

Colonial Practices: A Discourse Analysis Of Yaa Gyasi's Homegoing

¹Khan Zada , ²Dr. Rab Nawaz Khan , ³Dr. Mahrukh Shakir , ⁴Dr. Aziz Ahmad

¹Assistant Professor of English, Government Degree College, Lund Khwar, District Mardan (Pakistan)

²Assistant Professor, Department of English, Abdul Wali Khan University Mardan (Pakistan), (Corresponding Author)

³Assistant Professor, Department of English, Abdul Wali Khan University Mardan (Pakistan)

⁴Assistant Professor, Department of English, University of Malakand, Chakdara (Pakistan)

Abstract

Novelists, from the once colonized countries, have depicted the colonial eras from different perspectives. Remarkably, the African novelists have given particular attention to the exploitation of the black people, and some have given historical pictures of the issues that have taken place during such a long period of time. Homegoing, the novel under study, has been written by Yaa Gyasi, an African-American writer. She has depicted sufferings of the African blacks in her work. The study analyzes the colonial practices of the British in Africa and their effects on the indigenous people. The study views and perceives colonial practices from postcolonial perspective, and uses tools of James Paul Gee's discourse analysis as research method for data analysis. The study explains the colonial practices and problems faced by the black people, not only in Africa, but also in the United States of America, in the subsequent years. Colonial practices, like slavery, black segregation, oppression and abuse of women, had badly affected the colonized people's mental, physical and socio-cultural worlds.

Key words: Colonial Practices, Postcolonialism, Colonization

Background of the Study

Colonial and imperialist practices have greatly affected the African society since the establishment of colonization of the Africa. One of the main issues at that time was slave trade and exploitation. Colonial powers not only utilized the land resources of the continent, but also vigorously exploited the human resource of Africa. As the process of colonialism turned into capitalism, the sole aim was to accumulate wealth for the elite classes. Although slavery in the United States of America

was officially banned in 1863, yet the capitalist ambitions remained in vogue, and the already suffering black Africans in the American states are still marginalized to suffer more brutalities at the hands of the white majority. They were sold to the mines' owners to work day and night to collect a specific amount of coal without paying them any wages. There was no possibility of relief, and tasks were mandatory, despite workers' suffering from fatal diseases.

Yaa Gyasi has depicted a very gruesome picture of the brutalities committed by colonizers in her novel, *Homegoing* (2016). Besides making the African blacks as slaves, marketed inhumanely, there is extreme kind of exploitation and suffering of the blacks. The novel under study is a historical fiction; it covers over two hundred years of history, and is in the form of linked-collection stories with characters from six generations. The main themes of the novel are slavery, black racism, exploitation of the blacks by the whites and gender exploitation. This exploitation is not limited to that of the colonials to make the Orientals to suffer, rather the blacks in general suffer due to the atrocities of the black people, and women in particular are exploited in both cases.

Postcolonial studies have emerged as one of the latest field of studies in the recent past. It is due to the seminal work, *Orientalism* (1978) by Edward Said. It has been applied on fields of studies, like philosophy, anthropology as well as literature. *Orientalism* is concerned with issues of the East, after the western powers have withdrawn in the late twentieth century. After the independence, the eastern writers have tended to highlight the atrocities committed by the western nations in the East, in the name of civilizing the Orient. Postcolonial writers try to write back to the center so as to highlight those issues.

As a research method for data analysis, the researchers have selected James Paul Gee's tools of discourse analysis. According to Gee (2011), this approach of discourse analysis is part of applied discourse analysis. It is based on qualitative inquiry, whereby the researcher analyses the collected data, at the same time the researcher critically studies topics and issues of a given text. In this way, discourse analyst shortlists choices, questions and topics based on issues important to people, society and the world at large.

Statement of the Problem

Postcolonial literature addresses the issues, which are the direct result of colonization in the colonized regions. The writers of the field try to raise such issues and concerns that have affected the residents of the orient. The European practices have left permanent marks on nations, and people also include Africans among others. Largely, these practices had kept some classes of society oppressed, while at the same time, some members of the same society worked as agents. The novel under study depicts the sufferings and issues faced by the Africans. These blacks of Africa suffered greatly due to the practices of slave trade, black racism, segregation and exploitation during the British colonization.

Research Questions

The current study seeks to answer the following research questions:

- 1) How has Yaa Gyasi depicted colonial practices in *Homegoing*?
- 2) What effects do these practices have on the colonized people in the novel under study?

