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**ANALYSIS OF SOLOMON NORTHUP'S TWELVE YEARS A
SLAVE ON HOW THE AUTHOR'S MENTAL STRENGTH HELD
HIM AND HOW THE SLAVE TRADE SHAPED RACISM IN THE
UNITED STATES**

Thesis Submitted to Obtain the Bachelor in English

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Dedication

First, I want to dedicate this investigation to my parents who taught me to always do my best to achieve my goals even if it is not an easy road as well as encourage me all the time to build a good future for me.

Second, to my siblings for showing me that really every effort has its great reward.

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Abstract

The objective of the research paper “Analysis Of Solomon Northup’S Twelve Years A Slave On How The Author’S Mental Strenght Held Him And How The Slave Trade Shaped Racism In The United States” is to know the consequences of slavery on Solomon Northup, author of the book Twelve Years a Slave, and the consequences it also created in today's society especially in black people.

The researcher used the historical approach to understand better the background of Solomon’s story and also of the development of discrimination against black people. Some findings about this research were the inhumane treatment that black people faced during all those years as well as that mental strength is so important to get through hard moments in life.

With this analysis it was found that slavery was a cause for the development of racism. As well as that the slavery did not have so much negative effect in Solomon Northup since during all these years he managed to maintain its essence by means of different motivations.

Resumen

El objetivo de la investigación "Análisis de los doce años de Solomon Northup sobre cómo la fortaleza mental del autor lo mantuvo y cómo trata de esclavos formó el racismo en los Estados Unidos" es conocer las consecuencias de la esclavitud en Solomon Northup, autor del libro Doce Años de Esclavitud y las consecuencias que también creó en la sociedad actual, especialmente en las personas negras.

La investigadora, utilizó el enfoque histórico para comprender los antecedentes de la historia de Solomon y también el desarrollo de la discriminación contra los negros. Algunos hallazgos sobre esta investigación fueron el tratamiento inhumano que las personas de color enfrentaron durante todos esos años, así como que la fortaleza mental es sumamente importante para superar los momentos difíciles de la vida.

Con este análisis se encontró que la esclavitud fue una causa para el desarrollo del racismo.

Además de que la esclavitud no tuvo mucho efecto negativo en Solomon Northup, ya que durante todos estos años logró mantener su esencia mediante diferentes motivaciones.

Chapter I

Introductory Framework

Humanity has always been prone to conflicts. All these or the great majority have brought many consequences but especially death and together with this sadly, the death of many innocent men, women, and children. Those victims who were lucky enough to stay alive despite the conflicts, have the bad luck to remember everything they suffered, events that will persecute them throughout their lives despite the fact that many years have passed. Many of these victims, in protest or to raise awareness, have written books in which they describe, step by step, everything they suffered in the moments that marked their lives completely. This investigation is focused on one of the conflicts that affected people, especially black people during the 19th century in the United States, racism and along with this, slavery.

These two situations caused a great impact on the black community because these were the ones who suffered the most from mistreatment and humiliations by the upper class people who used them as machines to perform their daily tasks, leaving aside the fact that they were human beings. However, today, despite the fact that slavery is a problem that was eradicated because of the struggle of many to abolish it, racism persists and continues affecting society in one way or another. This investigation is based on the book *Twelve Years a Slave* that recounts the experiences of a man who lived and suffered at first hand slavery in the southern United States at the 19 century to carry in this paper research about both issues he carried out.

Also, another aspect that this investigation also takes into account is the mental strength that Solomon, the protagonist, demonstrates during all the years of slavery, as well as what

influenced this character to maintain it and which thoughts helped him to be distracted of the fact that he was a slave meanwhile his own family did not know what happened to him.

1.1 Problem Statement

Racism is a problem that, despite having diminished from its beginning to the present day, continues affecting people. Slavery is taken as one of the causes of this problem. This was a problem that affected worldwide in the past. It was manifested differently in certain countries or places, so not in all places slavery was given by race, different characteristics were taken against people to enslave them. Both problems have affected society, they have caused different impacts, without which one must take into account the negative, in order to achieve a true respect for human rights. One of the places in which slavery prevailed, especially for the race, was in the United States, a place in which the racism is still present. This project aims to investigate the influence of slavery on racism, the problems it caused in the past when it was still practiced, and what positive and negative aspects it offers to the current society. So this investigation research question is: How did slavery affect Solomon Northup during his lifetime and black people nowadays?

1.2 Objectives of the Investigation

Research objectives describe what the researcher wants to achieve from the research/study. They are formulated after the research problem is finalized. They provide meaning and defines the research to the readers. Their purpose is to find answers to the research problem.

(ReadingCraze.com, 2017). In other words, the objectives are the goals that the researcher has established and that help to limit the investigation to focus on the topics stated in the study.

1.2.1 General Objective

To analyze how slavery affected black people in the United States

1.2.2 Specific Objectives

To describe the impact of racism on contemporary society by creating awareness of the social issue

To illustrate how Solomon's mental strength helped Solomon to get through slavery

To determine how slavery influenced the development of racism as a current social problem

1.3 Justification

Nowadays, civilization had to go through a variety of processes and problems that made it what it is now. Humanity went through a lot of suffering which helped people to learn about what is really good and what is bad by contrasting the respect between every human being and the abuse from one person to another or from one race to another, what should be corrected and what should be eliminated in order to achieve a good life quality and the enjoyment of human rights that all

people deserve. Wars, discrimination, racism, slavery, deaths, ideological differences and many other events have taken place in the history of civilization. They have marked with suffering due to the low tolerance among humans.

Although society has improved in respect of human rights and achieved a good coexistence between people, it is necessary to remember these events and make them known to the new generations, so that they will learn, not only about history but also about the value of human rights.

One of those events that caused great impact at the world level was slavery. Today is a practice that has been totally eliminated from the lives of people. However, it is not something that should be forgotten and left just in the past.

This research will take as reference the book, *Twelve Years a Slave*, to talk about the problem that in the past tormented different black people and caused different consequences that are present today. Investigating about slavery, although it is a social problem that is no longer present in humanity, makes people think about human rights, how they should be valued and respected.

Slavery was a trigger for racism; a problem that still continues in civilization, it has diminished in comparison with a few years ago; however, it is still present and it is an issue that must be eradicated in one way or another. By knowing stories of people who suffered and who even died due to the low tolerance and even the thought of superiority of some, helps to create awareness about the actions of the human being and how they still cause suffering in many families due to different ideas that still exist in a large part of the world.

However, despite the fact that slavery does not exist today, currently there is still a time where tolerance towards others is very low. A time that although people have not caused a big damage to

others, as the era of slavery did, still worries due to different situations that have arisen in different parts of the world and especially in the United States.

A purpose of this investigation is to create in people more tolerance and respect towards the others, not only because of the color of their skin, a person is discriminated against and false ideas are created about them and, of course, this may bring different consequences.

Investigating the history of slavery and the beginnings of racism, proposes to create awareness about human beings, so that they remember what can happen if there is a lack of tolerance towards other people. The objective is to create more tolerant thoughts in order to diminish a problem that has not disappeared completely.

A possible benefit of this study is the good coexistence among all humans, leaving aside mistaken ideologies that only create hatred, little tolerance, lack of respect and in the worst cases, the death of innocents. Also this paper will show readers all the reality behind slavery and describe all the intolerance towards black people.

It will also eliminate stereotypes that society itself has created around different social groups or individuals, so summarizing up, it is a study that not only benefits black people, but also anyone who is discriminated due to a difference of thought, color, tastes, social status, among others.

It is important to identify other consequences that slavery brought with it and those that racism presented to society, in order to create different ways to eliminate the negative impact that two social problems caused and continue to cause in people.

As humans beings, it is essential to give importance to these types of topics, make people know and remind them, create awareness that all are equal and deserve the same treatment and respect, that no one can violate the rights of anyone just for a difference and at the end create more

coexistence among people, leaving aside differences, living without hate and finishing injustices that affect humanity today.

1.4 Antecedents

The background is a previous research on the central theme of the current research made by serious people that are also carrying out an investigation about the topic. They are important because they are a base that may help someone to begin research through solid and reliable arguments. Then, in this research, are present three types of background: historical, international and national following the same order.

Slavery was a problem that marked the lives of many people, especially those with low social status and black people. The first antecedent shows that some of the excuses used to justify slavery were from Biblical reasons. The great majority of people that practiced slavery were Christians and for them, this practice should have been done according to some biblical passages:

“And the sons of Noah that went forth from the ark were Shem, Ham, and Japheth: and Ham is the father of Canaan. These are the three sons of Noah: and of them was the whole world overspread. And Noah began to be an husbandman, and he planted a vineyard: and he drank of the wine, and was drunken; and he was uncovered within his tent. And Ham, the father of Canaan, saw the nakedness of his father, and told his two brethren without. And Shem and Japheth took a garment, and laid it upon both their shoulders, and went backward, and covered the nakedness of their father; and their faces were backward, and they saw not their father’s nakedness. And Noah awoke from his wine, and knew what his younger son had done unto him. And he said, Cursed be Canaan; a servant of servants shall he be unto his brethren. And he said, Blessed be the Lord God of Shem; and Canaan shall be his servant. God shall enlarge Japheth, and he

shall dwell in the tents of Shem; and Canaan shall be his servant. And Noah lived after the flood three hundred and fifty years.” (Genesis IX, 18–27)

Noel Rae states in his book *The Great Stain* (2018) that exists a version that says that Ham, the father of Canaan was black and in consequence his descendants were Africans. Ham was a sinner and for that reason his son Canaan was directly cursed.

For Christians, Ham deserved the curse because of the color of his skin, they took this issue with more importance than the fact that he did not covered his face when his father was naked. However in the passage, there is not reference about skin color in Noah’s family this is just an interpretation made by part of this religion.

They also justified slavery with the Apostle Paul’s Epistle Ephesians, VI, 5-7:

“Servants, be obedient to them that are your masters according to the flesh, with fear and trembling, in singleness of your heart, as unto Christ; not with eye-service, as men-pleasers; but as the servants of Christ, doing the will of God from the heart; with good will doing service, as to the Lord, and not to men: knowing that whatsoever good thing any man doeth, the same shall he receive of the Lord, whether he be bond or free.”

The Christians of the 19th century took advantage of this part of the Bible so for them it was correct to give the orders that they wanted to their servants, who were black people, even though those instructions degraded them as humans. One example in which this disrespect for human quality can be seen in the book *Twelve Years a Slave* is at the moment when a "master" orders his slave to be his mistress, even if she does not want it that way. For them, all those behaviors were correct just because in the Bible was written so everyone should follow everything that was said in the Bible, everything that would fit in their beliefs about slavery.

Rae (2018) also states in his book that people took the rest of the Old Testament as in favor of slavery because it proved the existence of slavery in Israel. He also adds that a Bishop called William Meade of Virginia had said that punishment were taken as a perfect solution for those who did not do the things the way they were supposed to do them because as said in the Bible, God punished those who did things that were against his willing.

Finally, in his book, he mentions Frederick Douglass an American social reformer, abolitionist, and orator who made a comparison between the work of the white and black churches, stated:

“Between the Christianity of this land and the Christianity of Christ, I recognize the widest possible difference—so wide that to receive the one as good, pure, and holy, is of necessity to reject the other as bad, corrupt, and wicked. To be the friend of the one is of necessity to be the enemy of the other. I love the pure, peaceable, and impartial Christianity of Christ; I therefore hate the corrupt, slave-holding, women-whipping, cradle-plundering, partial and hypocritical Christianity of this land.

This evidence the changes that white Christians made in their favor to justify everything they did to the black people who were their slaves. For the majority of white people the black ones had to be their servants and they could treat them in the way they wanted.

A second antecedent shows how a situation in which such a disgusting situation can mentally affect a person, that is, in cases of racism, slavery, and other cases where the integrity of people does not exist for others and innocent people are prisoners of others, pain, and physical and mental damage.

A literary work in which this is perfectly related is *Man's Search for Meaning* by Viktor Frankl. At the beginning he said that he had not written a history, but a recount of experiences he had had while living at the concentration camp.

In his book Frankl (1946) tries to describe what the human mind experiences during these situations, in other words, everything a person can come to feel and think.

First to the rescue comes a cold detached curiosity concerning one's fate. Swiftly, too, come strategies to preserve the remnants of one's life, though the chances of surviving are slight. Hunger, humiliation, fear and deep anger at injustice are rendered tolerable by closely guarded images of beloved persons, by religion, by a grim sense of humor, and even by glimpses of the healing beauties of nature—a tree or a sunset.

For Frankl, different situations or positive memories of a person can come to save him/her from a depression. However, this may not help much because it does not remove the reality the person is going through.

Viktor says that there are three mental states during a situation, like the one he lived in the concentration camps. One is when the person begins the life of the concentration camps, another when the person is already inside and knows everything that happens and the last when is finally free. The first one is shock.

Under certain conditions shock may even precede the prisoner's formal admission to the camp. I shall give as an example the circumstances of my own admission. Fifteen hundred persons had been traveling by train for several days and nights: there were eighty people in each coach. (...) Everyone expected the train to head for some munitions factory, in which we would be employed as forced labor. (...) Suddenly a

cry broke from the ranks of the anxious passengers, "There is a sign, Auschwitz!" Everyone's heart missed a beat at that moment. Auschwitz—the very name stood for all that was horrible: gas chambers, crematoriums, massacres. Slowly, almost hesitatingly, the train moved on as if it wanted to spare its passengers the dreadful realization as long as possible: Auschwitz!

For all the passengers on the train, it was shocking to know that the place where they were going was Auschwitz where they knew that many would not have the luck to get out of that terrible place alive. The shock and the fear came out during the arrival at the camp because of each one's thoughts.

The author continues and goes to the second phase of the mental state all the prisoners went through their days in the concentration camp. In page 34, Frankl explains a prisoner's second state.

(...) By then his feelings were blunted, and he watched unmoved. Another example: he found himself waiting at sickbay, hoping to be granted two days of light work inside the camp because of injuries or perhaps edema or fever. He stood unmoved while a twelve-year-old boy was carried in who had been forced to stand at attention for hours in the snow or to work outside with bare feet because there were no shoes for him in the camp. (...) Disgust, horror and pity are emotions that our spectator could not really feel any more. The sufferers, the dying and the dead, became such commonplace sights to him after a few weeks of camp life that they could not move him anymore.

Frankl explains that the prisoner stopped having feelings completely because for them it was totally normal to see their comrades being tortured or to see that others carried their inert bodies. There was no longer fear for them, that was something they had to face every day from morning to night.

(...) After one of them had just died, I watched without any emotional upset the scene that followed, which was repeated over and over again with each death. One by one the prisoners approached the still warm body. One grabbed the remains of a messy meal of potatoes; another decided that the corpse's wooden shoes were an improvement on his own, and exchanged them. A third man did the same with the dead man's coat, and another was glad to be able to secure some—just imagine!—genuine string. All this I watched with unconcern. Eventually I asked the "nurse" to remove the body.

Also, the author stopped feeling fear, horror, and many other feelings; and more than anything because he was a time in a place like nursing for typhus. He saw day by day how patients came and went, some very badly wounded and others simply dead. This sight no longer affected him.

And finally, it comes the third stage, a stage of disbelief. In which real life was just being a person whose integrity was not valued.

Psychologically, what was happening to the liberated prisoners could be called "depersonalization." Everything appeared unreal, unlikely, as in a dream. We could not believe it was true. How often in the past years had we been deceived by dreams. We dreamt that the day of liberation had come, that we had been set free, had returned home, greeted our friends, embraced our wives, sat down at the table and started to tell of all the things we had gone through—even of how we had often seen the day of liberation in our dreams. And then—a whistle shrilled in our ears, the signal to get up, and our dreams of freedom came to an end. And now the dream had come true. But could we truly believe in it?

In the final stage, when they were released, it was difficult for them to understand their situation because they spent so much time in that prison wanting to leave, thinking about what to do when they left; however, at that moment, they knew it was only a dream. Now that their dream had been fulfilled, they were not sure if it was real or if they were still victims of the concentration camps. They were afraid that it was not real.

