

PalArch's Journal of Archaeology of Egypt / Egyptology

RACE AND POWER: EXPLOITATION AND RECONSTRUCTION OF HUMAN IDENTITY IN THE NOVEL, THE KNOWN WORD BY EDWARD P. JONES

Kashif Ahmad¹, Muhammad Bilal², Sajjad Ahmad³, Saeed Ur Rahman⁴, Anum Saleem⁵

¹Lecturer, Department Of English. Abdul Wali Khan University, Mardan

^{2,3,4,5}Lecturer, Department of English, Bacha Khan University, Charsadda

Email: ¹kashif@awkum.edu.pk, ²Muhammadbilal29@gmail.com

³Sajjadahmad.eng@bkuc.edu.pk, ⁴Sesedu7@gmail.com

**Kashif Ahmad, Muhammad Bilal, Sajjad Ahmad, Saeed Ur Rahman, Anum Saleem.
Race And Power: Exploitation and Reconstruction of Human Identity In The Novel,
The Known Word By Edward P. Jones-- Palarch's Journal Of Archaeology Of
Egypt/Egyptology 19(3), 1292-1303. ISSN 1567-214x**

Keywords: Race, Gender, Power, Exploitation, Human Identity.

ABSTRACT

The study aims to explore class conflict as exploitation and reconstruction of human identity in the novel, *The Known World*. Slavery was a pervasive phenomenon in antiquity but it gradually declined in the modern world. These structural changes were aided by the blessings of modern moral attitudes and virtues. The study shows the reconstruction period which started in America followed by American Civil war, and it made a place of civil rights in the history of the United State. The research focuses on race and power: exploitation and reconstruction of human identity which indicates to a process in which an ex-slave used to buy other slaves when they got rid of slavery and came into power. They forgot about their past that how they spent life and faced with difficulties. But actually the trade of slave was legal and there was no restriction about it the trade of slave before civil war. As in the novel, *The Known World* (2003) the protagonist of this novel was once the slave of William Robbins and his whole family bound to Robbins but when they get rid of slavery so the protagonist plane to get power and dominate other. It is individual concept that land and money is the source of power and thus was a common practice among the masses which causes distraction.

INTRODUCTION

Exploitation is the process in which a person or group of people use to treat unfairly with others in order to get benefit from their work. Exploitation means using equipment that are available in order to get profit from it. It is

commonly used in a worse sense, although it can be used in a good sense as well. It began in the 19th century and specially in industries but actually it was existed before it. There are different types of exploitation such as labor exploitation, domestic exploitation, sexual exploitation etc. Reconstruction means to construct something again or rebuilt. The Reconstruction period started in America from 1865 to 1877, actually followed by American Civil war, and it made a place of civil rights in the history of the United State. Baron (1995) defines that slave trade has a major role and its effects that the centers of the slaves' trade would continue these enterprises or continue the trade of slaves. For example it has already recognized that the institutions made nonmarket tactics and it adopted the shape of market environment and there were a lot of institutional environment in which the organizations did work (Baron, 1995). Desyllas (2007) explores that such kind of information shows the concept of capitalist networks and other centers and specially the owners of the industries that how they have used slaves' trade for their own purpose and benefit (Desyllas, 2007). Salt and Stein (1997) argues that the slaves business may be a kind of institutionalized sources and the benefits and loss of slaves' trade are involved. The institutions, agents, and individual tries to get commercial profit out of it (Salt J. & Stein, J, 1997). Shelly (2003) views that the business and fluctuation of human beings are two of the major activities and it is the most lucrative forms of organized crime after the drug trade (Shelley, 2003). Paul (1863-1890) advocates a higher education for black young people during the reconstruction period. Slavery and racism has badly disturbed back slaves from progressing their intellectual capacities and deprived them from high social values and aspiration (Paul, 1863-1890). Jackson (1997) explores that how East Texas freedwomen affirm themselves in educational and social conditions which effect the black family during reconstruction and provides insight on African- American women's lives within the environment of the black family from slavery to freedom (Jackson, 1997). Hebert (2007) argues that at the time of eighteenth-century different races, societies and gender i.e. black and white, rich and poor, male and female are confronted different problems due to their, race, gender, cultural, social and political empowerment but after the civil war the white man's concept of hegemony is dampened (Hebert, 2007).

RESEARCH QUESTION

What are the factors of exploitation and reconstruction identity of the protagonist as a slave in the novel, *The Known World* (2003)?

RESEARCH OBJECTIVE

To know about the factors of human exploitation and the reconstruction of identity as a slave in the novel, *The Known World* (2003)

SIGNIFICANCE OF THE STUDY

The study helps to show the exploitation and reconstruction of human identity. Through the finding of exploitation and reconstruction in the novel, as it is very much marked by the modern period.

