. The theme of racism in

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sport was strongly emphasized in the book. Rankine highlights the controversial stories of two of the famous athletes in contemporary world, Zinedine Zidane and Serena Williams, and how they faced and overcame racial segregation throughout their career. With attached images and situation videos, the writer treats Williams's struggle and Zidane's big moment using a distinctive and interesting style of writing.

General Conclusion

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Racism has been a part of American history since the foundation of the country. It is a serious disease that settles in the mind of people and lead to shaping wrong beliefs and ideas that one group is inferior to another, and has the right to deprive other people of their civil rights. Throughout the history of the US, black people have experienced all the different forms of racism. They have been imported from Africa in very severe conditions to be enslaved and work for white race. African slaves were considered as the backbone of the American economy; most of them were unemployed labourers and poor people seeking food and shelter. African Americans went through a long journey of struggle to abolish slavery and get their freedom back. Finally, and nearly four centuries later, black people have gained their freedom and slavery was abolished by law. Nevertheless, they have continued to encounter racism verbally and physically during their daily life or any specific occasions, though the racist actions are reducing over time.

Moreover, people of colour in the US have been facing racism in all aspects of their life, and everywhere. Racism and racial abuses have extended to the domain of athletics, which supposedly, was meant to be a domain to promote peace and respect among people from different backgrounds. Racist abuses and aggressions towards sportsmen belonging to different racial groups, and specifically people of colour, have always existed in Western world. In fact, black sportsmen in the US and Western world in general have been a subject for racial discrimination in and out the ground for a long time. They were segregated and marginalized. In addition, black sportsmen were excluded from national and international competitions such as Olympics. However, they challenged the world and turn things for their behalf. And until Mid - 20th century, it was not allowed for black athletes to participate in professional leagues. In the beginning of the second half of 20th century, sportsmen from African American descents started to participate in professional competitions though they were rejected by the majority of white people.

General Conclusion

Claudia Rankine's *Citizen: An American Lyric* has provided great stories' examples of racism in all its forms and kinds, using a unique and charming writing style. Rankine brilliantly, mixes prose, poetry, essays and images, to attract readers' concentration and make the text like an experimental film or live performance. Rankine's inclusion of debatable themes like microaggression and identity makes it open for interpretations. This leads critics to interpret her work as cruel yet logical and honest representation of racism and the real image of the contemporary society. The author intended to show people that even in the 21st century, racism, whether individual or institutional, still takes place within society. She argues that racism now is still a horrific act although it is taking new forms and shapes.

Throughout the book, the phrase 'sharp white background' is repeated many times to demonstrate the double standard society and how it changes its social standards when it comes to people of color. Rankine includes images and visual art when addressing such stories to deliver the right image of the community to the reader and how they treat people of different race. Additionally, Rankine tries to reveal the real image of the inner cities in the US and the racist behaviours practiced there toward minorities through recounting real stories of her and her friends and other people. Rankine's choice of using the second person 'you' was to involve the reader into the story. The significance of the 'you' shifts throughout the book, most of times it indicates a black person, other places it is directed to a white person, in some areas she seems to be talking about the reader themselves, and sometimes the 'you' is left ambiguous. Rankine manipulation of the use of 'you' demonstrates her full mastery of her craft, and how she can involve all kinds of readers in the text.

Additionally, in her book *Citizen*, Rankine tends to narrate incidents of racism against minorities, in classroom, at the supermarket, on the plane, and on and off the playground to show the readers that racism exists everywhere and every time. She illustrates stories of two famous sportsmen: Zinedine Zidane and Serena Williams. In fact, Zidane has experienced

General Conclusion

racism and was severely attacked by the French national team fans after the incident of the 2006 World Cup Final. Rankine demonstrates how Zidane has been aggressed and assaulted by the same people whom he fought to play for, which indicates that racism is rooted in the people's mind despite all the attempts and efforts to completely take racism out of society. Equally, Rankine recounts the story of the tennis player Serena Williams who has been racially aggressed for her dark skin color and her hair. In *Citizen*; Rankine tells incidents where Serena was publicly and heavily biased in the court of tennis; she was abused by tennis supporters, audience and by her fellows. Rankine includes an image of Serena's mate the Dane Caroline Wozniacki mocking of Williams's body in an indication that black women are only seen and judged for their body, although they are more than just a 'body'.

Citizen is a book for everyone who has experienced racism and for everyone who has not faced racism before. From the first to the last page, citizen is a masterful well written and produced book to examine and investigate racism. For everyone who is interested in literature and everyone who is interested in racism, citizen is a highly recommended book to read.

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Appendices

Appendices

Appendix one: Biography of Claudia Rankine

Claudia Rankine was born in January 1, 1963 in Kingston, Jamaica. She is a poet, an educator and a playwright. When she was seven years old, she immigrated to New York City with her parents. She studied at Roman Catholic elementary and secondary schools in the Bronx.