Viktor Frankl's book does not resemble *Twelve Years of Slavery* because of the issue of racism, but both relate the events that both writers lived during the time they were captives. They, not only shared history, but also managed to share everything they felt during all that time. Both authors experienced different situations; however, what they both felt in those moments from the beginning to the end were the same or at least, similar emotions or at least similar.

Both were afraid at first, they did not know what was going to happen to them, how long they would live there, if they would leave at some point, when that situation would end and if they would be alive by the time it was over. As time went on, both learned the day-to-day movements and knew that they should behave in such a way that they would go unnoticed so that they would not suffer any punishment or be killed. Also, both were hopeless and just continued life but without the essence they had when they were free, they were like dead inside. And in the end, they both reflected on everything that happened, they could find it difficult to accept that everything was over but they also tried to continue their lives. And both decided to write their stories, they wanted to tell everyone what they had lived. They wanted to provide hope to those who needed it.

The third antecedent that exposes racism in the United States is the book *The Underground Railroad* written by Colson Whitehead. The author won a Pulitzer Prize in 2017 for this great novel that tells the story of a slave woman, Cora, who had lived in a plantation all her life and had worked for the Randall's family.

At the beginning of this book, the story of Ajarry, the grandmother of Cora, is told. It is mentioned how her grandmother was kidnapped from Africa and taken to the United States, the next years of her life she lived in different plantations just because she had been many times. This part reflects two facts: the way that black people were taken from a country or a place in the United States against their will and forced to be slaves; and on the other hand, the vision white people had about black people, who were sold and taken from one place to another, even inherited, as if they were a simple object. For white people, black population had no human value, they only had monetary value.

At the end of the first chapter, Ajarry makes notable that for her a lifetime in captivity is inevitable and that “liberty was reserved for other people. This shows the lack of hope that much of the black population had in terms of going out and being free. Many of them resigned themselves to the fact that their life was going to end up in one of those places and that they would not know what freedom was again, this in the cases in which people were deprived of their liberty at a certain age. However, those who had been born in those places, and never in their lives managed to know what it was to be free. On the other hand, some had the hope to walk in the streets again and get rid of slavery. Many tried to regain their freedom by escaping from the hands of their masters, some succeeded and sadly others were captured and severely punished for doing so.

Later it is mentioned that Cora tried to defend another slave who unfortunately watered wine on one of his masters, therefore both were punished by him and the foreman of the plantation. Both were beaten and lashed for several days. This is not far from what many slaves had to live for a long time. Many of the masters did not tolerate the mistakes of their slaves and no matter how small they were, they were punished in the cruelest ways they could.

Also, in another chapter of the novel, it is possible to see how certain doctors do not treat many black citizens with certain diseases and instead let them continue to know their progress which means that black people would die from them. Another case is when a doctor tells Cora that she should be sterilized in order to stop births of black people and destroy their population.

Although it is a fiction novel, it does not depart from the reality of slavery and terrible events that many had to endure for many years. Humiliation, torture raping cases, people trying to escape and being killed for doing so and others who managed to escape but were afraid to be captured again by their masters or someone else. These, and more situations were real and this novel managed to capture them and show it to the world.

The fourth antecedent is from Costa Rica where it can also be found information about racism and slavery. A book that perfectly expresses it is that of the writer Quince Duncan *A Pink Message*, a literary work that contains stories of different people who suffered racism and slavery over a hundred years ago. In his stories, he presents the life of Costa Rican blacks and criticized the human and social conflicts.

The writer states that many of these victims had been taken from their home countries, especially from Africa, and were taken elsewhere to be slaves indefinitely.

He also tells the story of a man who together with his troops fought against the Spanish Empire until they arrived in America, where they managed to establish their own social class. For them racism diminished; however, it was not completely eradicated. This situation that was evident in the country because although it was understood that they deserve the same rights and respect as the white class, there were some who still made racist comments.

In addition, Quince Duncan also exposes the situation of slave women who suffered not only physical or verbal abuse, but also sexual abuse by their own masters. Stories about these moments are presented in "A Pink Message":

"He raised his little body to look."

"(...) when I felt that they were looking at me. Out of curiosity I gradually turned around only to find myself looking at the captain. He looked at me disrespectfully (...)"

"Then the captain looked at me for the second time that day."

"It was a sunny day and they kept us on deck for a long time."

"I was crouched in a somewhat careless way when I felt someone watching me."

"He looked at me disrespectfully, as if I were a thing, or maybe animal for meat. Or would it be sex? "

Many of these slaves had to allow these men to abuse them because they knew that it was better than the punishment they suffered if they refused. They had no choice but to accept it and try to erase it from their minds. Although most of these men were married, they took women slaves as sexual objects. Some had their favorites to whom in many cases they gave certain privileges or protected them, everything in exchange for their bodies. Also for this reason slave women allowed these abuses.

Denigration towards these people was very common, especially for people with a high level of social and economic status, for them these people, the slaves, were no more than beings who should perform all that they as their "masters" asked them to do. For these inhuman beings, the quality of life was not important, it did not matter if they ate, if they drank water, if they were injured or

exhausted. They did not even care if they were children, that is, if children did jobs that should have been done only by adults.

1.5 Scope

The scope reflects the goals the researcher expects to reach throughout the investigation. This along with the objectives are tools that help the research because they limit the topics that must be covered and allows the researcher to focus on them. All of this will help the future researchers to understand what investigation is as well as to own ones.

This investigation expects:

To show the consequences of slavery both in the past as well of those in recent history and nowadays

To learn more about the history of those who suffered slavery in the United States and how they suffered, not only physically, but also mentally

To raise awareness about these problems that continues affecting the world , nowadays, mainly racism

To open the readership minds in terms of acceptance and even celebration of differences and increase tolerance over them

To make people reflect on what racism can cause in the present or in the future by setting examples of slavery and how they may cause a new problems if it persists

To provide the readership with detailed information of what slavery was in terms of the daily life of the slaves since they were not just servants but objects subjected to the mercy (or lack of it) of their masters.

Chapter II

Theoretical Framework

2.1 Literary Theories and Approach:

This chapter presents three theories that can be found in the book, it will be explained a little what each one is and then the relationship with different parts of the book where they can be observed. The approach, in this case is historical because of all the history behind the main topic of the investigation which is slavery will be explained too as well as themes, motifs, and symbols that are important to mention about the book in the research. To start with the literary theories, it is important to know what literature is:

Literature, in its broadest sense, is any written work. Etymologically, the term derives from Latin *litaritura/litteratura* “writing formed with letters,” although some definitions include spoken or sung texts. More restrictively, it is writing that possesses literary merit. Literature can be classified according to whether it is fiction or non-fiction and whether it is poetry or prose... (Lumen, n.d)

A single definition has not been reached, but the vast majority agree that literature is all that written work that stimulates the intellect in some way or another. In other words, literature are texts that entertain the mind and that can also bring new knowledge about any kind of topic.

Next it is useful to know what “theory” is:

A theory is a set of accepted beliefs or organized principles that explain and guide analysis and one of the ways that theory is defined is that it is different from practice, when certain principles are tested. (Vocabulary.com, n.d)

Knowing the meaning of literature and theory, one can understand the meaning the literary theory. Literary theories are those that help explain the true meaning of the themes that are developed within a literary work, in this ways it will also help to understand better the book itself. In this case, they are theories that refers to the topics that the book *Twelve Years of Slavery* presents from beginning to end.

Next, each of the three theories will be explained with these ones the events of the book will be described in a broader manner.

The first theory is realism, which is defined as:

Realism attempts to illustrate life without romantic subjectivity and idealization. It focuses on the actualities of life, and truthfully treats the commonplace characters of everyday life. The purpose of using realism is to emphasize the reality and morality that is usually relativistic and intrinsic for the people as well as the society. This sort of realism makes the readers face reality as it happens in the world, rather than in the make-believe world of fantasy. (Devices, n.d)

Realism is a literary theory that contains real facts. In this one, it can be observed a confrontation between man and society. The last one can be caused by the different damages that it creates, ideas of superiority of some people and even nations. Reality is expressed in a raw way. If during the time any author lives cruel events happen, he/she in his/her literary works will portray them truly as they are to tell the readers what is happening around that person, a clear example is Solomon Northup's book, where his main objective was to present to the world what he had to live for twelve years. There had been years of cruelty towards him and other black people who were also slaves, he manages to describe everything in detail.

The book *Twelve Years a Slave*, shows real stories. The narrator of the story is at the same time the protagonist. Each and every one of the events that are related in the book, were events that Solomon Northup had gone through. The racism, the slavery, and the mistreatment that he suffered at all times did not come from the writer's imagination, but from his terrible experiences for twelve years. Realism also relates the confrontation of a person towards him or herself. Solomon was confronted by his past self, a free man who enjoyed spending time with his family, and on the other side was his present self, a man who suffered slavery and could do anything to escape and return to his life. Through the mind of Solomon passed the idea of escaping although it had been necessary to hurt someone; at that time his values did not exist anymore.

In order for people to know that his story was totally real, he mentioned all the places where he had been and all the people with whom he had been related during all that time. He mentioned how everything had begun, the purpose of his walk, the places where he would have worked, also he stated how two men approached him to offer him a job as a violinist and another fact, was the legal action that took when he was free.

This book managed to impact different people, the purpose of the story is to reach the hearts of people who, without living during this period, could become emotionally affected when reading it. It had a good impact on society, and specially because it was something that happened, not only to one person, but to a hundred of black people in the United States as well.

Northup's case and his book attracted considerable attention. Most slave narratives were written by former slaves who had been born into slavery, but Northup's perspective of a free man kidnapped and forced to spend years toiling on plantations was especially disturbing. (Editors B., 2014)

It is ironic to think how a person whose father got his freedom after being a slave for years because of his master's death had to know what slavery was because some people kidnapped him in the place he was living, a place in which slavery did not exist. It breaks one's heart to know that someone who used to live happily with his family had to suffer slavery away from his family that for a while did not know what had happened to him.

Northup's book sold well, and on occasion his name appeared in newspapers alongside such prominent abolitionist voices as Harriet Beecher Stowe and Frederick Douglass. Yet he did not become an enduring voice in the campaign to end slavery.

Though his fame was fleeting, Northup did make an impact on how society viewed slavery. His book seemed to underscore abolitionist arguments advanced by people such as William Lloyd Garrison. *Twelve Years a Slave* was published at a time when controversy over the Fugitive Slave Act and events such as the Christiana Riot were still on the minds of the public. (Editors B., 2014)

Although, it is more than known that society no longer presents this problem but in the same way it brought serious consequences it is still a problem that affects society nowadays.

It is worth mentioning that the bad relationship between whites and blacks was passed down from generation to generation. It all began with prejudices that existed against blacks, it was said that scientists claimed that their brains were smaller than the brain of white people and therefore concluded that they had less capabilities than them. Biblical passages denoting a certain distinction between blacks and whites were also taken as reference. However, all these prejudices were growing, it was believed that blacks were not so civilized and did not had the capacity the whites had

For white people, black people did not know and should not read and write so due to this, they chose to use them as machines that had to do the hard work in plantations and different properties. They kidnapped many Africans and took them to different parts of Europe and also to different countries in America; the United States evidently was one. This caused the white society to begin slavery with which the children of the owners of the properties where the blacks used to work grew up with the idea that black people were inferior. Therefore the ideas and attitudes passed from generation to generation and all those prejudices that had been created a long time ago were becoming a justification for racism in which one race was superior to another because according to scientists, there was a big intellectual difference.

This can be evidenced as cited in the website oxfordre.com, Davis (n.d), explains that racism is a consequence of slavery.

Conceptions of physical difference and cultural notions of who was eligible for enslavement have always been at the core of slavery. Throughout history, slaves and other “subaltern” laborers, such as indentured servants or serfs, have often been described by the master class as being somehow physically different. Russian nobles, for example, in the 18th and 19th centuries suggested that their serfs had black bones, although they were of the same ethnic group. Medieval writers spoke of the dark or black skin of their serfs and slaves and described them in dehumanizing ways as beastlikes. In a variety of slave systems, slaves have been associated with or described in degraded terms as livestock.

(...)

The evolving nature of the concept of race raises important questions about when, how, and why the particular kind of anti-black racism that was used to justify and buttress the plantation labor system emerged in the English Americas. The English clearly held deeply ingrained prejudices towards Africans and, to some extent, Native Americans when they began their successful mainland American colonization in the early 17th century. Some of this prejudice was born of cultural and religious difference and some of it was born of visible markers of physical difference.

Slavery brought with it different consequences which, not only could be seen in the past but also can be seen these days. Racism as mentioned before is one of them. It is said that as blacks were slaves a series of damages were created against them. Nowadays, it can be seen perfectly that these damages are still present and that there are still problems of lack of tolerance towards black people as well as a resentment of some of them towards white people. At the end the author tells again that it was a true story and that he wanted to portray the reality of slavery.

The second theory for this book is the absurdism that according to the Merriam-Webster dictionary is “a philosophy based on the belief that the universe is irrational and meaningless and that the search for order brings the individual into conflict with the universe.”

It expresses that literature aims to explore human existence and all those questions that at times people ask about issues that still do not have a clear answer. In the absurdism, life has no meaning by itself. The why and what is lived is not established for anyone. However, it is mentioned, that life has the meaning the person assigns to it.

Laura Maguire (2015) wrote in the webpage PhilosophyTalk an article related to Camus and how the absurdity was inside his literary works.

She expresses that in all his works Albert Camus asks the same question as many people do, about what the meaning of life is, at the same time she asks what the point of life would be if it did not make any sense and that that question was very common in the works of Camus who did said that: "There is only one really serious philosophical problem, and that is suicide."

What Camus means is that if the theory of absurdism is applied, that is to say that life has no meaning, it does not make sense to continue living, so, therefore, the only way out of something meaningless would be death in the hands of oneself.

It is known that many slaves chose to commit suicide because they wanted to end their suffering. In cases like this, absurdism is present because for many of these people they did not find any meaning in their lives, they believed that if they were going to continue being slaves, then to continue living would not make sense; therefore, they decided to put an end to suffering and to life to which they did not find any objective.

However, it can also be seen in his works that although he says that life has no meaning in itself, this sense can be found by each person. Each one gives the meaning he/ she wants to his life, and this is clear in one of the Camus' famous quotes:

My dear,

In the midst of hate, I found there was, within me, an invincible love.

In the midst of tears, I found there was, within me, an invincible smile.

In the midst of chaos, I found there was, within me, an invincible calm.

I realized, through it all, that...

In the midst of winter, I found there was, within me, an invincible summer.

And that makes me happy. For it says that no matter how hard the world pushes against me, within me, there's something stronger – something better, pushing right back.

Falsely yours, Albert Camus

(Camus, 1942)

In this quote, it is clear that for him, in spite of being in a negative situation, of hopelessness, it is possible to find the positive side, face this situation confidently continue living, get strength from anywhere, and no matter how big the test is, have faith and a positive attitude to overcome it. Solomon Northup is a good example since he thought he was living in a difficult situation for any human being. In spite of this he did not decay, he could feel hopeless at some point; however, he continued struggling to find some way out to the situation. As Camus's quote says, no matter how hard that situation was, there was always someone strong inside of him fighting against it.

Solomon's experience, assigned a meaning to his life and said how much he suffered as a slave, as well as everything that children, women and men had to go through just because they had black skin. The fact that Northup had written the book meant that his goal in life was to make the cruelty of slavery known to the world. He could have given another meaning to his life, he could simply think that he should continue as a slave; however he did not, he asked for help those people in whom he had confidence and those he thought have helped him. He told them his true story, where he was born, where he used to live until the day he was kidnapped and asked to speak with people he knew could get him out of that nightmare.

On the opposite side is Eliza, who lost her two children because she was sold to one man, her son to another one and her daughter was left to be sold afterwards. Eliza suffered a lot; however, instead of having faith that she would see them again and thus move on in a good way, trying to

find the way out of slavery, the only thing she did was continue suffering and leave everything aside. The meaning that Eliza gave to her life was to reassign herself that she would not see them again but, at the same time, continued to be depressed. Being a slave forever, a mother who lost her children, but not a mother who would fight to flee from there and look for them.