LITERATURE REVIEW

This chapter provides a brief review to the novel, *The Known World*, which shows the works of other scholars. In this chapter, different works of different scholars will be discussed in order to point out that which area of the novel discussed before and which one is left in order to find a gap for research topic. This chapter provides a support to the researcher topic because different references along with citations from previous work are given in this chapter. The researcher will focus on a gap for his topic among all these references. Many famous scholars and writers have critically analyzed *The Known World* (2003).

United Nations (2001) argues that the selling and buying of human being was a common trade (Nations, 2001).

Frank (2005) argues that the institution involved in the business and exploitation of slaves, they had received adequate attention (Frank, 2005).

Margaret (2006) explores that the origin of the African American literary tradition is often connected back to slave narratives. He further mentioned that neo-slave narrative and other historical novels about slavery show a distinct trend in the African American literary tradition in their ideological and politically charged response to both the historical moment of slavery and its alliance to the present. He further added that, *The Known World* (2003) force the reader and critic to reevaluate the institution of slavery in the postmodern time (Margaret, 2006).

Andersson (2006) argues that his interest of the black slave owner, Henry Townsend remained and will be dealt with here. Jones himself explains that it was always for me about the characters and the good and bad things they did each other (Andersson, 2006).

Reanna (2007) argues that *The Known World*, (2003) that this work an approach to slavery's historicization that underscores dynamic cross-culture engagement. He also mentioned that this novel, critique the way contemporary social, cultural and political discussion are invested in one dimensional model of racial liaison (Reanna, 2007).

Bassard (2008) argues that, there is surely the character, Alice talked about the condition of the Townsend plantation, she represented the living and the dead on a map and he also talked about the relationship between slave and slave-owner and the overcome of white on black (Bassard, 2008).

Rooney (2008) suggests that Jones talked about the old concept of slavery and showed that slavery is not racial problem but a social problem and he did not talk about race equation, it means that he talked about the social system of slavery and he also discussed the relationship between slave and master (Rooney, 2008).

Koger (2010) describes in Black Slaves owners the importance of what role the slave had and how this affected his/her opinion and attitude towards

his/her master. He further added that slaves were classified into three categories, field slaves, house slaves and artisan slaves, it means that white people made in it deferent kinds of slaves as above (Koger, 2010).

Kaseem (2013) argues that the desire to become a slave's owner and be accepted by upper- class white society is a struggle to constitute his manhood according to the legal framework underlying the institution of slavery. He also talked about the protagonist, Henry that he adopted the concept of white power, means that he exploited others as his master or other owners did to their slaves (Niveen, 2013).

Dana (2017) examines that white and black women slave's owner to argue that their financial power is disturbed by their subjugation. He also mentioned that through oppressing they got power. He further added that Jones portrayed the society of nineteen century of America, where were slavery (Dana, 2017).

RESEARCH METHODOLOGY

Karl Marx and Friedrich Engels, two German thinkers, pioneered class conflict theory. They believe that there has been a struggle between the working class and the upper class, and that this struggle is known as the class struggle. According to Marx and Engels (1848/1969), the struggle between opposing classes in the order, but members of the classes stand within the social hierarchy, and while the manifestation of the conflict between these divisions changes over time, the conflict itself remains.

Exploitation of Human Identity

Using qualitative data analysis technique, the researcher tries to give answer to the problem of question that is observed in the novel, The Known World (2003). The researcher finds out exploitation and reconstruction which are seem in the novel, The Known World (2003). The researcher will analyse the text of this novel, The Known World (2003) in order to find out exploitation and reconstruction. In this research, the researcher used textual analysis data as technique, since researcher referred to the theory which was presented in the previous chapter to analyse the data. Thus the techniques of data analysis are presented as follows: 1. After being collected, the data was categorized into exploitation and reconstruction; 2. The researcher described the exploitation and reconstruction of each datum; 3. The researcher analysed and interpret each datum to answer the research questions; and 5. Finally the researcher drew the conclusion based on the analysis of data from the selected text of the novel, The Known World (2003). Hence the researcher has used 'Textual Analysis' as an analysis technique to analyse the text of the novel, in order to find out exploitation and reconstruction.

Exploitation is the process in which a person or group of people use to treat unfairly with others in order to get benefit from their work. Exploitation means using equipment that are available in order to get profit from it. In Manchester County in 1855, there were thirty four free black families and eight of them got slaves means they were the traders of slaves although they once were slaves so there was class conflict among those people as class conflict seems in

the novel *The Known World* (2003). The protagonist of the novel, *The Known World* (2003) was also the slave of William Robbins even his father and mother were also bound to Robbins but Henry's father first got freedom for himself then for his wife and last for his son, Henry Townsend the protagonist of this novel who later sell shoes and boots and thus he got more money and after that he begins to buy and sell slaves actually his master Robbins trained him that how to deal with slaves. In fact there was made a phenomena of slavery and no restriction on this trade means it was legal.