Theoretical Framework

The theoretical framework for the present study is postcolonialism. This study is concerned with the effects of colonialism on the cultures as well as societies of the colonized. The main focus of the writers and critics of this area of study is how the Europeans conquered and controlled the cultures in the Orient. It is also concerned with how the Orientals resisted and responded to these approaches of the Western powers. According to Said (1978), orientalism is a kind of thinking approach, developed by the western writers to make a distinction of the east and west. It was not limited to writers; rather it is still practically implemented by the administrators.

Ashroft, Griffith and Tiffin (2000) elaborate that postcolonialism depicts the effects of colonial practices on cultures and societies of the east. The main concern of the theory is its ability to analyze various cultural developments, including race and racism, and in turn giving expression to the anti-colonial nationalism. Khanal (2012) argues that, as an academic study, postcolonialism takes into account the loss of culture, power and identity of the conquered population. It, in fact, challenges the sense of superiority propagated by the western thought.

Review of Literature about the Novel under Study

Welnhofer's (2017) analysis of Gyasi's work has beautifully depicted the life stories of seven generations of the black Africans, especially those from Ghana. These people not only went through extreme sufferings, but were also subjected to even gross subjugation as slaves and then convicts (without crimes) in the United States of America. The author is of the view that the novel demonstrates the oppressions of the colonizers and the imperialists alike. According to the article, Yaa Gyasi shows how institutions, set up by the whites, and their cultural traits have, in fact, failed those from Africa in America and those living in Africa alike. The author argues that the colonizers, imperialists and slave traders used institutions, like religion, education, law-enforcement and slavery for such oppression of the blacks.

Sandbrook (2017) argues that human condition is nicely portrayed by the novelist in this book. He is of the view that none of these sisters have any control over their fates; hence one is maliciously sold to a white man to be his second wife, while the other sister is purchased under the command of the same white man to become a slave. The writer claims that, through vivid narration, the novelist has successfully depicted fourteen characters as individuals, and in the background, there is a proper depiction of historical events. He adds that the slave trade actually destroyed the very structure of the western and central Africa. It was because the colonizers demanded for more slaves, and the Africans helped them initiate this heinous practice of capturing their own people to sell them to the British.

According to Charles (2016), Gyasi is asking the Westerners and the modern world to consider this tangled chain of moral responsibility which is theirs, and that hang on Western society. The 'little dove' in the captivity of Esi's father says about the separated sisters that these sisters are like the women doomed to stay on opposite sides of the pond; the pond is Atlantic Ocean. Zimmerman (2016) tries to turn the attention of the readers to think of and pictures a globe with places of particular misery, pain or evil. The gleaming white castle structure is like a curse over Gyasi's sprawling epic of the African exploited families. Ness, Essi's daughter stolen out of her mother's arms, is whipped so often that her scarred skin was like another body in itself. In this novel, Yaa Gyasi has given rare, but heroic voice to the missing, the suppressed and the subjugated people.

Evans (2017) argues that slavery as a wound has provided an endless reserve of material for storytelling. It portrays a bottomless well of tragedies, epic betrayals, unexpected dimensions and uncharted secrets. At the center of each well-crafted, well-researched narrative episode, there is a clearly defined and complex protagonist whom we come to care daringly about, and who is prominent because of their suffering. Boyne (2017) opines that it is a story of generational change over two and a half centuries, which explores themes of colonialism, slavery, racial hatred, and segregation in an authentic and powerful manner. The novel opens in 18th century, and the paths of two sisters diverge when one finds herself the wife of a British officer while the other is held in the most inhumane condition when the soldiers incarcerate their captives. The characters suffer terribly and yet maintain a stoicism and integrity that recall their maternal ancestors. Issues of color are dominant, and the marked differences are shown in the experiences and attitudes of those who are darkly blue.

Wilkerson (2016) argues that Yaa Gyasi contemplates the consequences of human trafficking on both sides of the Atlantic. This is the story of two half-sisters, their lineages are broken by enslavement and cursed by premonitions that condemned those who were captured, spared and sold hostages to the Europeans. Old alliances fell to human greed to satisfy the ruthless market. Asante traders collected captives, Fante or Ewe middlemen would sell them to the British or Dutch whoever was paying the highest at the time. Simonian (2017) argues that Homegoing (2016) has an unusual structure which perfectly exemplifies Gyasi's concern with colonialism. The linked collection has recently risen to prominence by having the characters move chronologically through time without skipping generations. Gyasi draws a direct and unbroken line from the original trauma of slavery to the present day. She thereby argues, through the book's very structure, that racism has not been extinguished over time, but merely institutionalized.