The theory says that life has the meaning that people give to it is absolutely true, Solomon gave his life the meaning to tell his story to everyone while Eliza and some others gave their lives a meaning of captivity, physically and mentally speaking.

And the third and last theory is the sociology which can be defined by Robert E.L and Faris William Form (n.d) as:

Sociology, a social science that studies human societies, their interactions, and the processes that preserve and change them. It does this by examining the dynamics of constituent parts of societies such as institutions, communities, populations, and gender, racial, or age groups. Sociology also studies social status or stratification, social movements, and social change, as well as societal disorder in the form of crime, deviance, and revolution.

In other words, sociology is responsible for studying society in its day to day, in each activity that it performs, it's towards it, as well as the relationship between different groups of society.

In the book, it can be seen the relationship between two groups about ethnicity. There was great discrimination on the part of a large part of the population of white skin or descendants from the United States against people of African descent. This is more than evident with the fact that due to the simple fact of their offspring and their skin color they were taken as property and taken to plantations to work in terrible conditions for a person.

The book described that the places where they slept were not entirely the best for a person, and it was worst for a person that had to spend more than 12 hours working in plantations or doing different heavy jobs. Also it is important to mention a quote of Solomon in which he expresses about his experience with slavery and also some people he met at that time.

The existence of slavery in its most cruel form among them has a tendency to brutalize the human and finer feelings of their nature. Daily witnesses of human suffering- listening to the agonizing screeches of the slave- beholding him writhing beneath the merciless lash- bitten and torn by dogs, dying without attention and buried without shroud or coffin, it cannot otherwise be expected, than that they should become brutified and reckless of human life. On the other hand, there are kind man like William Ford who can look with pity upon the suffering of a slave, just as there are over all the world, sensitive and sympathetic spirits who cannot look with indifference upon the sufferings of any creature. (Northup, 1853)

It is significant to emphasize the relationship between Solomon and Mister Ford, who treated him as a true human being. For Ford, Solomon was only an employee; he was aware that he was human and that he should be treated like any other human being. Northup mentions that with Mister Ford he saw the bright side of slavery. He cheered them and treated them as companions, he did not feel superior to them. Even Solomon said that if he had been with his family there, he would be calmed.

On the other side is Mr. Tibcats, also lived on the same plantation as Mister Ford. He was a high-handed man who only insulted and treated slaves badly. One day Mr. Tibcats wanted to hit Solomon just because he had used some nails that he did not want; however, Solomon knew that he was not to blame because those were the ones he had given him, so he did not let Tibcats hit

him and in fact I defended himself. Because of this Tibbeats wanted to kill him, almost hung him with a rope.

In contrast to Ford, you can see a great difference in the relationship that Solomon had with these two people. One of them did not think he was superior to him and treated him as a human, while the other because of a small mistake that he himself had made, wanted to hit him for the simple fact that it was a pleasure to mistreat someone innocent.

Also, it can be seen that was a good relationship between Solomon and his family. When talking about them one can feel his love for his wife and also the way he expressed himself about his children talking about “the glowing tenderness a father cherishes for his offspring, talking about his affection for his beloved kids.” (Northup, 1853) He liked to spend time with them, walking in the street and talking with them. Even he was not having a good time because all of his situation he still remembered the times he spent with his family when he was a free man.

Finally, another important factor in Solomon's life and at the same time a relationship that should be highlighted is the one that he had with God. In spite of everything that he lived, he mentions in several moments that he prayed asking God for help, as when he asked him to help him to maintain himself after what happened with Tibbeats. Solomon never stopped believing in God, it could be that his faith diminished, but in the same way he always had God in mind, looking for it as a way of comforting the sad situation I was living.

This research is focused on a historical approach due to the fact that the book *Twelve Years a Slave* is a story that contains a lot of background history. To understand better this kind of approach it is useful to know more about it.

Among the various approaches to understanding literary works (...) the historical approach is one of the oldest. The historical approach to literature simply means that the critic--the person trying to understand any work of literature--looks beyond the literature itself to the broader historical and cultural events that might influence the author whose work is being considered. The critic will begin to research what was going on in the world at the time the literary work was being written in order to see if the author either consciously or unconsciously incorporated outside forces into the literary work. (HOLLIDAY, 2013)

In other words, the historical approach helps the reader to know more than just the history of the book itself, but also what happened at the time the author wrote it to know all the events that surrounded the author to make him or her write about that. The first or second world war, a civil war, religion issues, revolutions... all the important events that marked the life of the author.

In the case of Solomon Northup, the writer of *Twelve Years a Slave*, the reason that made him write the book was to make known his story about slavery, an experience that began in 1853, in New York city, his city, place where slavery was not allowed, and all black people were totally free. One day he was hired by two men who offered him work to play the violin in certain events, but outside New York. However, it was only an excuse to sell him as a slave, so he had to spend twelve years working in different plantations. This was real, during this time slavery was something totally forbidden in the North, but in the South it was something normal.

This investigation is focused in the United States since the story unfolds in this country, as said before in New York, but also in Washington D.C, and New Orleans. Therefore, it is important to understand more the history about this problem in America at that time.

History, (2009) studies in the website History.com, explain the story of slavery in America in the following:

“Slavery in America started in 1619, when a Dutch ship brought 20 African slaves ashore in the British colony of Jamestown, Virginia”

In the 17th century, Europeans who lived in the United States made the decision to take people from Africa as their employees because it was cheaper for them to hire black people and because they also saw more potential in these people than in their servants, which were also mostly European.

In the 17th and 18th centuries, black slaves worked mainly on the tobacco, rice and indigo plantations of the southern coast, from the Chesapeake Bay colonies of Maryland and Virginia south to Georgia. (History, 2009)

For a better understanding of slavery it is important to know the most relevant events about this issue:

“By 1641 in the United States, Massachusetts became the first colony to recognize slavery as a legal institution.” (Draper, n.d) Two years later several states adopted a fugitive slave law. In which it was said that no fugitive could be helped nor fed. Little by little more states join the legalization of slavery, including New York. In the following years they were eliminating several rights to black people, such as walking alone at night, also it was said that if a slave attacked a white person and even killed him/her, could face death penalty. It couldn't exist any relationship between a black person and a white one, just of slave and master. By 1776 some states begin to prohibit slavery and a year later New York enters in that group. It is also important to mention that by 1793, the cotton industry had a great development so it was required more people to work on

plantations, reason that caused the importation of more slaves. "In 1822. slavery was forbidden in any subsequent territories north of latitude 36,30'." (Draper, n.d)

Many have been the books that tell stories of those who suffered slavery. Heartbreaking stories that just by reading them, make the reader to put themselves in the place of those people and to feel a little what those people suffered during those moments in which what they most wanted was to be free, as the story of Solomon did specially in moments in which he or even other slaves suffered humiliation and mistreatment.

Northup portrays well what the slaves suffered during that time by telling their own experience. According to Editors B.(2014) he did suffer different situations like the following:

Northup was forced to do a variety of tasks while in captivity and never revealed to his peers that he had once lived free for fear of him being sent farther away. He observed and later recounted the plight of others like Eliza, whose young son Randall was sold and taken away from her at an auction in New Orleans.

He stopped saying his true place of residence because his masters said it was not true and that he should not say that, it was a lie for them. Northup was punished at the beginning of his captivity by James H Burch, who was his first "owner". He told Solomon that he was lying and that he came from Georgia, but Solomon refused it and said he was from New York, Burch got mad with him and started insulting him, disappeared for a moment and when he came back, he started beating Northup with a paddle several times.

Slaves suffered a lot of things, no one was saved of anything, that is, men, women, and children suffered the same. In a lot of cases kids were taken from their parents. They were sold apart, this is evidenced in the book when Eliza lost her two children because they were sold to other people.

She suffered for a lot of time and at the beginning she could not believe it; however, as time passed by, she returned to reality and realized that she had lost her two beloved children. This made her performance as a slave not good at all and; therefore, her owner, William Ford, a good man who although bought slaves did not treat them in a bad way as many did, changed her position in the plantation to work in the field.

Northup was eventually sold in 1843 to Edwin Epps, residing in Bayou Beouf. The standards under which Northup survived there were barbaric, with those enslaved forced to endure vile, horribly violent conditions. Northup also came to know Patsey, who was targeted by the sexually abusive Epps while having to fear attacks from his hate-filled wife; her story represented the ordeals of many women subjugated in the slavery system.

Slave women, not only suffered from psychological abuse when insulted or physically mistreated by being punished harshly with many whips for not doing their job as they should but also, most of them were raped by their masters. At that time, it was not frowned upon that the owners of the properties slept with the slaves. In fact, as a result of these acts, many children of slaves and whites were born, as was the case of Eliza with her daughter. The slaves allowed this in a certain way because if they refused they could be severely punished. Furthermore, for some this was an advantage because they happened to be the owner's favorites; therefore, they obtained several benefits, such as a "dignified" home, did not had to work so much, not being hit, among others.

This happened with Patsey and Edwin Epps, he abused her and she just left him do it because of fear that he would hit her, apart from feeling that in a certain way she was protected by him. However, the bigger problem was Edwin's wife because of what her husband was doing and that

because she could not complain to him because of this, she treated Patsey in a bad way, in other words, she hated her. Mrs. Epps could be kind to other slaves, she did not treat them badly, but to Patsey, she avoided giving her what she gave to others and when she could, she humiliated her. At one point she had her husband beat her without mercy. Due to all this, Patsey came to think about ending his life, so that he would not have to suffer at the hands of either of them, Mr. and Mrs. Epps.

Northrup had to hide his literacy or risk violence. And he was unable, for years, to get word to anyone in the North to let them know where he was. Fortunately, he was eventually able to send messages which prompted legal action that secured his freedom.

Everything that the slaves suffered degraded their integrity to a level where they stopped feeling human and happened to feel like animals because of the way they were treated. Many of them wanted to put an end to the suffering but they only had two options, to escape taking into account that if they were found, they could be punished in more severe ways or on the other side to die, end their suffering themselves.

During the era of slavery, there were different laws that had the objective of controlling the slaves, with these came punishments with which they were humiliated and their integrity was left aside. The slaves had to obey their owners and they should not contradict any of their orders, they did not have the possibility to comment on something and if they did, they received a great punishment.

Slave rebellions were not unknown, and the possibility of uprisings was a constant source of anxiety in the American colonies—and, later, in the U.S. states—with large slave populations. (In Virginia during 1780–1864, some 1,418 slaves were convicted

of crimes; 91 of the convictions were for insurrection and 346 for murder.) Slaves also ran away. (The Editors of Encyclopaedia Britannica, n.d)

Although many of the slaves knew that they had to obey their owners in order to avoid negative consequences as punishment, many others took risks and decided to seek a way out of slavery and find their freedom. Many managed to escape and be free however, the vast majority were captured by their owners and punished severely as beatings and whippings, while others suffered death in the hands of their owners. Situations like these made people in favor of slavery create laws for their control.

According to Bunn (2014) there were many laws that denigrated more the human integrity of the slaves:

Rejecting Slavery, a Crime Punishable by Death

Since the slave codes were inspired by the fear of Blacks, it's not surprising that the most cruel and inhumane punishments were reserved for those who most rejected slavery. (...) Free Blacks who harbored escapees would be beaten by the slave owner and fined.

This happened in most cases as when Solomon was punished for saying that his real place of residence was New York and not Georgia from where his owner said he was.

No Right to Bear Arms or Self-Defense

Blacks were prohibited from possessing weapons or lifting a hand against any white person, even in self-defense. If caught carrying a gun, the enslaved would receive 39 lashes with a whip and forfeit his weapon. In some places, even free blacks couldn't carry a gun.

The slaves did not have the right to defend themselves at any time, they always had to accept the punishments that their owners imposed on them, even when they did nothing to deserve those punishments.

Legal Imbalance: A crime against a white person

An enslaved person accused of a crime — any crime — against a white person was akin to a death sentence ... or worse. There was only one side of the story presented in a court of law, and it was not the enslaved person's. And the juries, of course, were all white. A black enslaved man accused of raping a white woman would almost always be put to death or castrated, while for white men, it was open season on the Black woman's body.

At this time, there was no equality in the application of justice, it could be said that justice only applied in cases of convenience, that is, only on the side of white people. All charges against black people were non-existent; however, if a black man did something against a white person, he deserved the worst of punishments.

Travel Restrictions

All the slaves had to ask their owners for permission to leave their property and go somewhere; they had to carry the permit. For example, Solomon, whose owner's wife asked him a chore in which he had to go out of the property, had to carry a paper in which she said he could travel where she asked him.

Blacks were Prohibited from Reading and Writing

In *Twelve Years a Slave*, Solomon had to hide the fact that he knew how to read and write because, if white people knew it, he could be punished just because whites did not like black people could do the same as they.

All these injustices ended little by little, beginning with in the northern of the United States; however, the problem persisted in the southern states. But with the arrival of President Lincoln the days of slavery in the United States came to an end. A perfect timeline created by American Abolitionists (2018) would be:

By December 2, 1806 President Thomas Jefferson, in a message to the Congress, calls for a law criminalizing the international slave trade. He asked Congress “to withdraw the citizens of the United States from all further participation in those violations of human rights...which the morality, the reputation, and the best of our country have long been eager to proscribe.”

It is also important to mention that in 1807 the United States Congress promulgates a law that prohibit the importation of the slaves which took effect the next year. In 1827, New York State officially abolishes slavery.

In 1842, Lincoln delivers a speech at a temperance society in Springfield, Illinois. He declares his opposition to slavery, saying that it would be a “happy day” when “all appetites controlled, all passions subdued... when there shall be neither a drunkard nor a slave on the Earth.

During 1854, Lincoln delivered several speeches about slavery and its opposition to it.

In 1858, Abraham Lincoln is nominated as Republican Senatorial candidate for Illinois. He delivers the speech: “A house divided against itself cannot stand. I believe this government cannot endure permanently half slave and half free. I do not expect the Union to be dissolved. I do not expect the house to fall, but I do expect it will case to be divided.”

Also in 1860, Abraham Lincoln is nominated as a presidential candidate. He accepts the nomination as a candidate of the Republican Party. Several states joined the Union which was the north of the country, in which there was not slavery. President Lincoln called on the southern states to unite and thus eradicate slavery; however, many of these were against and some who had entered, left after a while.

By March 4, 1861 Abraham Lincoln is inaugurated, in Washington City, as President of the United States. He states, in his inaugural address, (...)“One section of our country believes slavery is right, and ought to be extended, while the other believes it is wrong, and ought not to be extended. ... I have no purpose... to interfere with the institution of slavery... In your hands, my dissatisfied fellow countrymen, and not mine, is the momentous issue of civil war. The government will not assail you. You can have no conflict, without being yourselves the aggressors. You have no oath registered in Heaven to destroy the government, while I shall have the most solemn one to ‘preserve, protect, and defend’ it.

In April 12, 1861 the Civil War started in the United States and two years later president Lincoln issued the Emancipation Proclamation, calling on the Union Army to liberate all slaves in states that were still in rebellion.

And finally by December 6, 1865 the 13th Amendment is formally adopted into the U.S. Constitution, with this it was ensured that “neither slavery nor involuntary servitude... shall exist within the United States, or any place subject to their jurisdiction.” (Editors H. , 2010)

Furthermore it is important to mention three people who also lived years of slavery and important facts about their lifes.

Famous Slaves

Abolitionist leader Frederick Douglas was born into slavery sometime around 1818 in Talbot County, Maryland. He became one of the most famous intellectuals of his time, advising presidents and lecturing to thousands on a range of causes, including women’s rights and Irish home rule.

Among Douglas’ writings are several autobiographies in which he describes eloquently his experiences on slavery and his life after the Civil War, including the well-known work *Narrative of the Life of Frederick Douglass, an American Slave*. He died on February 20, 1895. (Biography.comEditors, 2014)

He wrote his own biography, *Narrative of the Life of Frederick Douglass* in 1845. As he lived in the home of the owners of the plantation where he was born, some people believed that one of them was his father. Douglas learned to read and write thanks to the help of the wife of a slaveholder. The latter did not let his wife give lessons to Frederick; however, he continued to learn from the white children who lived near him. Reading helped to develop a thought that was opposed to what the world of slaves was. So, he taught many slaves to read and gave them his point of view on this issue, explaining that he disagreed on what was happening to black people.