Exploitation is very prominent in the novel, *The Known World* (2003) as protagonist's father Augustus was the slave of William Robbins, even his whole family bound to Robbins the head of slaves plantation, Henry Townsend's father Augustus after some time made payment to Robbins in order to get rid of slavery but he did not pay at the same time for his wife and son first he got freedom for himself then for his wife and later for his son so Augustus seems that he has more purchase power to pay at the same time to Robbins in order to get freedom for himself and for his wife and son but he did it time by time. William Robbins, the master of Townsend family had 113 slaves. When Henry's father paid payment to William Robbins so then he freed him, and he got profit.

According to Nunn (2008) that the slave trade which continued more than 400 years, which had negative effect on the economic development. He further added that the persons, whose ancestors were seriously endangered by the slave trade today exhibition less trust in the government. His views that the experiential evidence shows that the effects of the slave trade work primarily through steeply conveyed factors that are internals to the individual, such as cultural norms of behaviour. They used different tactics such as one they sell slave to other person and the second they receive money from slaves then they free them, at short they concern with profit at any way they desire for money as the novel shows: "Augustus Townsend, Henry's father finally bought himself out of slavery when he was twenty-two.....His master, William Robbins, a white man with 113 slaves to his name, had long permitted Augustus to hire himself out, and Robbins kept part of what he earned." (Jones 2003: p, 14).

After getting his own freedom then Augustus made payment to William Robbins, in order to get freedom for his wife, Mildred, when she was twenty six years old, while Augustus himself was twenty five, but latter he got rid from slavery. Here Jones mentioned that in 1806, act of the Virginia House of Delegates needed that former slaves should to leave the common wealth with in twelve months in order to get their freedom. He also mentioned that any freed person, who had not left Virginia after one year could be brought back into slavery. Here it seems that in slavery environment there were so many restriction and those who were slave or had no more power they were bound to powerful people as Townsend family bound to William Robbins. Jones further added that in the year of Augustus' petition; five men, seven women, and one child, a girl named was Lucinda, whose parents died before the family could get out of Virginia. But on the other hand Augustus met William Robbins and a number of other white citizens to petition the state assembly to permit him to stay. But Augustus did not search petition for his wife, Mildred when he

bought her freedom so then they freely live in their place because the law permitted freed slaves to stay in the state in cases where they lived as someone's property so the relatives and friends often took advantage of the law and they live with their relatives or friends. Augustus also did not seek a petition for his son, Henry because their master William Robbins well treated Henry as Jones talks about it that William Robbins trained him that how to deal with slaves so naturally he learned from him every aspects about slavery trade and Robbins is in favour of Henry Townsend although once he was his slave but he seems a talented person. In spite Henry good relation with Robbins, Henry's father made payment to Robbins in order to get freedom for his wife as Jones mentioned in the novel: "Augustus made the last payment for his wife, Mildred, when she was twenty-six and he was twenty-five some three years after he bought his own freedom." (Jones 2003: p, 15).

When the protagonist of the novel became a slave of William Robbins, Robbins forbade his parents, Augustus and Mildred, from taking their son. Robbins also warned them that if they did, his overseer would see them. Mildred and Augustus had been waiting for hours, huddled in the waggon under quilt and blanket, walking up and down the road because Robbins had forbidden them from coming to his land. However, Augustus could only enter his land when he paid Robbins, which was only on the second and fourth Tuesdays of the month. So Augustus and Mildred waited, hoping that a few slaves would arrive and that they would be able to spend more time with their son. As a result, this restriction depicts how powerful people or slave owners bound and restricted them. So the head of the Townsend family and his wife want to get or see their son on a daily basis, but they lack the power to do so, so they ask other slaves about their son and wait in the hope that they will see him, but they will not see him in the end. They do not have the power or the means to see even their own child, Henry, the novel's protagonist. Henry is the son of Augustus and Mildred, but at the time, he was the property of William Robbins because Robbins bound him, and at the time, he was the property of William Robbins because of slavery. According to Jones, the novel's author, Augustus first obtained freedom for himself, then for his wife, and finally for his son from William Robbins. So when they saw Henry, he would tell them that he forgot, implying that he should have met his parents, but he was not aware that his parents were attempting to see their son, so Augustus then told him that he should remember as stated in the novel: "Try harder to remember, son to know the right way." (Jones 2003: P, 18).