Lucy (2017) explains that the title of the novel is based on the African-American tradition that the souls of the slaves after setting free at death would return to the ancestral Africa. Even before the arrival of the Europeans at the gold coast, the native Fante and Asante people are in an unending warfare. According to the reviewer, the two sisters, Effia and Esi, live cross paths. The

novelist has remarkably portrayed the barbarism of the Fugitive Slave Act and then the Jim Crow laws and its effects on imposing segregation. Kellaway (2017) states that the novelist is an immigrant and the one who has tried to explore her ancestral roots through the novel. Gyasi responds to a question on the generation-based depiction of slavery and says that she wanted to understand slavery and colonialism and their effects. She was greatly affected by the dungeon where people were kept for three months at a time before being sent. The kind of terror they must have felt, one can imagine and cannot possibly imagine. When she was asked that the novel raises interesting questions about identity, she responded that her own identity and experience has greatly affected her writing.

Tools of Discourse Analysis

The researchers have selected James Paul Gee's tools of discourse analysis for analysis of data. Gee (2011) stresses that, in the area of empirical inquiry, there is an abundance of questions to ask, numerous topics to study and a lengthy process of data collection takes place. In such a scenario, there are a number of choices to be made. The tools are explained here.

The deixis tool uses deictic terms to understand the context of a written text and the assumptions related to it. Deixis refers to the joining words. The fill in tool is applicable when the speaker or writer has not given clear explanation or reference so that the listener or reader has to make assumptions to fill the required gap in the communication. The making strange tool is useful when someone is stranger in a setting or one has limited understanding of a communication process and tries to make proper meaning out of it. The subject tool is used when the speaker/writer deliberately chooses subjects and gives structure to sentences, whereby a subject is supported, while at other times, the writer/speaker supports the subjects through proper use of predicate.

The intonation tool tells that any communication will be affected by the attitude and emotions of the writer. As the writer, sometimes, uses intonation contours, which signify that the reader or listener would feel the intensity of the dialogue. Such a text needs to be read aloud so as to make it more meaningful. The frame problem tool is applicable when the discourse analyst reviews his/her analysis with respect to the entire relevant context. The doing and not just saying tool says that the user of language does certain things with language. Same is the case of performing action and completion of actions through language. The vocabulary tool tells that the English language is made up of Germanic and Latinate words at the most. Gee is of the view that the reader has to understand that any communication needs to be marked so as to understand the uses of words, which will show what the speaker/writer is giving or attempting to signify. The why this way and not that way tool looks for the grammatical construction as to how the writer has developed a specific structure. It also checks for other alternative designs which can be used, rather than the one utilized by the writer. This covers the intentions of a writer who could have given expression to the meanings of a communication. The integration tool deals with the integration of different clauses into the construction of sentences. This tool helps in understanding the hidden perspectives of the writer in the clauses and phrases which help the analyst identify certain

information. The topic and theme tool is applicable to understand the writer's approach as to why he/she has set choices. This also helps in understanding on what grounds the writer has deviated from the known pattern of grammatical construction. The stanza tool is important in analyzing stanzas and looks for specific information in it. This helps the analyst in making a thorough and dependable interpretation.

The context is reflexive tool comprises of many other tools' approaches, whereby the analyst looks for all possible contents of communication. In so doing, he/she may ask certain questions so as to be part of a situation. In the application of significance building tool, the analyst looks at the grammatical devices used in a way in which he/she has given importance to certain things while has relegated certain things and not others. In the application of the activities building tool, we know that a communication may be with certain purpose, whereby a writer may be giving importance to build an activity. The same may be the intention of a writer to make the reader recognize. The identities building tool is applicable when a writer is trying to enact and establish identity of persons/people. In such a way, he/she will try to make personal relationships with a person, or to get recognized with that community. In such situations, the discourse analyst(s) will look for the identity of the writer and how he/she has focused on a certain identity.

The relationships building tool is applied when the discourse analyst(s) ascertain whether the writer has tried to build and sustain or change certain relationships with other people, comprising social groups, institutions and cultures. The politics building tool helps analyze the construction of grammatical patterns, which can be useful to understand the social good and its distribution to certain groups, while certain groups are ignored. This also helps in understanding the author's intentions to support a group's view point, and to help that group to receive the social goods. The connection building tool deals with connectivity of the text wherein the words, phrases, clauses and sentences reveal more or less cohesion and coherence in the text. It also helps to know how the cohesive devices can help in achieving clarity through connecting pieces of information.