Rankine earned her BA, Bachelor of Arts, in English from William College and her MFA, Master of Fine Arts, Columbia University. She taught literature and creative writings at several universities and colleges such as Case Western Reserve University and University of Georgia. Since her beginnings, she emerged as an innovative and provocative voice in contemporary poetry, and she was known for her unique and interesting style and language. Rankine is the author of several plays and lyrical collections including: *Nothing in nature is private* (1994), *The*



End of the Alphabet (1998), *Plot* (2001), *Just Us: An American Conversation* (2020), *Don't Let Me Lonely: AN American Lyric* (2004), and *Citizen: An American Lyric* (2014). She received many awards and prizes for her literary works. She was awarded the PEN Open Book Award and the NAACP Image Award for poetry in 2015. *Citizen* was a finalist for the National Book Award and the winner of the National Book Critics Circle Award for poetry.

(For more information: <https://www.britannica.com>)

Appendices

Appendix two: Synopsis of *Citizen: An American Lyric*

Citizen: An American Lyric is a book-length poem and a series of lyric essays written by Claudia Rankine and published by Graywolf Press in 2014. The book is a mixture of poems, prose, artworks, photographs and video collaborations. Rankine recounts lived experiences of racial aggressions that happened to her and her friends and other fellow people of color in the



21st century daily life and in the media. Some of these aggressions are intentional offensives and some seem to be slips of the tongue, still it is another face of racism. *Citizen* was the Finalist for the National Book Award in Poetry, a winner of the Los Angeles Times Book Prize, winner of the NAACP (The National Association for the Advancement of Colored People) Image Award, winner of the National Book Critics Circle Award in Poetry and winner of the PEN Open Book Award. Rankine narrates real stories of people

being aggressed to candidly shed light on the phenomenon of racism in everyday's encounters that could happen to any black person or to any person from another race. Also, the author illustrated stories of famous people who have had racism like Serena Williams and Zinedine Zidane. *Citizen* is an attractive and interesting book to read and analyze because of the charming writing style, and the combination of vignettes, poems, visual art and mixed-media. Claudia told the New Yorker: "I started working on *Citizen* as a way of talking about invisible racism—moments that you experience and that happen really fast". Rankine's use of the second person "you" makes the readers involve in the scenes that she is narrating.

(For more information: <https://www.arts.gov>)(For more information: <https://www.arts.gov>)

Résumé:

Le racisme a eu un impact négatif sur la vie des personnes victimes de préjugés et de préjugés raciaux dans tous les domaines, y compris le sport. Les sportifs et les athlètes noirs en particulier ont été confrontés à d'importantes barrières raciales dans le sport, et le combat se poursuit toujours. L'objectif de cet article était de mettre en évidence le problème du racisme et des actions racistes dans le sport dans *Citizen: An American Lyric* (2014). Dans cette recherche, les approches descriptives et analytiques ont été adoptées pour analyser le problème du racisme dans le sport à travers les yeux de Rankine, et comment les actions racistes affectent la participation au sport en illustrant l'épopée de Zinedine Zidane et Serena Williams. Par conséquent, les résultats de notre étude indiquent que bien que le sport soit une arène potentiellement inclusive, le racisme et les actes discriminatoires dans le sport sont courants, et la communauté sportive est toujours témoin d'incidences d'agressions raciales envers des athlètes de différentes races. De plus, l'inclusion du thème du racisme en tant que question discutable dans le livre de Rankine *Citizen*, en particulier le thème du racisme dans le sport, et l'utilisation d'un style d'écriture et d'œuvres visuelles unique et différent font que le lecteur s'engage dans l'histoire et passe des événements, ce qui fait du livre un sujet de critique et d'interprétation.

الملخص :

لقد اثرت العنصرية سلبا على حياة الاشخاص الذين تعرضوا للاحكام المسبقة والتحيزات العنصرية في جميع المجالات بما في ذلك الرياضة. واجه الرياضيون وعلى وجه الخصوص الرياضيون السود حواجز عرقية كبيرة في الرياضة، ولا يزال الصراع مستمرا. تهدف هذه الدراسة الى تسليط الضوء على قضية العنصرية والسلوكات العنصرية في الرياضة في كتاب "المواطن: قصيدة غنائية امريكية (2014)". تم اعتماد كلا من المنهجين الوصفي و التحليلي لتحليل مسألة العنصرية في الرياضة من خلال وجهة نظر رانكين وكيف تؤثر الممسارات العنصرية على المشاركة في الرياضة من خلال تصوير ملحمة زيد الدين زيدان و سيرينا وليامز. لذلك تشير نتائج دراستنا الى انه على الرغم من ان الرياضة ميدان شامل و محتمل الا ان العنصرية والتمييز في الرياضة لا زالا شائعين وان المجتمع الرياضي لا يزال يشهد حوادث اعتداءات عنصرية تجاه الرياضيين من مختلف الاعراق علاوة على ذلك، فإن إدراج العنصرية كموضوع قابل للجدل في كتاب رانكين "المواطن" و خاصة موضوع العنصرية في الرياضة، الى جانب استعمال اسلوب كتابي فريد ومختلف و أعمال فنية مرئية يجعل القارئ ينغمس في القصة ويختبر احداثها مما يجعل الكتاب مادة للنقد والتأويلات.