This man raised his voice and made a public speech giving his point of view against slavery. Because of this he was beaten by a group of people who were against him. He went away since he was afraid of being beaten again, but he continued to talk about slavery and what it meant for black people. He had to raise funds to buy his freedom and by 1847 he managed to enter his country, the United States, as a total free man. It is also important to mention that he not only fought against slavery, but also fought with women to help her get the right to vote. All this shows that he was a man who despite being discriminated for his skin color, he did not hesitate to help all women, regardless of color or race, in order to make justice and be equal.

The second outstanding slave was Harriet Tubman.

Born into slavery in Maryland, Harriet Tubman (c. 1820 to March 10, 1913) escaped to freedom in the North in 1849 to become the most famous "conductor" on the Underground Railroad. (...) A leading abolitionist before the American Civil War... (Editors, Harriet Tubman Biography, 2014)

Harriet was a woman whose parents were slaves, so, she grew up being a slave; however, she managed to escape to Philadelphia through the Underground Railroad. She decided to dedicate her life to help her family and other slaves to escape from the places where they were, all this she did through the Underground Railroad. After a while, and because many slaves were escaping to the North, she had to change the place where she sent the slaves and started sending them to Canada where slavery was prohibited. Even though she knew that she was in danger of being captured and punished severely, she continued with her mission to help as many slaves as she could.

The last slave woman mentioned in this investigation is Sojourner Truth:

Sojourner Truth (born Isabella Baumfree, c. 1797 to November 26, 1883) was an African-American abolitionist and women's rights activist best-known for her speech on racial inequalities, "Ain't I a Woman?", delivered extemporaneously in 1851 at the Ohio Women's Rights Convention. (Editors B. , Biography, 2014)

Truth was a woman who had been born as a slave, but when she was an adult she was able to escape. She became an abolitionist, fought for women's rights, and also for all black people's rights, including her son who had been sold. So she took to court the man who had done so, for which she became the first black woman to face a white person regarding the law. She was a woman who knew that she had the same rights as white people did, even in the case of less important aspects such as trying to get into a car that was only allowed for white people.

2.2 Themes, Symbols, Motifs

In a book you can find different literary devices which help to examine the literary work and get more content about it. Many authors use them to emphasize what they want the reader to focus on. Within these literary devices are the themes, symbols and motifs.

Themes

The first device are the themes that can be highlighted in the book. Study.com (2014) defines it as: "The theme in a story is its underlying message or "big idea." In other words, the theme is a situation that it is repeated in the literary work. The author wants to make the reader aware of that situation; however, he can do it directly or indirectly.

Racism

The first theme that stands out in the book *Twelve Years of Slavery* is racism, that is, the one that was developed along with slavery. At the beginning there were prejudices towards black

people due to nonsense studies that made whites turn Africans into slaves and from there on, because of that, black people were seen as inferior beings to the white race.

In the book, racism is clearly exemplified in each chapter with each abuse that is performed against a black person. Even this can be seen in the last chapters where, despite the fact that Solomon became a free person, he could not make justice because there were still racist laws that indicated that a black person could not appear to testify against a white person. Blacks did not have the same rights as white people did

Physical and psychological violence

A second theme is the violence that was present in the daily life of the slaves at least by one white person. Black people were victims of various types of violence. The blows with their own hands, with whips, or with any other object were clearly a part of the physical violence that the slaves suffered. Solomon experienced these blows like lashes at the beginning of his days as a slave, as well as the time he was about to be hanged by Mr. Tibbeats. Their lives were also full of insults that tried to degrade them into believing that they were just tools that worked on plantations. They were considered objects that did not even deserve to be called by their own names but by which the white people wanted to call them. Due to the psychological damage that these people suffered, many of them committed suicide or wanted others to finish with their lives. A great example was Patsey who wanted Solomon to end with her life.

Even sexual violence was also present, mainly in the lives of the slaves who were raped by the owners of the plantations. A clear example was also Patsey, who was raped several times by Mr. Epps, specially when he was drunk, also beaten by him. All the slaves suffered a lot, however, it is

worthy to say that women suffered more than physical and emotional blows, they were seen as a piece of meat.

Deprivation of rights

Another issue that appears in this story is the deprivation of rights. Black people did not have the rights that white people had and those who were slaves had no rights at all. A part in which this can be read is when Northup, despite having been released, could not make the people who had cheated him go to jail. They did not have the right to education; Solomon could not say he knew how to read or write. They could not walk freely wherever they wished, except for the permission they had to carry; they did not have the right to express themselves, as when Solomon was punished for saying he was free. In addition, the power to feed and receive medical attention were not rights. This was simply because the owners of the plantations did not want the productivity of these people to decrease.

Justice

The last totally notorious topic in this story is injustice. Some examples to illustrate it are when Solomon was taken as a slave and beaten unjustly for saying he was free, when he was punished by Tibeats only because he wanted to defend himself against an unjust punishment due to an error of this gentleman, the moments when he should be the one who beat his partners in the plantations because of the minimal mistakes they had made. Injustice also took place when a woman was forced to have sex with someone who only saw her as a sexual object and beat her with a whip and caused her damages through violent events. Solomon always believed in justice and that was why he tried to denounce those who had hurt him so much by cheating and kidnapping him.

Furthermore, this was also present even in his days of freedom because the law could not do anything just because he was black.

Symbols

Symbols are the second literary element that can be seen constantly throughout the book. A symbol is: "Literary device that contains several layers of meaning, often concealed at first sight, and is representative of several other aspects, concepts or traits than those that are visible in the literal translation alone." (literarydevices.com)

In the book there are three symbols that can be particularly highlighted: the chains, the whip, and the paper that the slaves had to carry if they went outside the plantation.

Whip

The first one is the whip that is a symbol of control by white people over black people. Slaves were afraid of making any mistake because even the smallest one could mean blows that always left more scars, not only physical, but also emotional. For slaves, hearing about the whip was something terrible because it was not only a punishment for them, but also for someone else who was supposed to punish a partner, due to the fact that some of the slaves' owners forced slaves to use the whip against another slave, therefore, this affected emotionally both slaves. At the beginning, Solomon was a victim of the pain that the whip caused, when Burch hit him uncountable times. In addition, Solomon related that due to his "high position" he was in charge of punishing the other slaves with the whip. However, he said that he had learned a technique to use the whip and make Mr. Epps believe that he was hitting the slaves, whereas in reality was not doing so or at least not making too much damage as Epps would like. On one occasion, Solomon had to beat Patsy because Mrs. Epps told her husband that he should punish her for a misunderstanding with

Solomon. Epps forced Patsey to undress and Northup had to beat her with the whip; however, as he saw that he was not hitting her as he wanted, Epps took the whip and began to beat her in a brutal way.

Chains

The second symbol are the chains. They represent that a bad event was approaching and no one could escape from it. For example, Solomon, who had been cheated and drugged, woke up in chains, and this gave rise to an endless series of events in which his human value was degraded. Although he did not wear the chains physically every day, it was almost as if were because of the twelve years he had spent in jail being humiliated and seeing how others were mistreated. The whip and the chains are symbols that means that white people had power over slaves. Solomon had to suffer the power of both when he was going to be punished because, as was said before, chains meant that a punishment would come, they knew that once they were chained they were going to be hit with the whip without any possibility of stopping the mistreatment.

Permission/ Freedom paper

The last symbols are the permission and freedom papers. Slaves were two pieces of paper. One, in which it was stated that they were slaves and that they could be sold as many times as wanted and to any person. In the case of Solomon due to the fact that his father was a free man and also because he lived in the North, Solomon had to carry a paper in which it was stated his condition as a free person. Nevertheless, in the book, when Solomon went away with the two men who deceived him, they told him that they should get a paper that stated that he was a free man; however, it was the opposite, they got a paper that said that Solomon was a slave and had come from Georgia.

The other paper was a permit that they had to carry if they wanted to leave their plantation and go to another one or they had to go to places their owners asked them to. If the slaves did not carry the latter, they could be seen as fugitives. These papers symbolized that the slaves were totally controlled by their owners. They could not walk anywhere without them. They also had to be careful not to lose them or not to give them to anyone because in many cases in order to get a reward some people took those papers and took back the slaves to the plantation owners with whom they worked, saying they wanted to escape and for therefore they were unjustly punished for this.

Motifs

The last literary device studied in this investigation is the motif. “A motif is a literary term that is an idea, object, or concept that repeats itself throughout a text.” (Writingexplainedorg, n.d). In addition to this definition a motif can be described as an object, an image, or an idea that helps the reader understand better the theme or themes of the book. In the book there are three motifs that have a lot of importance to understand better how Solomon spent those twelve years.

God

In the vast majority of the chapters it can be seen the presence of religion in Solomon. He never left aside his belief in God. Even though all what Solomon got through, nothing made him stop believing in the Lord. There had been many desperate moments where he could have claimed God and even put him aside, but Solomon did not. Even when he tried to defend himself against Mr. Tibbeats, Solomon asked God to help him to keep his essence as a human and not hurt anyone. God was the reason that helped Solomon to keep him strong and move forward. Even he said that God was going to be the one to make justice to those who had hurt him so much.

It is also important to note that the owner of one of the plantations where he worked, Mr. Ford, taught the word of God to the workers of his plantation. He was totally a man of God, who did not seek to harm innocent people, and who valued black people not as slaves, but as people who helped him in his plantation, and treated them as human beings.

Northup hoped that his faith on God was going to save him and that made him feel comfortable. Mintus, Solomon's father taught his siblings that they had to believe in God and trust Him, "who regards the humblest as well as the highest of his creatures." Solomon followed everything that his father had told him and always acted as humble as possible and also as a son of God, who could not commit any murder. He tried to follow God's steps.

Family

His family also helped him keep his strength and hope of being free again. He always thought of his family, remembered the moments when he went out for a walk with his children whom he loved immensely. He also remembered his wife and at the beginning of the book he mentioned her; this gives the reader an understanding of how important she was to him. He was eager to go out and see his family again, this was the reason that made him want to continue living and not commit suicide as many had done. At the same time, it can be inferred from the book a family relationship between Solomon and some people with whom he had spent time for some years. One of them was William Ford, one his bosses. William became attached to Solomon and protected him, as when he went to save him from the punishment Tibeats took on him. Ford even let Solomon sleep in the great house that day. He was almost like a father to him. A family for Solomon meant love, someone who cared about others like Ford had done with him; also Eliza had cared about him and had given him some water when bad moments had happen. All this people and his wife and children were his family and gave him strength during all those years.

Music

The last motif that can be seen throughout the book is music. Solomon Northup used to play the violin, it was one of his passions apart from helping him earn extra income in his home. Certainly a false job he was offered outside New York City was the one that made him know about slavery but that did not mean that he hated his music. In various events when Solomon was in the house where slaves were sold, the owner ordered him to play music to entertain people as he used to do the days he was a free man in various events. This was ironical, because the purpose was to give comfort and joy to their guests all of this while screaming and cries were heard from families that were being disintegrated because their members were sold separately. For Northup probably this was an escape from the moments he was living as a slave.

Alas! Had it not been for my beloved violin, I scarcely can conceive how I could have endured the long years of bondage. It (...) relieved me of many days' labor in the field. (...)It was my companion—the friend of my bosom—triumphing loudly when I was joyful, and uttering its soft, melodious consolations when I was sad. (Northup, 1853)

Solomon himself said that the violin was a source of support in his bad moments. It served as a connection to his old life, helped him remember those moments in which he played for pleasure, in which he was happy. Hearing the sound of his violin made him change his mood a bit. It made him feel as a companion.

2.3 Biography of the author

Born in July 1808 in Minerva, New York, he worked as a farmer and violinist. His father was a slave but due to the death of his master, he was released so Solomon grew up being a totally free man. In 1829 he married Anne Hampton, a multi-racial woman with whom he had three children:

Elizabeth, Margaret, and Alonzo. In 1834, they moved to Saratoga Springs in where Northup worked at the United States Hotel. In 1841, he was kidnapped and sold as a slave, a condition that he suffered for twelve years. In 1853, he was released thanks to a friend he had in the last plantation he was in, Beouf. At the end of that year, he began to tell his whole story in the book entitled *Twelve Years a Slave*. He was part of the movements against slavery and gave speeches in public. He tried to bring to justice those who took him to slavery, but because he was black he did not have the opportunity to testify, so the case could not be continued. It is said that he died in 1857, however, the exact day is unknown.

2.4 Plot

The book *Twelve Years a Slave* tells the story of Solomon Northup, a black man who lived in freedom in New York with his wife and children. His father was a slave; however, after his master died he was released. One day Solomon was walking through the city when suddenly two men approached him and offered him work as a violinist in the circus where they worked. Solomon accepted and went with them, after a few days they drugged him and sold him to James H Burch a slave dealer. He beat Solomon and told him never to mention that he was from the North and that he had been kidnapped. Solomon, along with several slaves were taken to the South to Louisiana to be sold, place in which Solomon witnessed sad scene of a slave mother being separated from her children.

William Ford, a kindly minister with a small plantation in the Great Pine Woods bought him. Ford treated Solomon and his other slaves well, he did not think he was superior to them. Solomon is not beaten in there. However, a local carpenter who works for Ford, Mr. Tibbeats, took an immediate dislike to Solomon. One day Mr. Tibbeats wanted to hit Solomon because he used some nails that he Tibbeats said they were not the ones he needed it, but, Solomon knew that it was not

his fault because those were the ones someone else had given him, so he did not let Tibbeats hit him and in fact he defended himself. Because of this Tibbeats wanted to kill him he tried to hang him with a rope. Nevertheless Chapin, another worker in Ford's house saw the scene and told Tibbeats that he deserved it and that Solomon was Ford's property so he could not do anything to him, after this, Chapin told what had happened to the plantation's owner who immediately went to help Solomon.

After this, Tibbeats sold Solomon to Mr. Epps. Solomon was relieved because he was away from Tibbeats, but later realized that Epps was a cruel man who liked to beat his slaves for any reason. He was violent master and his slaves were afraid of him. When he was drunk in the middle of the night, he awakened his weary slaves and forced them to dance while Solomon played the violin. If they did something wrong he whipped them. Patsey, a young slave girl who was frequently raped by Epps fact that causes that his wife, Miss Epps, hated Patsey and treated her even worse than the other slaves that lived in the plantation.

One day Solomon who got a higher charge in the plantation was given a whip to punish any slave who did not pick fast enough. Though, Solomon learned how to whip the slaves without touching them, he tried to find a way to get some paper to write to his friends and family. After some years, Solomon finally obtained a sheet of paper and learned how to make his own ink and pen, which he uses to write a letter to Mr. Northup, an acquaintance of his father, whom he thought could rescue him. Solomon could not send the letter by his own so he asked for help to a white man worked in the plantation. The man agreed and promised not to tell Epps. However, that man betrayed Solomon and said everything to Mr. Epps, but Solomon managed to convince Epps that the other man lied about the whole thing to make himself look good.

Another day Epps was convinced that Patsey was secretly visiting a white man who lived nearby so he tied Patsey, stripped her and forced Solomon to beat her. Against his will, Solomon started beating her but then he refuses, Mrs Epps who was watching told her husband to do it so he did it and stopped when he saw that Patsey was almost dead. Days later Patsey asked Solomon to kill her but he refused.

Time after, Epps hired a Canadian white man named Bass to create a new construction project, and Solomon was also ordered to help him. Northup and Bass developed a close friendship, met in the middle of the night to talk about Solomon's kidnapping and wishes to escape and about Bass' anti-slavery opinions. Bass promised to write letters to Solomon's contacts in New York and send them. Bass had to leave the plantation but promised to come back on Christmas Day, he did it, but told Northup that he had not received an answer yet.

Solomon said that Bass' letters were delivered to his friends and that his wife, Anne, immediately told Henry B. Northup who took Solomon's case and is granted legal power by the Governor to find and release Solomon from slavery.

Henry went to Louisiana where he met a local lawyer, John Waddill, who knew Bass and thought it was him who had sent the letter. They went where Waddill, thought Bass was working in Bayou Boeuf area. They found Bass, who told them that Solomon or Platt, his name since slave, was working at Epps' plantation. Henry and the local sheriff departed for Bayou Boeuf.