Systems and knowledge building tool helps the discourse analyst(s) to identify the words and grammatical structures which specify certain signs and systems or de-privilege others. For example, English words are preferred where German-based words could have been more meaningful. The topic flow or topic chaining tool looks for connection between topics of clauses, and in this way, tries to highlight the kind of chain the writer has produced in his/her writing. This tool also helps to understand the writer's intention whether or not he/she has hinted to old topics. The situated meaning tool helps the discourse analyst(s) in understanding meaning of the words and grammatical constructions with particular focus on situation in which a communication takes place. In this way, the readers have to link particular meanings to understand the context of that communication. Social languages tool tells that words and grammatical structures, like phrases, clauses and sentences enact and signal at a setting of social language. The intertextuality tool focuses on words and grammatical structures, based on or referring to quotes or give inferences to other "texts." It can also hint to the styles of language. Figured world tool looks into the text to understand the typical stories and how the writer has used phrases and sentences to make the reader make assumptions the way he/she assures. The world, the activities, type of language used, context,

values and participation are also highlighted. The big D discourse tool highlights the writer’s intention in using language as to how the writer has tried to enact or otherwise to make readers ascertain his/her socially recognized identity. The big C conversation tool is applied when the discourse analyst(s) look at the communication’s assumptions and claim to understand it in terms of wider historical perspectives.

Analysis of Discourse on Exploitation

(1) Everyday, Ness picked cotton under the punishing eye of the southern sun. (2) She had been at Thomas Allan Stockham’s Alabama plantation for three months . . . (3) Ness’s mother, Esi, had been a solemn, solid woman who was never known to tell a happy story. (4) Even Ness’s bedtime stories had been ones about what Esi used to call “the Big Boat”. (5) Ness would fall asleep to the images of men being thrown into the Atlantic Ocean like anchors attached to nothing: no land, no people, no worth. (6) In the Big Boat, Esi said, they were stacked ten high, and when a man died on top of you, his weight would press the pile down like cooks pressing garlic. (7) Ness’s mother, called Frownie by the other slaves because she never smiled, used to tell the story of how she’d been cursed by a Little Dove long, long ago, cursed and sisterless, she would mutter as she swept, left without her mother’s stone. (8)When they sold Ness in 1796, Esi’s lips had stood in that same thin line. (9)Ness could remember reaching out for her mother, flailing her arms and kicking her legs, fighting against the body of the man who’d come to take her away. (10) And still Esi’s lips had not moved, her hands had not reached out (Gyasi, 2016, p. 69).

Categorization/Labeling of Applied Tools

Novel Text	Tools
“Every day, Ness picked cotton under the punishing eye of the southern sun.” (1)	The Subject Tool (tool no. 4), The Significance Building Tool (tool no. 14).
“She had been at Thomas Allan Stockham’s Alabama plantation for three months.” (2)	Figured World Tool (tool no. 26)
“Ness’s mother, Esi, had been a solemn, solid woman who was never known to tell a happy story.” (3)	The Topic Chaining Tool (tool no. 22)

<p>“Even Ness’s bedtime stories had been ones about what Esi used to call “the Big Boat.” (4)</p>	<p>The Situated Meaning Tool (tool no. 23)</p>
<p>“Ness would fall asleep to the images of men being thrown into the Atlantic Ocean like anchors attached to nothing: no land, no people, no worth.” (5)</p>	<p>The Significance Building Tool (tool no. 14)</p>
<p>“In the Big Boat, Esi said, they were stacked ten high, and when a man died on top of you, his weight would press the pile down like cooks pressing garlic”. (6)</p>	<p>The Activities Building Tool (tool no. 15)</p>
<p>“Ness’s mother, called Frownie by the other slaves because she never smiled, used to tell the story of how she’d been cursed by a Little Dove long, long ago, cursed and sisterless, she would mutter as she swept, left without her mother’s stone.” (7)</p>	<p>The Context is Reflexive Tool (tool no. 13)</p>
<p>“When they sold Ness in 1796, Esi’s lips had stood in that same thin line.” (8)</p>	<p>The Activities Building Tool (tool no. 15)</p>
<p>“Ness could remember reaching out for her mother, flailing her arms and kicking her legs, fighting against the body of the man who’d come to take her away.” (9)</p>	<p>The Relationship Building Tool (tool no. 18)</p>
<p>“And still Esi’s lips had not moved, her hands had not reached out.” (10)</p>	<p>The Cohesion Tool (tool no. 20)</p>

Critical Analysis

The selected text from the novel under study depicts the atrocities of the masters of slaves in the plantations in America when the captives from Asante and other lands would reach there. First they would remain in the dark cells of notorious dungeons for about three months. Afterwards,

they would be transported in ships via Atlantic Ocean to Americas. Among those, who had seen the journey through the ocean, one is Esi. She had forgotten the sense of happiness. She is tormented and persecuted, but could not protest when her daughter, Ness, was sold for an unknown amount, while Ness had wholeheartedly felt the filial feelings for her mother. Ness is shown, working at Alabama plantations as a slave.

Sentence (1) of the passage tells of the pain the writer has taken to describe such exploitation. The novelist belongs to the race, the black Africans, whose ancestors had been enslaved, taken through the Atlantic and sold in “Negroes for sale” marked markets, working for their masters, without wages and human rights. The tool applied here is the significance building tool. Sometimes, a writer gives significance to certain things, while certain things are relegated. By applying this tool, it is evident that the novelist has taken pain to illustrate that “the punishing eye of southern sun,” used to make cotton picking, not less than torment for Ness. Slaves were mostly sent to southern America where they would be made to work in plantation and coal mines.

In sentence (2), the context suggests that the figured world tool is applicable. This tool makes readers to make assumptions about the world from the context of a communication. The writer has made a real world reference to a specific place, i.e. Alabama State in the United States of America of the 19th c. She has invited the reader’s attention to the persecution of the slaves. This place is a plantation site which belongs to a man with Thomas Stockham. Ness has been working here for the last three months. The scorching sun has made Ness oblivious of her age and her surroundings.

Sentence (3) tells of Ness’s mother, Esi, with a miserable life. She had been “solemn” and “solid,” as if indifferent to her surroundings. Looking closely at the sentence infers that, here, the topic chaining tool is applicable. Sometimes, a stretch of speech or writing is made coherent by the links of topics of all the clauses of a sentence. It also relates to and helps in understanding the writer’s intention. Since a writer, while writing in a genre, like novel, keeps a chain of events through which he or she, time and again, hints at old topics. Interpretation of this sentence shows that the writer not only highlights Ness’s misfortune, but also hints at Esi’s character.

On sentence (4), the situated meaning tool is applied. This tool helps in understanding of meaning of a discourse with particular reference to a situation, which is, further, explained by the context of communication. The novelist has alluded to the “bed time” of Ness as a child, listening to stories from her mother, Esi. The novelist suggests that Esi would refer to “the Big Boat” time and again. The phrase, “The big boat,” has a special meaning here; it helps to understand the situation through which the colonized had passed. There used to be big boats or sea ships, which would come from Europe, laden with different commodities. They would be unloaded on the African shores. The same ships would be loaded with slaves from the dungeons. There is a special reference to “the door of no return.” Such signs are still available on dungeons’ doors. It signified that whoever used that door would never return to her/his home country. When these would be loaded with people, like Esi, they would travel through the Atlantic Ocean. Esi and other slaves

had developed stories of the nights they had spent in the ships. It takes the reader back to a situation which is unfathomable.

Sentence (5) alludes to the images of men who were thrown into the water from the ships during the dark nights, something unimaginable, a place unknown, in the middle of the ocean, full of sharks, and no way of escape. In fact, even to imagine such a setting might have been quite difficult for the novelist. The possible context, which has been spotted in this sentence, is due to the application of the significance building tool. For example, the clause in the sentence, “men thrown into the Atlantic,” suggests that capturing these people was first crime of the colonizers, and putting women, men and children in the dungeons, was another crime. Above all this, throwing “innocent men” from the ship in the dark night at the deepest and most dangerous portion of the ocean signifies something more than even “inhuman” treatment. The meaning and significance is, no doubt, delivered, and is very effective. For Esi, relating such type of stories of atrocities to Ness, suggests how difficult it would have been, not only for those who suffered from that agony, but also for those who witnessed it.

In sentence (6), the activities building tool is observable. This tool helps the readers to identify the kind of practices a communication or discourse focuses on. Through this technique, the writer seeks the readers to recognize certain norms. Sentence (7) provides a historical perspective. The first tool sorted here is the context reflexive tool. This tool comprises of other tools and their approaches. It helps the discourse analysts to take a critical approach while analyzing a text in order to inter-relate the context of different paragraphs. To understand these contents, the readers or analyst(s) would make and ask certain questions regarding the background of the communication. This tool looks closely at the reflexivity as well. Like a reflexive pronoun, where the noun used as the subject of a sentence, is repeated as the object of the same sentence, and hence takes form of a reflexive pronoun. This sentence tells of Ness’s mother who is famous among the slaves as frownie who never smiled in her life. At the same time, it refers to Esi’s youth when she had just seen the black blood. It was that time when Esi was the darling of her father, a girl used to be working in her house, since her father was a “big man” in the Asante land. He had captured that little girl in a raid, in response to the raids by the tribes of Fante land. The girl got so intimidated with Esi that she started to call her “little dove.” Her own name was Abromona.