Days later Solomon saw a carriage entering the plantation and saw a sheriff and another man stepped out and asked for Platt. Solomon went towards them but did not know what the sheriff wanted from him it was immediately overjoyed at the sight of his friend Northup. The sheriff and

Henry told Epps, that he should let Solomon free. The next day the freedom of Solomon was stated in the court and Solomon and Henry went back home.

They first travel to New Orleans and then to Washington D.C., where they file a complaint against Burch for selling Solomon as a slave despite him being free. In court, Burch was allowed to testify on his own behalf, but Solomon could not because he did not have that right. Burch was quickly found innocent. He later filed a complain against Solomon, claiming that Solomon conspired with two white men (Hamilton and Brown) to defraud Burch. Solomon was arrested and brought to court, but Burch dropped the charges in the middle of the case. At the end, Solomon and Henry returned to New York, where Solomon reunited with his family. He reminded the reader that the narrative that he had just completed was entirely true and was an accurate depiction of slavery.

Chapter III

Methodological Framework

In this chapter the design of the research used to conduct this investigation, as well as the method will be explained at length. The data collection instrument that helped to collect the information to complete this investigation is also presented.

3.1 Research Approach

The research approach is a process of acquisition of information, through a certain method, that will help the investigation about a certain topic. The research on the book *Twelve Years a Slave*, is based on the historical approach which Russell (1966) (as cited in Wijaya, n.d) states:

“The critic interprets the poem within the history, or contemporary frame of reference, behind the poem. (...) The historical approach is one of the method to analyze literary work in which the author and the reader comprehend the message of the literary work by remembering the moment/historic moment along with the literary work written.”

For instance, it can be said that the historical approach is a method that contains all the background of the story that in the time in which the writer writes the story, in which any important moment may change or affect the author's life in some way. Using this approach helps to get a deeper understanding about the whole story or at least some events. The reader will know more about them and understand in a better way the causes or reason behind each moment.

In this investigation, the approach helps to know the history of the decade in which the protagonist lived. The moments that not only he lived, but also his family and many black people in different parts of the country.

The historical approach is important in this investigation as it is used to show more what black people lived in those times of slavery. It shows that the history of this book is real and that each event that is narrated not only happened to the narrator, but to several generations of black people as well. It wants to show the evolution of meaningless theories that made black people look like beings whose coefficient was not as good as that of the white race or theories that said God did not want them. These elements brought afront that these people were considered as machines who performed their work and were treated in degrading ways. This finally turned into racism that was born in the growing generations who saw slavery as something totally acceptable. Racism that still exists nowadays in some cases hidden by subtle comments that make fun of people with black skin.

It is also important because it is an investigation whose objective is to remind readers about slavery, which although it ended, it caused a lot of pain in many generations. The historical approach is used to make the reader think that it was a situation that did not affect a group of society, but rather to all humanity because regardless of race, nationality, gender, or human pain, the suffering of the others should be of all.

It must be also remembered that there are no divisions in groups because of the color of the skin or the place where people come from. All humans have the same rights and duties, no race is better than another one and this is another point that one wants to emphasize since it has been seen throughout the history of humanity that this feeling of superiority over some groups only brings hatred and pain that unfortunately in many cases turn into death. This superiority wanted to exterminate a group of society many times in order to get rid of those who were not, according to many, worthy of all the rights that these groups had and one of those rights was life. The groups with ideas of superiority, believed that they were the ones who decided whether the “lower people” should live or not.

For all these reasons the investigation to be carry out will apply different methods that will be explained below.

3.1.1 Quantitative Research

The first method is the quantitative research from which DeFranzo (2011) states the following:

The quantitative approach is used to quantify the problem by way of generating numerical data or data that can be transformed into usable statistics. It is used to quantify attitudes, opinions, behaviors, and other defined variables – and generalize results from a larger sample population. (...) Quantitative data collection methods include various forms of surveys – online surveys, paper surveys, mobile surveys and kiosk surveys, face-to-face interviews, telephone interviews, longitudinal studies, website interceptors, online polls, and systematic observations.

In other words it can be defined as the research in which the numbers are the most important aspects to develop the investigation. This research method is perfect for researches that because of

their topics nature require hard data, this is exact numbers (percentages, statistics, size, and economic information, among others). Although highly reliable, this is not the method this investigation would benefit the most from.

3.1.2 Qualitative Research

On the other hand, there is another method which is the qualitative and DeFranzo (2011) explains it as follows:

The qualitative approach is primarily an exploratory research. It is used to gain an understanding of underlying reasons, opinions, and motivations. It provides insights into the problem or helps to develop ideas or hypotheses for potential quantitative research a qualitative research is also used to uncover trends in thought and opinions, and dive deeper into the problem. (...) Some common methods include focus groups (group discussions), individual interviews, and participation/observations. The sample size is typically small, and respondents are selected to fulfil a given quota.

The qualitative method is directed to the social side in other words to what happens in some events, and the reasons and details of the events investigated. It explains extensively definitions and reasons or in other words performs a literary analysis of the work, trying to understand each part of it, using instruments that will provide answers to the investigation by means of a detailed description with words rather than with numbers.

Besides, focus groups, interviews, the opinion of the researcher among others are of supreme importance, since this method allows the researcher to use his/her own knowledge, background, and even life experiences to perform a better exploration of the topics involved in the research.

Denzin and Lincoln (2000) have mentioned that a qualitative research takes into account interpretation and a naturalist approach. This means that a naturalist approach, natural scenarios, situations and the researcher's interpretation should be taken into consideration in the research. In this case, an analysis is made about the book *Twelve Years a Slave*, specifically to the topics within it and the theories that surround it. All this through the interpretation that the researcher has about all the issues of the book.

“All qualitative researchers aspire to illuminate social meaning.” Denzin and Lincoln (2000). This means that this method focuses more on society in terms of the aspects that exist within it, its behavior and different issues that surround it. In this investigation, the subject that will be taken into account happened in 20th century society where slavery was for many something totally acceptable.

This method helps with this investigation of a literary analysis due to the use of interpretations by people who have knowledge on different topics that are present in the book like racism, slavery, violence, injustice and others. In this case, it is important to clarify that within this research, beyond the focus groups, the researcher's criteria is very important since the historical aspects found throughout the investigation and will be taken into account in all the issues that are going to be part of this research.

It will also help the investigation because it will provide answers as the explanation of how the protagonist managed to keep his mentality in spite of all the damage people did to him during those twelve years. How to reach the audience, the awareness that it was a totally real fact and that many had left aside because for them it was a problem that did not exist. Thanks to this type of research, it was possible to prove that the problem was real and that it has brought affront consequences nowadays. Finally, it is a method that will help to understand how the theory of absurdism shows

that a person does with his/her life or difficult times what he/she believe is the best, whether surrender and not continue fighting, or as the protagonist, who kept fighting to become a free man and enjoy life with his family.

To conclude, it is also important to mention that this type of method includes a triangulation, which means taking into account three elements which in this investigation will be the literary work, which is the *Twelve Years a Slave*, the opinion of the scholars, and the researcher's knowledge about the subject. As for the opinion of scholars, it is vital to mention that there are different documents in which different people who have knowledge of the subject have given their opinions about it.

3.1.3 Mixed Research

And the last research method is the mixed one which Creswell, J. W., & Plano Clark, V. L., (2011) definition as it is stated below:

“as a method, it focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches, in combination, provides a better understanding of research problems than either approach alone.”

This is a method that combines the two methods, the qualitative and the quantitative to create a better understanding in the subject that is being investigated. It wants to know the statistics, but more the explanation through definitions and descriptions of the events that appear during the investigation.

In this research this method is not important because it includes the quantitative method, which has been mentioned above, is not a method used in an investigation of this type.

3.2 Research Design

The researcher has applied different kinds of methods among them, there is the descriptive one which according to Bhat (n.d) consists on a description of some characteristics that belong to the population that is part of the investigation.

Or, according to McNeill (2018):

The purpose of descriptive research is, of course, to describe, as well as explain, or validate some sort of hypothesis or objective when it comes to a specific group of people.

This type of analysis is carried out by means of a descriptive method since it is necessary to achieve a more in-depth investigation on the topic or topics that surround the central investigation. With this, it is possible to describe the problem as well as the purpose of the book that is studied. In this case, there will be analyzed, apart from the main issue which is slavery, different issues that are part of this, such as racism, discrimination, and injustice through a historical approach.

With the historical approach, as the word says, the researcher wants to know the whole history of slavery, how it started, what happened during the time when it had a great impact, and finally, the consequences that this event caused for the following generations.

3.3 Information Sources

The sources of information provide more details, facts, and data that will help the researcher to complete the investigation and make it more reliable. There are different sources of information: the primary, secondary, and tertiary.

3.3.1 Primary Sources

Ullah (2014) defines primary sources as:

Primary data means the raw data (data without fabrication or not tailored data) which has just been collected from the source and has not gone any kind of statistical treatment like sorting and tabulation. The term primary data may sometimes be used to refer to first hand information.

The sources of primary data are primary units such as basic experimental units, individuals, households. Following methods are used to collect data from primary units usually and these methods depends on the nature of the primary unit.

The use of books is essential in this research because using them will give a better explanation of different events that occur in the book under investigation, for example, the book *Twelve Years a Slave* and the biography of the author which is so important in this book.

3.3.2 Secondary Sources

Ullah (2014) defines the secondary sources as:

Data which has already been collected by someone, may be sorted, tabulated and has undergone a statistical treatment. It is fabricated or tailored data.

Sources of Secondary Data

The secondary data may be available from the following sources:

- Government Organizations
- Teaching and Research Organizations
- Research Journals and Newspapers
- Internet

For this research, any secondary source, except for the Internet will be used. The Internet will help to find concepts in case the researcher requires them to complete the analysis. However, most of the investigation will take into account the researcher's perspective and the book itself.

3.3.3 Tertiary Sources

According to the library of University of Minnesota Crookston (n.d) this source consists on:

These are sources that index, abstract, organize, compile, or digest other sources. Some reference materials and textbooks are considered tertiary sources when their chief purpose is to list, summarize or simply repackage ideas or other information. Tertiary sources are usually not credited to a particular author. Like dictionaries/encyclopedias (may also be secondary), almanacs, fact books, Wikipedia, bibliographies (may also be secondary), directories, guidebooks, manuals, handbooks, and textbooks (may be secondary), indexing and abstracting sources.

This research will use tertiary sources as dictionaries because different concepts must be defined in order to understand the research and the topics that are involved in this one, for example, the definition of different concepts and methods that will be used in the research.

3.4 Analysis Categories

There are different topics that have been included in the research and that have helped to create the different objectives of it. Each of them will be defined and analyzed according on how they were presented in this book.

Slavery:

The main issue is slavery which is defined in the webpage abolition.e2bn.org (n.d) as:

Slavery refers to a condition in which individuals are owned by others, who control where they live and at what they work. Slavery had previously existed throughout history, in many times and most places. The ancient Greeks, the Romans, Incas, and Aztecs all had slaves.

What does it mean to be a slave or enslaved person?

To be a slave is to be owned by another person. A slave is a human being classed as property and who is forced to work for nothing. An enslaved person is a human being who is made to be a slave. This language is often used instead of the word slave, to refer to the person and their experiences and to avoid the use of dehumanizing language.

Slavery, the main theme of the book, is represented throughout it, from the moment Solomon was kidnapped and taken to New Orleans to begin his torment as a slave for twelve years. It is not

only his own story, but it is also possible to see the history of other slaves who live with him during this time.

Discrimination:

The U.S Equal Employment Opportunity Commission (n.d) defines discrimination as:

Race discrimination involves treating someone (an applicant or employee) unfavorably because he/she is of a certain race or because of personal characteristics associated with race (such as hair texture, skin color, or certain facial features). Color discrimination involves treating someone unfavorably because of skin color complexion.

Race/color discrimination also can involve treating someone unfavorably because the person is married to (or associated with) a person of a certain race or color.

People of low social status and black people were discriminated many times throughout the book. It can also be noticed the presence of discrimination when at the end of the story, justice could not be applied against those who damaged Solomon because of his skin color, who did not have the same rights as white people.

Racism:

Racism takes many forms and can happen in many places. It includes prejudice, discrimination or hatred directed at someone because of their colour, ethnicity or national origin. (It stops with me , n.d)

People of color were treated badly, were left out or in the worst cases, were taken as slaves by many who treated them cruelly.

Injustice:

Not applying the justice as it should be.

People of color were treated badly, they were not given the same thing as people of color, and their treatment was bad. Just as there was no justice at the end because of his color, Solomon failed to reach a trial against those who enslaved him

Cruelty:

According to Collins Dictionary, (n.d) “Cruelty is behavior that deliberately causes pain or distress to people or animals.”

In the story different cases of cruelty towards black people are related. It is reflected when a mother is deprived of her children, regardless of the pain, by hitting until the slaves bleed, not giving them good living conditions and even threatening the lives of many of them.

Sexual abuse:

Sexual abuse is unwanted sexual activity, with perpetrators using force, making threats or taking advantage of victims not able to give consent. Most victims and perpetrators know each other. (Encyclopedia of Psychology, n.d)

The book presents cases of sexual abuse against different slaves, perpetuated by their own masters. For many, it should not be taken as sexual abuse since the slaves allowed it; however, they did not allow it at all, they just did not put up resistance because they knew what could happen if they did it.

3.5 Data Collection Instruments

The following section is the data collection defined as:

“Methodologies used to identify information sources and collect information during an evaluation.” (Directorate, 2002)

This section is used to mention the instruments that the researcher will use to perform the analysis of the research, as well as the sources in which the researcher will obtain information about the book that is being investigated. It contains an outline of what, will be described in the next chapter in order to complete the entire investigation.

. The instrument that will be used in the research is a series tables where an in-depth analysis of the book and other aspects that are important to mention will be carried out. The researcher considers that the most important part of this analysis is the confluence of the literary work by the author himself, the opinions of scholars, and the analysis of the researcher herself.

Chapter IV

Data Analysis

In this chapter, the information collected both from the book and from those sources used to support the development of this research will be analyzed. The theories that will be used to

perform the analysis of the work, along with those other literary devices with which the work will also be better evaluated to achieve a better understanding of the book, will be part of this chapter.

4.1 Approaches to the Investigation

The investigation, which is an analysis of the book *Twelve Years a Slave* will be carried out through the historical approach which the researcher believes is most appropriate for the investigation. However, first, is important to know what literary criticism is.

“Literary Criticism – The analysis of a literary text through various lenses that highlight authorial stance, purpose, and perspective” It is said that literary criticism is a study in which people analyze and interpret a literary work like a book, poem, or any other part of literature. By doing this will help the reader to have a deeper understanding about the literary work in order to make him or her enjoy and appreciate it better. (Guerin, Labor, Morgan, Reesman & Willingham., 1999)

There are different types of literary criticism that can be used depending on the themes of the literary work. In this case, the approach that the investigation follows is the historical one.

Historical criticism relies heavily on the author and his world. In the historical view, it is important to understand the author and his world in order to understand his intent and to make sense of his work. In this view, the work is informed by the author’s beliefs, prejudices, time, and history, and to fully understand the work, we must understand the author and his age. (Salirickandres, 2017)

It is an approach in which the author’s life plays an important role when analyzing the book or another literary approach. Everything that has surrounded the author is an important event to know.

This type of approach manages to report more details about the background of books or poems, which although in some cases are fictitious, they contain facts that are very close to reality. A reality that their authors could have lived since they were kids or during the time they have written the books. However, the book to be analyzed in this investigation is a hundred percent true, since it is the story of a man who lived in slavery for 12 years, as it is a real story that recounts many events that really occurred during the slavery era, the researcher will try to explain these events more thoroughly taking into account her knowledge on the subject.

In this investigation, it is important to use the historical approach since the researcher wants to provide more details about the history of slavery in the United States in the 18th century, this along with the events that occurred in the history of Solomon Northup.

Also the idea is to remind the readers about the crucial social problem that existed for many years because of the idea of superiority of an ethnic group over another one. This will be achieved through the history of a person who suffered slavery, not only during 12 years in which he worked as a slave, but also felt the slavery looking at the other slaves suffering.