This tool is applicable here because reflexive context is reproduced in this sentence. Esi had suffered because of the same little dove. On Abromona’s request, Esi had sent a letter to her father, which was prepared by Abromona. Most probably, she would have mentioned details of her whereabouts. Esi would tell the slaves that she was in fact “cursed” by Abromona. Prior to that, she had known from Abromona that she had a sister. In fact, Esi’s own sister was Effia, but she could not get the chance to know it. While she was brought to the dungeon, above that her own sister, Effia, was living as wife of a British soldier.

Another tool which is applicable here is the relationship building tool. Through the application of this tool, the discourse analysts seek to enact recognition of certain practices. In this

approach, they look for accomplishment of activities through a communication. This tool also highlights norms of individuals, institutions and groups. The norm, through which the novelist has tied all the characters of six generations, is the symbol of stone. This stone was identity of Esi's mother. Through suffering, Esi was unable to retain that norm and identity.

Sentence (8) of the paragraph under study shows that the activities building tool is applicable. The sentence runs as, "When they sold," this clause highlights the practice of colonizers. Ness was taken away from Esi while she was only a child. The tool gives information about the normal practice of the time. The colonizers had not felt satisfaction at capturing the black Africans, through their own people. When they transported the traded people to America, the continent was a strange land for them. There was a system of buying and selling these people, the way cattle are dealt with in livestock market. Not only grown up and muscular men were for sale, there would be special rates, according to the body of the old and children. This practice remained in vogue for centuries. Generations had to pass through this agony. The sentence, here, refers to a date as back as 1796, when Ness was also sold like other hundreds of thousand Negroes. In the chapters of the novel under study, we come to know that this practice had not ended as late as 1860s, when a grandson of Ness is arrested by state apparatus, police, just because he is black.

Sentence (9) can be analyzed through the relationship building tool. This tool focuses on aspects of building, maintaining and changing relationships. Such relationships may be among readers and writer or among social groups. The novelist has depicted a situation which attracts the immediate attention of the readers. The picture is that of a child being snatched from the lap of his/her mother. Mother of the child cannot protest because the man, who is taking the child, is an indifferent one. He (a colonizer) does not know the love of a mother for a child, or maybe, he does not consider it worth consideration. Even if Esi had protested, what would have happened, only she would have worsened the situation for herself as well as her child, where death was only a second away. "Flailing her arms and kicking her legs" refers to Ness as a child, glommed from her mother's lap. It is the tenderness of mother's lap which makes Ness kick her legs, with hope to be returned to her mother, but never, being colonized. However, the man, who had come to take her away, is not sensible. Here, the "man" is a colonizer; he represents a class that for centuries has looted and pillaged the very community of this child.

The cohesion building tool is applicable on Sentence (10). There is connection of previous events as well. Esi shows no reaction because she knew reactions have a heavy price. She is right in a sense as, at that time, it was a great risk as well. She was sure that if Ness remained with her, she would not be able to see her happy, or if Ness is taken away, there was no chance that she would be happy or see any hope for happiness. At the end of this interpretation, it is clear that the analyzed text has colonial practices and issues. It confirms Rodney's (1973) argument that the Africans have been badly oppressed, exploited in the worst manner and have been disregarded.

Analysis of Discourse on the Practice of Racial Segregation

(1) Now white people could be fined for giving a Negro a meal, or a job, or a place to stay, if the law said that Negro was a runaway. (2) And how were they to know who was a runaway and who was not? (3) It had created an impossible situation, and those who had been determined to stay on the fence found themselves without a fence at all (Gyasi 2016, p. 125).

Categorization/Labeling of the Applied Tools

Novel Text	Tools
“Now white people could be fined for giving a Negro a meal, or a job, or a place to stay, if the law said that Negro was a runaway.” (1)	The Identities Building Tool (tool no. 16) The Situated Meaning Tool (tool no. 23)
“And how were they to know who was a runaway and who was not?” (2)	The Making Strange Tool (tool no. 3)
“It had created an impossible situation, and those who had been determined to stay on the fence found themselves without a fence at all.” (3)	The Context is Reflexive Tool (tool no. 13)

Critical Analysis

The immediate context of the sentences (1, 2 and 3) provides a lens to take a look of the process of racial segregation. The two sisters are estranged from each other because of the inter-tribal rivalries in Africa as illustrated by the novelist. Effia became wife of the white man in Ghana, her lineage remained in Ghana, while the other sister, Esi, suffered due to slavery and the resultant exploitation, she and her daughter, Ness, passed through the most inhuman treatment, just because they were slaves. Even the slavery ended in the United States and other countries of the world, mostly in the nineteenth century. The blacks, in general, did not fully taste the fruits of emancipation. While Ness’s husband, Sam, is beheaded by the Devil, their master in Alabama. The parents as slaves have been able to hide and help their son, Kojo, to escape. We are introduced with Kojo, while he seems a free man, but is unable to feel at home. One of the horrible treatments is given to him, when the “Fugitive Slave Act” (Gyasi, 2016, p. 122) was passed, forbidding all kinds of connections with the blacks. This law was promulgated by the states in the south, and they tried their level best to impose it on the northerners as well. Although the northern states did not fully cooperate with the southern ones, yet the result was the civil war which killed hundreds

of thousands of Americans. Racial discrimination is highlighted by Fanon (1963). He asserts that the black Africans were deemed as an inferior race.