The author of the book carried out slavery in his heart for years even after his release, this because he knew that there were many more people who had been kidnapped, taken from their own homes are treated as something inferior to a human being. Slavery also led him to remember all those he met during those twelve years that he would never see again and who also suffered due to the fate they had to undergo. Even after being free, he had suffered from discrimination and could not perform certain activities that the whites enjoyed, only because of the difference of their skin color.

Using this approach will denounce the thoughts of a person who had to live slavery. A person who only wanted during those twelve years to be able to walk in the street without the need of being insulted or beaten with a whip. A person who wanted to tell the history of thousands of people who lived under slavery, who said that slavery should stop and black people should start raising their voices to be heard, understood and included in society.

And finally, with the historical approach the investigator wants to make society reflect on this problem that is being exposed in the investigation that was suffered by hundreds of people with African-American descent, people who should have been respected in the same way that white people were respected. It is necessary to make people know that it is absurd to come to judge, insult and mistreat a person just because of a difference which in this case is the skin color.

4.2 Theories vs literary work

To provide supporting data to the investigation, as well as to make clear the veracity of the analysis, the researcher is going to use the theories that has searched before and evaluate three different literary theories which according to Vince Brewton “refer to any principles derived from internal analysis of literary texts or from knowledge external to the text that can be applied in multiple interpretive situations.” (Brewton, n.d) But, in other words, they are those concepts that can be used to explain a situation or a theme in a book. These theories are going to be used to support parts or quotes of the book *Twelve Years a Slave* in which the researcher wants to make clear a relationship between that theory and the book. It is important to mention that these theories

were created according to the objectives that this investigation established at the beginning. So this section is going to help to describe what the researcher wants to express with this investigation.

4.2.1 Table

Quote	Theory	Interpretation
<p>I can speak of Slavery only so far as it came under my own observation—only so far as I have known and experienced it in my own person. My object is, to give a candid and truthful statement of facts: to repeat the story of my life, without exaggeration, leaving it for others to determine, whether even the pages of fiction present a picture of more cruel wrong or a severer bondage. (Northup, 1853 p.18)</p>	<p>Realism</p>	<p>Regarding this first theory, it is important to remember that realism refers to those stories that are real and that in order to get their audience to understand the veracity of these, they integrate within the story characteristics, facts, and relationships between people, among other aspects that manage to confirm it. To make evident the veracity on the story, at the beginning of the book, the author wants the reader to know that he seeks nothing more than telling his story to people with totally real facts, all the details about that heartbreaking story about a man who lost his freedom</p>

		<p>when he was kidnapped in his own country and city.</p> <p>At the same time the author wanted to make a critique about the situations that he lived during those years. It was his way of protesting all the suffering that many Afro-descendants suffered from people who believed they had the right to treat them as they wanted. He wanted to tell a real story so that way people would know how a slave person lived during slavery which was something unbelievable. Solomon was saved and freed from slavery. It was a good thing because in telling his story many decided to join the battle against slavery.</p>
<p>Patsey found her master in a fearful rage on her return. His</p>	<p>Realism</p>	<p>Physical and psychological violence were matters that</p>

<p>violence so alarmed her that at first she attempted to evade direct answers to his questions, which only served to increase his suspicions. She finally, however, drew herself up proudly, and in a spirit of indignation boldly denied his charges (...) "You lie, you black wench!" shouted Epps. "I don't lie, massa. If you kill me, I'll stick to that."</p> <p>"Oh! I'll fetch you down. I'll learn you to go to Shaw's. I'll take the starch out of ye," he muttered fiercely through his shut teeth (...) When the stakes were driven down, he ordered her to be stripped of every article of dress. Ropes were then brought, and the naked girl was laid upon her face, her wrists and feet each</p>		<p>affected the slaves; they were prey to their owners. This violence led to a humiliation because of the way in which were punished. They feared they could not do what their owners ordered them because they knew they were going to be punished. They could not be a little disobedient to them because they were beaten. There were many who were totally violent towards their slaves, and affected them not only physically when they were constantly beaten, but also psychologically when they were humiliated in such a way. Such is the case of Patsey who was humiliated by her owner, in front of many others. She was forced to undress and then beaten by Solomon who tried not to hurt her so much but in the end was beaten</p>
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<p>tied firmly to a stake. Stepping to the piazza, he took down a heavy whip, and placing it in my hands, commanded me to lash her. Unpleasant as it was, I was compelled to obey him. Nowhere that day, on the face of the whole earth, I venture to say, was there such a demoniac exhibition witnessed as then ensued.</p> <p>Mistress Epps stood on the piazza among her children (...) The slaves were huddled together at a little distance, their countenances indicating the sorrow of their hearts. Poor Patsey prayed piteously for mercy, but her prayers were vain. (...)</p> <p>Throwing down the whip, I declared I could punish her no more. (...) He then seized it</p>		<p>with a lot of violence from Epps in a way that her back could have been deformed. As seen in the book, black people were treated inhumanly by white people.</p>
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<p>himself, and applied it with ten-fold greater force than I had. The painful cries and shrieks of the tortured Patsey, mingling with the loud and angry curses of Epps, loaded the air. She was terribly lacerated—I may say, without exaggeration, literally flayed. The lash was wet with blood, which flowed down her sides and dropped upon the ground. (...) supplications gradually decreased and died away into a low moan. She no longer writhed and shrank beneath the lash when it bit out small pieces of her flesh. I thought that she was dying! (Northup, 1853 p.255-257)</p>		
<p>Yet Patsey wept oftener, and suffered more, than any of her companions. She had</p>	<p>Realism</p>	<p>And finally, in the book there is a representation of violence against black people physical,</p>

<p>been literally excoriated. Her back bore the scars of a thousand stripes; not because she was backward in her work, nor because she was of an unmindful and rebellious spirit, but because it had fallen to her lot to be the slave of a licentious master and a jealous mistress. She shrank before the lustful eye of the one, and was in danger even of her life at the hands of the other, and between the two, she was indeed accursed. (...) Nothing delighted the mistress so much as to see her suffer, and more than once, when Epps had refused to sell her, has she tempted me with bribes to put her secretly to death (...) If she uttered a word in opposition to her</p>		<p>psychological but also sexual violence. Slaves were seen as objects and not as human beings but also some women were seen as sexual objects. This is represented in the relationship between Mr. Epps and Patsey who was a slave in his plantation. He used it to satiate his desire, he used to rape her whenever he wanted but mainly when he drank alcohol. For Patsey, it was torture because apart from being abused, she knew that Mrs. Epps did not like this situation and that she was going to mistreat her at the first moment she could. Patsey was a sexual object for Epps, but she believed that because of that she would have some protection, however it was not quite true, she was still treated as a slave and if something was wrong, she was</p>
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<p>master's will, the lash was resorted to at once, to bring her to subjection; if she was not watchful when about her cabin, or when walking in the yard, a billet of wood, or a broken bottle perhaps, hurled from her mistress' hand, would smite her unexpectedly in the face. The enslaved victim of lust and hate, Patsey had no comfort of her life.</p> <p>(Northup, 1853 p.189)</p>		<p>punished in the same way other slaves were.</p> <p>Despite the fact that slavery against black people did not exist nowadays, there are still insults and ridicules which are often hidden by sarcastic comments from people who deny it, that is by racists. Just as physical violence continues to exist, there are currently no lashes; however, in the hands of some, force is applied to arrest innocents who have not committed any murder and who are beaten and in many cases murdered.</p>
<p>Eliza never after saw or heard of Emily or Randall. Day nor night, however, they (were) ever absent from her memory. In the cotton field, in the cabin, always and</p>	<p>Absurdism</p>	<p>One example of this absurdism was the case of the mourning of Eliza. She was a mother of two children and in one of the slave sales, the three were separated. She suffered a lot during those</p>

<p>everywhere, she was talking of them—often to them, as if they were actually present. Only when absorbed in that illusion, or asleep, did she ever have a moment's comfort afterwards. (Northup, 1853 p.100)</p> <p>On my arrival at Bayou Bœuf, I had the pleasure of meeting Eliza, whom I had not seen for several months. She had not pleased Mrs. Ford, being more occupied in brooding over her sorrows than in attending to her business, and had, in consequence, been sent down to work in the field on the plantation. She had grown feeble and emaciated, and was still mourning for her children. She asked me if I</p>		<p>moments, it was a great impact to be separated from her own children and to know that it could be impossible to see them again since she did not know where they were going to be sent and also because slave trade was a very dynamic "business" in which slaves could be moved from one plantation to another in just a few weeks.</p> <p>Eliza was with Solomon in the first plantation to which he was, because of the pain she was carrying due to the loss of her children, she was moved from one part of the plantation to another due to her low performance, however, she was not punished because his owner was William Ford a good man. This case of Eliza and her transfer shows that she gave her life a</p>
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<p>had forgotten them, and a great many times inquired if I still remembered how handsome little Emily was—how much Randall loved her—and wondered if they were living still, and where the darlings could then be. She had sunk beneath the weight of an excessive grief. Her drooping form and hollow cheeks too plainly indicated that she had well-nigh reached the end of her weary road. (Northup, 1853 p. 106-107)</p>		<p>meaning of eternal pain because she could not see her children again. This pain caused in her a weakening in the soul that expanded in the quality of the work that she could do.</p>
<p>After further assurances on his part that I should not be betrayed, I began a relation of the history of my life and misfortunes. He was deeply interested, asking numerous questions in reference to</p>	<p>Absurdism</p>	<p>Solomon's case is totally contrary to Eliza's since he gave his life a sense of fighting. He did not give up to get his freedom. He took strength from what he loved most in his life, his family, God and music. He hoped to send a</p>

<p>localities and events. Having ended my story I besought him to write to some of my friends at the North, acquainting them with my situation, and begging them to forward free papers, or take such steps as they might consider proper to secure my release. He promised to do so, but dwelt upon the danger of such an act in case of detection, and now impressed upon me the great necessity of strict silence and secrecy. Before we parted our plan of operation was arranged.</p> <p>(Northup, 1853 p. 271)</p>		<p>letter and to be rescued, so that is why he asked a Canadian worker from Epps's plantation, Bass, to send letters to friends of the North. He trusted God that he would see his family again and leave the plantation, so he also made his fight by sending letters, even though he knew that if anyone realized this, like Epps, he could be punished. He knew that this was the way he could regain his freedom, he did not lose hope that someone would help him deliver that letter. He knew his fate was not to be a slave for the rest of his days, he wanted to fight for his freedom and when he gained it he wanted to fight for other's freedom by denouncing his kidnappers.</p>
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<p>Patsey's life, especially after her whipping, was one long dream of liberty. Far away, to her fancy an immeasurable distance, she knew there was a land of freedom. A thousand times she had heard that somewhere in the distant North there were no slaves—no masters. In her imagination it was an enchanted region, the Paradise of the earth. To dwell where the black man may work for himself—live in his own cabin—till his own soil, was a blissful dream of Patsey's—a dream, alas! the fulfillment of which she can never realize.</p> <p>(Northup, 1853 p.278)</p>	Absurdism	<p>Patsey was a woman who worked with Solomon on the plantation of Mr. Epps, who abused her. She tried to believe that this could give her an assurance that nothing would happen to her and that she would be Epps' protégée, which was totally wrong since Mrs. Epps did not like Patsey. Her case shows an intermediate in the theory because in spite of all the damage that her boss caused her, she was still strong and forward with her life, she did not stop to suffer. However in a moment she asked Solomon to kill her, she no longer wanted to live or continue suffering that slave life.</p>
<p>As the day began to open, Tibbeats came out of the house</p>	Sociology	<p>Regarding the first aspect of this theory, it is important to mention</p>

<p>to where I was, hard at work.</p> <p>He seemed to be that morning even more morose and disagreeable than usual. He was my master, entitled by law to my flesh and blood, and to exercise over me such tyrannical control as his mean nature prompted; but there was no law that could prevent my looking upon him with intense contempt. I despised both his disposition and his intellect. I had just come round to the keg for a further supply of nails, as he reached the weaving-house.</p> <p>"I thought I told you to commence putting on weather-boards this morning," he remarked.</p> <p>"Yes, master, and I am about it," I replied.</p>		<p>that the relationship between black people and white people was not good in many cases. There was a differentiation in terms of social status. White people felt superior to blacks, so they could treat them the way they wanted. They believed that they were the highest class in society and; therefore blacks were seen as the lowest class in society, also white people thought that they were smarter than black people and that they were right, even though it was not the case.</p> <p>In the book this is fully reflected when one of the owners of his first plantation, Tibcats, tried to hit him only because there was a small confusion that was not Solomon's fault, but Tibcats decided to punish him. The vast majority of plantation's owners</p>
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<p>"Where?" he demanded.</p> <p>"On the other side," was my answer.</p> <p>He walked round to the other side, examined my work for a while, muttering to himself in a fault-finding tone.</p> <p>"Didn't I tell you last night to get a keg of nails of Chapin?" he broke forth again.</p> <p>"Yes, master, and so I did; and overseer said he would get another size for you, if you wanted them, when he came back from the field."</p> <p>Tibeats walked to the keg, looked a moment at the contents, then kicked it violently. Coming towards me in a great passion, he exclaimed.</p> <p>"G—d d—n you! I thought you knowed something."</p>		<p>look for any excuse to beat their slaves just because they did not like them.</p> <p>Also, in the book the author makes a comparison about the worst of slavery, mentioning human pain and how the human essence of many was lost for two reasons, one, when those began to believe themselves superior and used their whips and other instruments to beat innocents and the other one, for those innocents who were beaten and treated in such a way that they even came to think that they were not worthy to be called humans, they did not feel human but machines doing hard work every day.</p>
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<p>I made answer: "I tried to do as you told me, master. I didn't mean anything wrong. Overseer said—" But he interrupted me with such a flood of curses that I was unable to finish the sentence. At length he ran towards the house, and going to the piazza, took down one of the overseer's whips. (...)</p> <p>At first I was somewhat frightened, and my impulse was to run. (...) I felt, moreover, that I had been faithful—that I was guilty of no wrong whatever, and deserved commendation rather than punishment. My fear changed to anger, and before he reached me I had made up my mind fully not to be whipped, let the result be</p>		
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<p>life or death. (Northup, 1853 p.109-110)</p> <p>The existence of slavery in its most cruel form among them has a tendency to brutalize the human and finer feelings of their nature. Daily witnesses of human suffering- listening to the agonizing screeches of the slave- beholding him writhing beneath the merciless lash- bitten and torn by dogs, dying without attention and buried without shroud or coffin, it cannot otherwise be expected, than that they should become brutified and reckless of human life. On the other hand there are kind man like William Ford who can look</p>		<p>And in contrast, he mentions that in spite of everything they suffered from day to day, there were also people who managed to appease that storm in which they were, for example, William Ford, the first man who took him to a plantation. This man had a good relationship with the slaves, in fact he did not even see them as such, and he saw them as coworkers in his plantation. It can be inferred that Solomon was seen to him as a good friend, even it could be seen the appreciation that Ford had for him at the moment when he came to save him from another worker from</p>
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<p>with pity upon the suffering of a slave, just as there are over all the world, sensitive and sympathetic spirits who cannot look with indifference upon the sufferings of any creature. (Northup, 1853 p.205)</p>		<p>that plantation, Mr. Tibeats, who only wanted to see suffer his slaves, especially Solomon because he knew he was not going to let him treat him as less than he deserved. Ford let him sleep in his house and even made rounds to prevent Tibeats from entering and hurting him.</p>
<p>The effect of these exhibitions of brutality on the household of the slaveholder, is apparent. Epps' oldest son is an intelligent lad of ten or twelve years of age. It is pitiable, sometimes, to see him chastising, for instance, the venerable Uncle Abram. He will call the old man to account, and if in his childish judgment it is necessary, sentence him to a</p>	<p>Sociology</p>	<p>As seen in this part of the book, the son of a plantation owner, who was a monster because of the way he treated his slaves, learned how to be like his father and started to behave the same way his father did. The thoughts about the role of the black and also slave people in the society was the same through many generations. It can be said that due to different prejudices white people saw the black ones</p>

<p>certain number of lashes, which he proceeds to inflict with much gravity and deliberation. Mounted on his pony, he often rides into the field with his whip, playing the overseer, greatly to his father's delight. Without discrimination, at such times, he applies the rawhide, urging the slaves forward with shouts, and occasional expressions of profanity, while the old man laughs, and commends him as a thorough-going boy.</p> <p>(...)</p> <p>Young Master Epps possessed some noble qualities, yet no process of reasoning could lead him to comprehend, that in the eye of the Almighty there is no</p>		<p>as different beings that should not have the same rights as them. One of them that need to be mentioned in here is one related to the religion. Because at that time Catholic religion was so important, the vast majority of white people knew perfectly what the Bible said and one of the passages was Genesis IX, 18–27 in which could be inferred that Ham and Canaan had a curse because of their skin color, they were black so because of that Canaan should be a servant.</p> <p>These prejudices made black people see them as useful only to serve white people.</p> <p>The descendants of all these people their children, daughters, grandchildren, and so forth, they grew up seeing slavery as something right and; therefore,</p>
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<p>distinction of color. He looked upon the black man simply as an animal, differing in no respect from any other animal, save in the gift of speech and the possession of somewhat higher instincts, and, therefore, the more valuable. (Northup, 1853 p.205)</p>		<p>took racist behavior towards them. All those prejudices turned into mentalities where people were seen as totally inferior. All these thoughts passed from generation to generation which could also explain the current behavior of many before the black people.</p>
<p>He (Burch) answered that I was his slave—that he had bought me, and that he was about to send me to New-Orleans. I asserted, aloud and boldly, that I was a free man—a resident of Saratoga, where I had a wife and children, who were also free, and that my name was Northup. I complained bitterly of the strange treatment I had received, and</p>	<p>Sociology</p>	<p>Finally, a point to take into account in terms of sociology is the role of black people in society. For many white people, black people should only work on the plantations and not walk free like any white person. This is evident in the kidnapping of Solomon, where those two people did not care that he lived in a state of the country where he was free, they cheated him and kidnapped him. At the beginning</p>

<p>threatened, upon my liberation, to have satisfaction for the wrong. He denied that I was free, and with an emphatic oath, declared that I came from Georgia. Again and again I asserted I was no man's slave (...)With blasphemous oaths, he called me a black liar, a runaway from Georgia, and every other profane and vulgar epithet that the most indecent fancy could conceive. (...)Burch ordered the paddle and cat-o'-ninetails to be brought in. He disappeared, and in a few moments returned with these instruments of torture. (...)</p> <p>As soon as these formidable whips appeared, I was seized by both of them, and roughly</p>		<p>it was also evident Solomon was not believed at the beginning that he was a free man from New York, and for this reason he was beaten for the first time with the whip.</p>
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<p>divested of my clothing. My feet, as has been stated, were fastened to the floor. Drawing me over the bench, face downwards, Radburn placed his heavy foot upon the fetters, between my wrists, holding them painfully to the floor. With the paddle, Burch commenced beating me. Blow after blow was inflicted upon my naked body. When his unrelenting arm grew tired, he stopped and asked if I still insisted I was a free man. I did insist upon it, and then the blows were renewed, faster and more energetically, if possible, than before. When again tired, he would repeat the same question, and receiving the same answer, continue his cruel labor. (...)</p>		
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<p>At last I became silent to his repeated questions. I would make no reply. (...)</p> <p>Thereupon, Burch desisted, saying, with an admonitory shake of his fist in my face, and hissing the words through his firm-set teeth, that if ever I dared to utter again that I was entitled to my freedom, that I had been kidnapped, or anything whatever of the kind, the castigation I had just received was nothing in comparison with what would follow. He swore that he would either conquer or kill me. (Northup, 1853 p. 43-45)</p>		
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4.3 Themes, Motifs and Symbols

In this section, the themes, motifs and symbols that stand out in the book *Twelve Years a Slave*, will be analyzed. Along with the analysis, these elements will be exemplified with different parts of the book. Themes, symbols, and motifs are tools that expand the analysis of a literary work so

researchers, scholars, or any reader expand their understanding on the author's more subtle message.

4.3.1 Themes

The first device that is going to be analyzed is the theme which according to Notari (n.d): "The theme in a story is its underlying message, or 'big idea.' In other words, what critical belief about life is the author trying to convey in the writing of a novel, play, short story or poem? This belief or idea, transcends cultural barriers."

The theme is a topic that appears in the book; it can be found throughout whole story or just in some parts.

Themes	Interpretation
Racism	The whole story is based on racism. In every action that is carried out and attentive against black people is considered racism. Believing that a black man should only work in plantations, they should not express themselves. In the book, racism is clearly exemplified in each chapter, with each abuse that is performed to a black person. The way in which Epps' son treated his father's slaves, beating them and shouting to them as well as the hatred that

	<p>existed from white people to black people is part of the racism shown in the book. Even this can be seen in the last chapters where, despite the fact that Solomon was already free, he could not make justice because there were still racist laws that indicated that a person could not appear to testify against a white person. Blacks did not have the same rights as white people.</p>
Physical and psychological violence	<p>Violence either physical or psychological is a theme that is always present in the book. Since the moment that James H Burch shouts at Solomon that he is a black liar and that at the same time he hits him, the violence in the history begins. Psychological violence can be seen when insulting black people, with a nickname and not using their real names. It was present in the shouts that black people to endure while working in the plantations and in the shouts in which they were told that if they did not finish they would be beaten. Another violence that was present in the book is the physical when the whip or other instruments were used to beat the slaves for not obeying or making a little mistake.</p>

	<p>Also this type of violence occurs when Tibbeats wanted to hit Solomon for a small mistake that was not Solomon's fault or when Mr Epps forced Solomon to hit Patsey with the whip and that after Solomon got tired, he himself grabbed the whip and started hitting Patsey in a brutal way, disfiguring his back.</p>
Deprivation of rights	<p>The deprivation of rights is also an issue that stands out in this book as it highlights the way in which these people were seen. Every human has rights; however, white people deny black people those rights, therefore, they were not seen as human beings. In the book the most important example of the deprivation of rights occurs when Solomon could not send his captors to trial because he did not have the right to do so. Another example is when Solomon had to hide from others that he knew how to read and write, this was because blacks did not have rights to education. Finally, another example is the one of not being able to walk freely by the streets, in the South they had to take with</p>

	themselves a permission in order to avoid any punishment.
Justice	Injustice is another issue that is very noticeable in this book. For these people there was no justice. This is not only shown when Solomon tries to denounce his abductors and cannot do it because he does not have this right, but also when children are taken from their mother to be sold separately. Another example is when a black woman was raped repeatedly and nothing was done about it because of her skin color, but if a black man had raped a white woman he would have received a big punishment.

4.3.2 Symbols

The second literary device is the symbol which is defined as: “A symbol is a literary device that contains several layers of meaning, often concealed at first sight, and is representative of several other aspects, concepts or traits than those that are visible in the literal translation alone. Symbol is using an object or action that means something more than its literal meaning.” (Literary Devices, n.d) As said it is an object or an idea that originally contains a denotation; however, an author can use it in a literary work metaphorically.

Symbols	Interpretation
Whip	<p>The first symbol is the whip, the instrument of torture for slaves. They knew that they had to obey and perform the tasks perfectly because otherwise, the owner of the plantation was going to hit them. For slaves, the whip was an instrument that they saw daily, it was not something new for them and in history their use was indirectly inferred when talking about the marks that the slaves carried on their skin. Solomon knew it very well from the first day of his slavery, when the slave dealer who had capture him used it to beat him for saying he was a free man. It is said that he also had to use it to beat many of his partners because his boss placed him in a high position, so he was supposed to punish his partners. This was painful for Solomon because he knew the pain of being hit with a whip and having to do it to his partners was worse for him. Finally, this whip is the protagonist of the punishment that</p>

	<p>Mr. Epps gave Patsey due to jealousy, a whip that destroyed his back and the soul to the woman.</p>
Chains	<p>The chains, the instrument that made black people understand that their freedom no longer existed and that they were accompanied by an instrument that infringed pain and humiliation, the whip. They could not run away. Also invisible chains that slaves wore daily, were chained to the land where they worked, chained to the life of a slave, a life that could not be called life due to the conditions in which they had to live. These were present at the moment when Solomon woke up and realized the terrible fate he was going to suffer, as well as the time Patsey was hit by Epps with the whip, she was chained to a trunk. The invisible ones were present in all those moments in which the slaves thought to escape, like Solomon, who with a group of slaves planned to leave the ship in which they were going to be transported to the place where they would be sold. They planned to escape; however, they</p>

	<p>knew that the invisible chain they wore could stop them because of the great punishment they received.</p>
Permission/freedom paper	<p>The life of a black person depended on a piece of paper in which his condition was established, that is, either free or slave. On the other hand there were also permission papers that determined if the slave could be transported from one place to another. If he did not carry them, he would be accused of escape, so would be earning a punishment. This paper was necessary for Northup when Mrs. Epps ordered her to get certain items they needed, she gave it to him and with this he managed to move from one place to another without any problem. The papers of freedom determined if a person could walk calmly in the streets of any place. This is evidenced at the beginning of the book when occurred kidnapping, two captors said to Solomon that they were getting the papers that demonstrated that he was a free man, but what really happened was that they got false papers which said that he was a slave,</p>

	<p>by doing this they gave him the sentence of slavery for twelve years.</p> <p>Finally, the same papers were the ones that helped him prove to Epps that Solomon was not a slave but a free man and that therefore he had to leave the plantation to return to his normal life.</p>
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4.3.3 Motifs

The last literary device is the motif which is:

A motif is a recurring symbol which takes on figurative meaning. (...) A motif can be almost anything: an idea, an object, a concept, a character archetype, the weather, a color, or even a statement. Motifs are used to establish a theme or a certain mood; they have a symbolic meaning. It's typically pretty clear when a writer is using a motif. They're not usually associated with hidden meanings because the writer wants you to recognize them. They play a role in defining the makeup of a narrative. (Casano, n.d)

In other words a motif is a device that gives the essence to the literary work, their meaning is revealed to the reader in order to make him/her recognize the kind of literary work that he or she is reading.

Motifs	Interpretation
God	<p>Throughout the literary work it can be seen the love that Northup had towards his family, as he trusted that God was with him and would listen and help him get out of that difficult situation he was going through. For Solomon, having faith in God was what helped him maintain his hope of being free again.</p> <p>Solomon prayed to God, when he tried to defend himself against Mr. Tibeats, Solomon asked Him strength to not commit any injustice, asked God for help so that he would not do anything worse than hit him with the whip. He was a reason that helped Solomon to maintain during that time be strong and survive.</p> <p>Solomon was so devoted to God that he even prayed for Bass, the one who handed the letters to the acquaintances of Northup North. So grateful was he with Bass that he entrusted it to God.</p> <p>“Promising I would weary Heaven the remainder of my life with prayers that it would bless and prosper him. In the enjoyment of freedom—surrounded by the associations of youth, and restored to the bosom of my family—that promise is not yet forgotten, nor shall it</p>

	<p>ever be so long as I have strength to raise my imploring eyes on high.</p> <p>"Oh, blessings on his kindly voice and on his silver hair," (Northup, 1853, p. 273)</p> <p>Also for Patsey, her faith in God made her get out of that situation that she was going through, this is evidenced in the part of the book in which she is suffering because of the wounds that Epps left in her back, Solomon said that</p> <p>"Happiness, in her mind, was exemption from stripes—from labor—from the cruelty of masters and overseers. Her idea of the joy of heaven was simply rest, and is fully expressed in these lines of a melancholy bard:</p> <p>"I ask no paradise on high, With cares on earth oppressed, The only heaven for which I sigh, Is rest, eternal rest." (Northup, 1853)</p>
Family	<p>A part of the strength that kept Solomon encouraged to follow his life was his family, in whom he thought day and night and with whom he wished to be. At the end of his days, he maintained the hope of seeing his family again, he talked about them to Bass and expressed to</p>

	<p>him the excitement he felt when he thought about being free with them.</p> <p>“I could no longer doubt his fidelity, and freely spoke to him of the many sorrows I had borne in silence, and so long. I spoke of my wife and children, mentioning their names and ages, and dwelling upon the unspeakable happiness it would be to clasp them to my heart once more before I died.” (Northup, 1853, p.278)</p> <p>But also in those twelve years he built a family with the ones that surrounded him. William Ford saw Solomon as his son and that was why he protected and took care of him after he had his altercation with Tibeats. Ford was so fond of Solomon that he even let him rest in his house, apart from the fact that he also watched over Tibeats so that Tibeats would not enter or harm Solomon.</p>
Music	<p>Music was what in the midst of the pain and all the difficult moments that Solomon had to go through, gave him calmness and joy. The music also helped him because it was the means in which he managed to keep his owners happy, the slave dealer, Burch and his last owner, Mr Epps. It made them stay calm with their music without hurting him or the other slaves. His violin</p>

helped him by “beguiling my own thoughts, for many hours, from the painful contemplation of my fate.” He expressed that “I was indebted to my violin, my constant companion...and soother of my sorrows during years of servitude.”

His violin would help him to get joy back for at least a few minutes. “It was my companion—the friend of my bosom—triumphing loudly when I was joyful, and uttering its soft, melodious consolations when I was sad.” And also Solomon expressed that when he could not sleep because of his worries, his violin would make him get peace. And finally, his violin also helped him because with it, he got some profit that helped him buy better food than the one that was given to the slaves in the plantation.

Chapter V

Conclusions and Recommendations

There are three objectives for a conclusion. The first one is to present all the conclusions that the researcher has generated throughout the entire analysis of the book *Twelve Years a Slave* and all the aspects that surround this literary work.

The second one is to show if the objectives established at the beginning of the investigation were achieved, as well as the analysis carried out during the entire investigation. This process included the analysis of certain fragments along with theories that the researcher managed to relate according to the objectives, as well as the symbols, motifs, and themes that complement the theories. Besides all the research carried out will be highlighted and within this section, the results will be revealed.

The third one is to state the recommendations that the researcher wants to give to those who wish to carry out in the future a research on this book.

5.1 Purpose of the Conclusion

The purpose of the conclusion seeks to close the investigation, to know what the researcher has found out during the whole research, as well as to highlight the importance of the issue through its analysis. Also another objective it has is to offer help to those who wish to carry out a research on the same.

The conclusion is intended to help the reader understand why your research should matter to them after they have finished reading the paper. A conclusion is not merely a summary of the main topics covered or a re-statement of your research problem, but a synthesis of key points and, if applicable, where you recommend new areas for future research. For most college-level research papers, one or two well-developed paragraphs is sufficient for a conclusion, although in some cases, three or more paragraphs may be required. (Labaree, 2009)

In this investigation, the researcher managed to conclude different issues that she discovered throughout the investigation, about the main objectives and also about other aspects that caught her attention and that the researcher did not have any prior knowledge.

The researcher learned about the concept of absurdism and how it applies to everyone's life, for example from people like Solomon who did not surrender to achieve his freedom, and who gave his life a sense of fight and hope where he knew he should be free and that he would achieve it. Even nowadays, people who, despite the circumstances in which they live, give meaning to their life of keeping fighting against anything or, on the contrary, giving their lives a sense of pain, suffering for some event they had gone through or that is happening to them.

Also, the author showed throughout his story that the power of the mind is what helps people get out from difficult moments. How someone who knew he could spend his entire life being a slave and could even die at a young age due to the treatment he was given, maintained his faith that he would get out from that situation and would be free again. His father's stories supported him.

Also the researcher found out that simple as music distracts a person and makes him/ her forget reality for a moment. As for many, music is an encouragement in those moments in which a person with words can not express what he/she is feeling, as in the case of Solomon. In addition, the simple act of playing his violin, transported Solomon to the past where he enjoyed freedom and his only concern was to spend time with his family and give his children a good education.

Also, the investigator has found out that for topics, such as slavery there are other approaches that can be used to perform an investigation, for example, the historical is important because it gives a background on the topic; however, the psychological approach since it is also important because it helps to understand as well as their minds during the terrible moments they were living and also to understand what helped them cope with such situations.