Sentence (1) can be analyzed through the application of the identities building tool. This tool deals with the establishment and enactment of specific identities of the characters involved. It also explains building or cutting off of personal relationships when people's identities are highlighted. The sentence illustrates that when the law prohibited any kind of relationships among the blacks with the white, it was so clearly mentioned in the law that the white people were going to pay fine if they were found "giving a Negro a meal, or a job" (Gyasi, 2016, p. 125). This shows how difficult it would have been for the black Africans of the time who also contributed to making America a great power.

Another tool spotted here is the situated meaning tool. This tool helps the discourse analysts in understanding meanings of words and grammatical constructions. This understanding can be made by focusing on a particular situation in which communication takes place. Through the application of this tool, the readers get meaning by the links of the context of situation in communication. The analysis of sentence (1) suggests that the situation created by the new law was such that a hope of freedom for the blacks was further diminished. It was time when the new law stated that if anyone of the white folk was found, extending a helping hand to the blacks, he/she was supposed to pay a certain amount of fine. It means that segregation based on race and color was further fortified. The suggested proclamation strengthened the practice of segregation and withheld the very basic necessities of life from the blacks. It shows that there might have been some people among the whites who would have extended some support to the blacks by providing jobs or other basic necessities. It is worth mentioning that the interpreters of the said law were supposed to explain who the runaway slaves were and who were not.

Sentence (2) can be analyzed by the application of making strange tool. This tool suggests that there are situations in reading a text when the reader perceives things quite strange to comprehend. By applying this tool, it is evident that the law has been passed, but there was ambiguity; although the novelist has hinted at that particular law, but it is not shown how that law was going to be implemented. The visible meaning that comes to mind is that the novelist hinted at the practices of persecution, but could not mention the reason behind the practices that led to persecution. Another ambiguity is that if a law was promulgated, how it was not possible to ensure through data that how many slaves were fugitives and how many were in the possession of their masters. The novelist suggests that this law was imposed by the South, while the states in the North of the US of that time were not fully in favor of it. It also makes things quite unclear. As the Federation was in control of the Southern states, then why the Northerners, where Unionists were in majority, rejected the law.

Sentence (3) depicts a very miserable situation. The context is reflexive tool seems according to the context of the sentence. This tool follows the approaches of other tools to maintain the flow of the text and its context. The sentence under study portrays the situation which prevailed

after the law was enacted. It created defensive state of affairs for the blacks, especially those among slaves who had attempted for freedom through fleeing from their masters. The law was a scheme through which such people would be hunted down and led to places where the remaining identity would be further tarnished. In fact, these Negroes were transported to a far off continent from where they did not know how to run away. But still, there were committed fellows who had the commitment to stay as free, this new law made them totally defenseless. This fragment from the novel under study relates the situation to Frantz Fanon's (1963) statement that the colonizers segregated and put a fence to the interaction with the colonized.

Summary of the Findings and Conclusion

The novel under study explores the subjugation of the people of Ghana by the British. This presentation encompasses a vast arena of about two hundred and twenty five years. The subjugation is not limited to the land, or its resources only. The most inhuman aspect of this exploitation is the establishment of slavery as an institution. The blacks were being hunted as cattle and birds because these people of the orient were considered good for nothing and hence inferior. Slavery helped in the binary situation of master and servant. The treatment accorded to those brought into the dungeons helped the novelist imagine and construct the story of the novel under study. The sufferings were a never ending process. The blacks suffered, according to the novel, in their homelands, while being shipped through the Atlantic Ocean and when all those captured landed in Americas. The sufferings culminated in the plantation, coal mines and laws, like The Fugitive Slave Act. The vivid description of exploitation of the blacks has put Yaa Gyasi among the writers who have been active in highlighting the issues of the marginalized. The main objective behind the endeavor to write this story was to show to the world that the black segregation and racism in America is not a new phenomenon. This is the result of centuries old slavery institution, the ultimate goal of which was to establish control on the gold coast by exploiting the internal rivalries. The arrival of the British and other Europeans only added fuel to the fire. By the application of postcolonial theory on the major issues, analyzed and interpreted, this study elaborates that colonial practices have lasting effects on the lives and land of Africa.