Another fact that the researcher noticed throughout the work was the great violence that existed towards the black skinned people, and all the suffering they experienced at that time. It was a shock to read about all the torture these people suffered, they were not only forced to perform very hard work for many hours, without having a good rest and nourishment. Also, the humiliations in front of the other slaves and the other plantation workers were sad factors for the researcher when the analysis of the book was carried out.

The psychological violence that they had to face day after day, the fact that the white people shouted to them if something did not go out as they wanted, for not being so quick, for speaking or for not speaking at all, were fact that made them be insulted. It was also a great humiliation the way in which black women were treated in the plantations; they were constantly raped by their owners despite being married. The fact that slave women became pregnant and that their daughters

were treated in the same way despite having a white-skinned father. All these events were totally unknown to the researcher.

The researcher also found out the mistreatment towards women and the disrespect that existed towards them and towards the institution of marriage. This was evidenced when Solomon mentioned the story of Mr Epps, Mrs Epps and Patsey, the slave of both. This information may help future investigations to demonstrate that not only the black women, but also white women, were discriminated and disrespected at that time.

Finally, another finding that the researcher obtained during the development of this investigation was that slavery was the origin of racism. This because many ideas were developed against black people, who came mostly from Africa and who arrived in America as very poor people because of their social status. For this reason, they were also mistreated and humiliated.

The researcher discovered that there were ideas about the mental capacity of black-skinned people, that they did not have the same ability to learn everything that white people could, studies that said that black people had a smaller brain and therefore they were not as smart as white people.

It is also said that even the Bible played an important role within in all the prejudices created against black people. A biblical passage entered the minds of many and made them think that blacks were sinners just because of color of their skin. This happened because the Catholic Church had a lot of influence on its followers; therefore, what was written in the Bible was totally believed by the white people.

For the researcher, most of these issues were totally new. Although people could think that racism created slavery, it was the other way around. Racism is what slavery left for today's society.

5.2 Conclusion

In this section is going to be an explanation about how the researcher presents the achievement of the objectives through the analysis made in the previous chapter which used as tool, the fragments of the book *Twelve Years a Slave*. All these conclusions were based entirely on the book and the historical approach that was chosen to carry out all the research. The researcher is going to explain extensively the way in which the objectives stated at the beginning were analyzed through the theories and through the book.

5.2.1. To describe the impact of racism on contemporary society by creating awareness of the social issue

This objective was achieved through the analysis of the entire book, as well as through the search of information that the researcher carried out to get more information about this event. The theory of realism used for this purpose, manages to show that slavery was an event that really happened and that was in the way that Solomon Northup presents it to the readers in his story. He manages to show that it was an event that really caused pain to thousands of people through inhuman acts against many innocents.

Through the demonstration of totally real facts, the researcher wants future readers to remember these issues and take them seriously, as a matter to be left behind but also remembered

in order to avoid that something like this can affect again certain groups of society, which ultimately ended up affecting all of humanity

An important aspect that the researcher wants to point out is the violence that black people suffered during slavery. Several fragments along with the theory of realism, managed to show that those who lived in slavery were mistreated physically, psychologically, and sexually.

Hit with a whip if they did not obey, not doing things perfectly as white people wanted, or just because the white person liked to see slaves suffer. Strikes that left thousands of marks on their bodies, which in some cases disfigured them due to the aggressiveness which white people had to them. Also insults suffered by the slaves, jokes totally cruel on them and even that when white people made them think that they should not learn how to write or read are part of the psychological violence they lived.

All this left cruel marks on people's souls, and although they could become free, those scars of pain they had lived throughout all those years, would always follow them. Facts that to this day, despite slavery like that of those times no longer exist, many people still suffer from violence due to their black skin. Insults and blows due to the lack of tolerance of many who still show racism towards people, are present today.

In this objective, it was possible to show a positive impact on society since it can be observed that there was a fight against those inhuman acts against black people, a fight that was largely successful. However, despite the fact that years have passed, there are still certain behaviors against people of color that should be corrected. Which through all the reality showed in this analysis the researcher expects to create awareness to people about the tolerance that must exist between everyone so that there will really exist a positive coexistence between different groups of society.

5.2.2 To illustrate how Solomon's mental strength helped Solomon to get through slavery

The second objective was achieved by showing through fragments of the book, that Solomon's mental strength was what helped him during all those years. This force was constituted by different factors among which stand out, God, his family, and his music.

The thought of seeing his family again, and walking with them freely down the street, were factors that helped Solomon get his strength. He was sure that he would see them again at some point, despite the years that had passed, he did not forget his wife or his children. In addition, it is important to mention the need to have someone during bad times. The close relationships Solomon established with many of the slaves, as well as due to his personality we also created a bond with one of his bosses, this also helped him had some faith in humanity and not give up searching his freedom, by "accepting" what white people said about black people, that they were just slaves.

In the analysis, it was also possible to find out the meaning of Solomon's music. In different fragments, it is possible to demonstrate that the simple fact of playing the strings of his violin, was an escape for Solomon, and a way of going out of his reality. This also makes it known that even for an object, Solomon considered him as a faithful friend who did not leave him at any time.

Finally, throughout the analysis of the book it was possible to see that the aspect that gave him the most strength during all those twelve years was his faith in God. This made him have faith that he would get out of there at some point. As well as it helped him to remain as a human, to make no mistake against any human, as in the case with Tibbeats. Solomon asked God for strength not to lash out against the one who was harming him.

5.2.3 To determine how slavery influenced the development of racism as a current social problem

During the analysis of the theory of this third objective, it was possible to determine that slavery shaped racism to what is currently presented. Due to the difference in social status between white people and black people who came from Africa to America to seek better opportunities, many white people created ideas about black people, ideas that showed the superiority of white people towards blacks . As well as it is worth mentioning that many were forced to go to America because they were forced to do jobs that white people did not do because Black had better physical conditions.

All this together with what the Bible said about black people that they should be slaves for the sin of having the skin color they had, caused a pretty bad relationship to be created between white people and black people, which the most of the time it seen that white people was against Black.

This is reflected in the fragments of Solomon's book, where acts of white people against black people are mentioned, for example when Tibears wanted to hit Solomon, how Epps beat each of his slaves, the fact that Burch sold the black people he abducted to sell them as slaves.

In addition, this objective was also achieved through a fragment of the book that mentions that the son of one of the owners where Solomon worked, treated people with black people badly. Every day this child saw how his father treated black people, how he denigrated and mistreated them, and as a result he learned all this from him. He began to mistreat and insult them, since this child was not the owner of these slaves his attitudes are taken as pure racism. This reflects that slavery became

racism and that from generation to generation in many families of white-skinned people learned to be racist thanks to slavery which in today's society can also be seen.

To conclude, everything mentioned before manages to reflect how slavery became racism, how slavery dressed as racism in today's society. As people took different ideas that were said against black people, it led to prejudices that led to acts of mistreatment and forced labor for them and that eventually became a coexistence with them in which there is sarcasm disguised as daily commentaries that many take as normal, which really is not. These reflect racism that still exists today and has not been eradicated.

5.3 Restatement of the Research Question

For the researcher it was possible to carry out the research successfully through the historical approach. This helped the investigation with a lot of information about the history of slavery as well as the history of racism.

To explain it more it is important to start with this investigation research question that is "how did slavery affect Solomon Northup during his lifetime and black people nowadays?"

This is seen throughout the investigation since, due to the fact that Solomon Northup was affected by slavery, event that changed Northup's life and that affected him many times due to the cruelty of white people against him from them, it is notorious that Solomon managed to maintain his strength, mainly the mental one.

He managed to maintain it with the help of three motifs that were present all the time in his life, God who helped him to remain that person who followed his commandments, the person who

knew the human value and trusted him and who knew that he will help him to get out of there and be free again. He also gained strength through his music, managed to distract his thoughts and return to his past where he was free, when he played music he returned to his original world. And finally his family, thinking about them and seeing them again was what helped Solomon not to be affected by slavery as many of the people he knew there throughout the twelve years.

It was also successfully achieved to know how people of color are being affected today, it is known that today, despite the fact that slavery does not exist, as in the 18th century, they are still victims of abuses against them. Victims of insults by many who make jokes because of their skin color or who simply throw their words, still believing that there is a superiority of white-skinned people over black-skinned people. All this as a result of what began a few centuries ago, where there were prejudices about black people because of their social status and what the Bible said and also a slavery against them that created a vision that they are in a low social status.

5.4 Recommendations

At the end of a research it is important to give recommendations to people who want to carry out an investigation on a similar or the same topic. This in order to help them to know how the analysis should be, by giving them tips of what they should or should not look for as well as where to look for further information.

Another recommendation for someone who is going to carry out an investigation about slavery, if it is thoroughly investigated, will discover strong issues such as violations, family separations, no value for life, extremely violent punishments, torture just for the pleasure of seeing an innocent person suffer, among many other cruel events. To study a topic like this, the person must have a

lot of strength to read and analyze cruel facts, that also were seen completely normal in previous centuries.

It is also suggested to look for more stories, for example, if the researcher is going to write about slavery, he or she should take into consideration more testimonies of people who were victims of slavery. It is important to acquire a good knowledge on the topic, as well as to listen to some anecdotes of people who lived such events and show the total truth, without removing the cruelty they suffered.

It is also important to dedicate time to the literary analysis since it really entails a long process in which the analysis of different parts of the book as their quotes, the topics that are in the book aside from the main one, the motifs and the symbols which gave more sense of the book, should be taken into consideration.

Another recommendation for those who are going to perform a literary analysis is that, it is necessary to know the book perfectly as well as the most important topics and in which the author wants to emphasize, depending on all these factors is necessary to choose an approach with which can perform a complete analysis of the story. Since if the person choose an approach of which only certain aspects are mentioned in the literary work, it will create problems for the researcher since it will not provide the necessary information to do an investigation.

And finally, it is recommended that when dealing with a topic like this, the person who performs the investigation takes a neutral point of view and that is dedicated only to inform readers about an event that was real. Give only real facts and do not exaggerate in order to create pity on readers. As well as avoid judging the person or persons who participated in such cruel acts. A research work only seeks to inform people.

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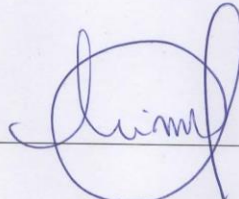
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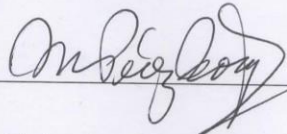
Annexes

Tribunal Examinador

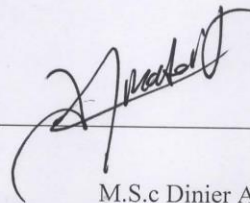
Esta Tesina fue aprobada por el Tribunal Examinador de las Carreras de Inglés de la Universidad Internacional de las Américas, como requisito para optar por el grado de Bachiller en Inglés con énfasis en Traducción.



Licda. Kattia Mora Rivera
Tutora



Licda. Margarita Pérez Roig
Lectora



M.S.c Dinier Amador Serrano
Director de las Carreras de Inglés

Carta del Director de Carrera

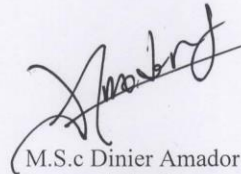
San José, 13 de agosto del 2019

Señores
Universidad Internacional de las Américas
Estimados señores:

El suscrito M.S.c Dinier Amador Serrano , Director de las Carreras de Inglés, hace constar que ha revisado la Tesina del estudiante, Paula Teresita Guzmán Méndez, portador(a) de la cédula de identidad no. 1-1704-0241, que ha titulado: *Analysis Of Solomon Northup's Twelve Years A Slave On How The Author' Mental Strenght Held Him And How The Slave Trade Shaped Racism In The United States*

La mencionada Tesina, responde a los requisitos exigidos en la Guía que nuestra carrera tiene para estos casos. Por tanto, se autoriza al autor para que lo presente ante el tribunal examinador nombrado para esta ocasión.

Atentamente,



M.S.c Dinier Amador Serrano
Director de las Carreras de Inglés

Carta del Lector

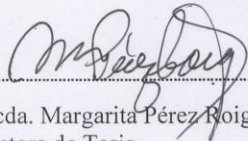
San José, 13 de agosto del 2019

M.S.c Dinier Amador Serrano
Director de las Carreras de Inglés y Enseñanza del Inglés
Universidad Internacional de las Américas

Estimada señora:

La estudiante Paula Teresita Guzmán Méndez, portadora de la cédula de identidad no. 1-1704-0241, ha presentado para su lectura y corrección de estilo la tesina denominada: *Analysis Of Solomon Northup's 'Twelve Years A Slave On How The Author' Mental Strengh Held Him And How The Slave Trade Shaped Racism In The United States*. He revisado y corregido la coherencia de los objetivos con el marco teórico, instrumentos y resultados, la calidad del trabajo y la relevancia del trabajo. Por lo tanto, hago constar que este se encuentra listo para ser presentado a la Universidad como trabajo de graduación.

Atentamente,



Licda. Margarita Pérez Boig
Lectora de Tesis

Carta del Revisor

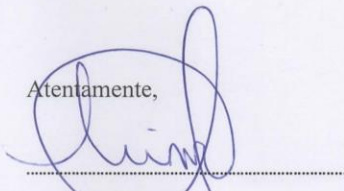
San José, 13 de agosto del 2019

M.S.c Dinier Amador Serrano
Director de las Carreras de Inglés y Enseñanza del Inglés
Universidad Internacional de las Américas

Estimada señora:

La estudiante Paula Teresita Guzmán Méndez, portadora de la cédula de identidad no. 1-1704-0241 ha presentado para la respectiva revisión la tesina denominada *Analysis Of Solomon Northup's Twelve Years A Slave On How The Author' Mental Strenght Held Him And How The Slave Trade Shaped Racism In The United States*. Por lo tanto, se hace constar que el documento fue revisado en lo relativo a la estructura gramatical, ortografía, puntuación, cohesión y terminología. Asimismo, se comprobó que las correcciones sugeridas se incorporaran al documento. Por ende, una vez incorporadas las recomendaciones efectuadas en el documento, el mismo se considera listo para su presentación la Universidad como trabajo de graduación.

Atentamente,



.....
Licda. Kattia Mora Rivera



Universidad Internacional de las Américas Código de Ética

La suscrita Paula Teresita Guzmán Méndez, número de carné: 1-1704-0241 graduada del grado de Bachillerato en Inglés con énfasis en Traducción de la Universidad Internacional de las Américas, se compromete a cumplir, durante el ejercicio profesional, con el Código de Ética de la Institución, que se rige por los siguientes principios:

PROBIDAD: actuar siempre con rectitud y honradez.

PRUDENCIA: actuar con pleno conocimiento de la materia sometida a su consideración.

JUSTICIA: permanente disposición hacia las funciones de la profesión, bajo los lineamientos legales que debe respetar todo profesional.

RESPONSABILIDAD: cumplir con los deberes, tanto en calidad como en oportunidad.

DISCRECIÓN: guardar respeto sobre los hechos o informaciones de los que tenga conocimiento con motivo del ejercicio profesional, sin que esto perjudique las funciones y responsabilidades.

INDEPENDENCIA DE CRITERIO: no involucrarse o comprometerse con situaciones, intereses o actividades contrarias a la moral, a la sana crítica y que, por ley, sean incompatibles con las funciones profesionales correspondientes.

DIGNIDAD Y DECORO: actuar con sobriedad y moderación.

TOLERANCIA: evidenciar una actitud paciente y de comprensión ante las opiniones divergentes que puedan expresar otras personas.

EQUILIBRIO: desempeñar las funciones profesionales con sentido práctico, buen juicio y equidad.

ACTUALIZACIÓN: comprometer parte del tiempo en actualizar los conocimientos y adaptarlos en el desarrollo de la actividad profesional.

VOCACIÓN: mostrar siempre apego al trabajo y a la educación recibida, como fundamentos para el desempeño laboral.

BUENA FE: toda conducta o comportamiento, criterio emitido y labor desempeñada debe basarse en los más altos principios éticos y tendrá como fundamento la buena fe.

Paula Teresita Guzmán Méndez

1-1704-0241