It is a well-known fact that colonialism as process has left lasting marks on the colonized, as it has been a practice to occupy and subjugate other nations. As a practice, colonialism was neither limited to one nation, nor one country. Rather, it has affected the colonized for centuries. The novel under study relates that the arrival of the 'white man' was not horrible and frightful initially, as the colonizers had presented a soft image by keeping in contact with the local people as traders in the coastal areas in Ghana. These contacts would often take the shape of matrimonial bondage of a British soldier with a local black girl. In such proposals, a huge amount would be paid to the bride's mother. This was procured through establishing prestige of the British as missionaries, while the British soldiers were so innocuous that they would show interest in the local girls when a visit to the village would be arranged. In such contacts, many soldiers proposed and married the local black girls. Accordingly, the British and other Europeans established

communication with the African communities. But such practices were limited to the people living in coastal areas only, like Fante land, where castles were fortified. But soon, it turned out that the contacts were for a far deeper purpose. The locals would be hired as middle men by the British to help them capture men, women and children from the rival tribes. The captured people would be brought to these castles. The way they were kept in and treated in the castles has been totally inhuman. The British soldiers' brutalities would start once these innocent people would be taken inside the horrible, black and notorious dungeons. The treatment accorded has been horrific, especially to women and children. The initial contacts with the local people, which would result in matrimonial relationships, were to be productive, generation later, when the son of the first girl married by a British soldier is appointed to work as the agent or supervisor of the slave trade between the locals and the British.

References

Ashcroft, B., Griffith, G., & Tiffin, H. (2000). *Post-colonial studies: key concepts* (2nd ed.). London and New York: Taylor and Francis Group.

Boyne, J. (2017). *Homegoing review: generations united and divided by color*. Retrieved from <https://www.irishtimes.com/2017/01/07/books/reviews>

Catan, W. (2017). Interview with Yaa Gyasi, pen/hemingway awards winner. Retrieved on July 10, 2019, from <https://www.hemingwaysociety.org>

Charles, R. (2016). 'Homegoing,' by Yaa Gyasi: a bold tale of slavery for a new 'roots' generation. Retrieved from <https://www.worldcat.org>

Evans, D. (2017). *Homegoing by Yaa Gyasi review – the wounds inflicted by slavery*. Retrieved from <http://www.gaurdian.com/2017/01/13/books/reviews>

Fanon, F. (1963). *The wretched of the earth*. New York: Grove Press

Gee, P. J. (2011). *How to do discourse analysis: a toolkit*. New York: Routledge.

Gyasi, Y. (2016). *Homegoing*. Alferd A. Knopf YNG Books Inc. Retrieved from <https://www.aaknofp.com>

Khanal, N. (2012). *The lens of postcolonial theory in LIS research and practice*. University of Illinois at Urbana-Champaign, Urbana, Illinois.

Kellaway, K. (2017) Interview with Yaa Gyasi: 'slavery is on people's minds. It affects us still. Retrieved from <https://www.theguardian.com>

Rodney, W. (1973). How Europe underdeveloped Africa. London: Bogle-L'Ouverture Publications.

Sandbrook, R. (2017). Slavery, endurance and transcendence: response to Yaa Gyasi novel homegoing. Retrieved from <https://www.researchgate.com>

Wilkerson, I. (2016). Isabel wilkerson reviews Yaa Gyasi's 'homegoing.'
Retrieved from <https://www.nytimes.com/2016/06/06/books/reviews>

Simonian, K. O. (2016). The unbroken line: Yaa Gyasi's homegoing.
Retrieved from <https://www.kenyonreview.org>

Lucy, S. (2017). Family ties are the shackles of slavery in Yaa Gyasi's homegoing. Retrieved from <https://www.thenational.ae>

Said, E. W. (1993). Orientalism. New York: Pantheon Books.

Welhofer, N. (2017). The shadow of slavery: a look into how homegoing depicts the structural oppression apparent in American and Ghanaian society. First Class: A Journal of First-Year Composition.
Retrieved from <https://ddc.duq.edu/firstclass/vol2017/iss1/3>

Wood, S. (n.d). The horrors of slavery 1805. Gilder Lherman collection.
Retrieved from <https://www.gilderlehrman.org/content/horrors-slaver-1805>

Zimmerman, J. (2016). 'Homegoing' is a sprawling epic, brimming with compassion. Retrieved from <http://www.npr.org/2016/06/07/books/reviews>