The protagonist of the novel, Henry, when he did not obtain his freedom from William Robbins, his parents desired to have a son with them because Henry was a slave of Robbins and also the property of William Robbins as described above, so in the middle of February, when Augustus and Mildred waited two hours, So when their son, Henry, was supposed to appear on the road, Augustus grabbed him, shook him, and pushed him to the ground. As a result, Henry covered his face and began to cry, but Mildred yelled at Augustus and saved her son: 'Augustus!' Mildred says' "Everything is good" after she saves her son. So the protagonist's parents, Augustus and Mildred, tried to see their son, but he became the groom of William Robbins, and he was happy in the company of Robbins, so when Augustus and Mildred met him, Augustus

punished him and, in short, pushed him to the ground, as described in the novel: “Augustus grabbed the boy when he shuffled up and shook him to the ground.” (Jones 2003: P, 19).

The following Sunday, Robbins arrived and informed Augustus and Mildred that they had wronged his son, as described in the novel: “I heard you did something to my boy, to my property.” (Jones 2003: P, 19). Augustus and Mildred both reply to Robbins that they did nothing to his boy, so Augustus appears to have forgotten about his push the boy, so actually the boy was their son but at the time he was the property of William Robbins, as Augustus and Mildred say to Robbins: “No, Mr Robbins. I did nothing.” And Mildred also gives the same response to Robbins: “we wouldn’t.” Mildred said, “we wouldn’t hurt him for the world. He our son.” (Jones 2003: P, 19).

So the above description is all about the protagonist of the novel, when he was a slave of Robbins, he appears to be interested in the company of Robbins, but his parents want to get him because he is their son and they do not want to be with Robbins and spend the life of slavery, but at the time he was the property of William Robbins until Augustus paid Robbins in order for his son, Henry, the protagonist, to be freed. So Henry, the novel's protagonist, was so interested in the service of William Robbins as described above that he did his duty better and eagerly than other slaves in the novel: “Henry was indeed better as a groom, far more eager than Toby had been, not at all afraid to rise long before the sun to do his duty.” (Jones 2003: P, 20).

After getting rid of slavery, then Augustus could make a four –poster bed of oak in three weeks, chairs he could do in two days, chiffoniers in seventeen days, give or take the time it took to get the mirrors. Then he made a shack and second a proper house, on a land he rented and then bought from a poor white man, who needed money more than he needed land. Now Townsend family seem to have access to power because they realize that how they should to stable themselves in the world but unfortunately they imitated Robbins and when they came into power and got freedom so then they forget about their past and followed the concept of white men so actually it all due to environmental influence because before Civil War there was no role and law mean no restriction but it was a kind of trade and thus they got more profit as Robbins. Then Augustus made last payment for his wife, Mildred, when she was twenty six and he was twenty five. But he did not seek petition for his son, Henry, because William Robbins their former owner, well treated him, therefore people in Manchester County, they failed to recognize him, and they considered him as his father’s property so here it is proved about imitation of Henry that he imitated the concept of Robbins because as Robbins appointed him the head of his slaves and land so then when Henry came into power and begins to buy slaves and land so Henry bought a slave, Moses and then he appointed him as the head of his slaves and land. Henry was nine years old when his mother came to freedom when Mildred got rid of slavery then they realized that now they free and spend life without any kind of restriction as they bound to Robbins in the past so after some time she told on an occasion to William Robbins: “please, Mr Robbins, freedom had allowed her not to call him master anymore, we come all this way.” (Jones 2003: p, 20).

Now the son of Augustus and Mildred, Henry the protagonist of the novel, who became the slave of William Robbins, the owner of white plantation, but his parents did not know that their son became the slave of William Robbins as they once slaves of William Robbins. In the plantation of William Robbins, another slave, who telling to the overseer that he did not like the task of grooming and said, "Henry be better". This because of what, in fact Henry gave him, Mildred's food, Mildred brought food to her son every Sunday, about which Henry had already been promised to slave, Toby. Henry was more interest in slavery than Toby, and Henry had no fear of his duty, he had been his duty with comfort. When Robbins and Sir Guilderham emerged from the winter fog of the road so Henry was trying to prove himself while standing in front of them. Henry seems that he is an active man and does his duty well than others slaves so as a result that Robbins in his favour due his activeness and interest in his duty. Augustus got freedom for himself and his wife from William Robbins but did for his son and even they did not know that their son is bound to William Robbins as seems in the novel: "Henry had not told his parents that he had become Robbins' groom." (Jones 2003: p, 20, 24).

The protagonist of the novel, Henry in the service of William Robbins, was so interested that he even cared about his horse and food, whether there was any hay and water available for the horse or not, and he sometimes thought that he could escape from the day's task. But he did not do so because he was so interested in Robbins' service, as described above, that he did his duty honestly and even stood on a stool until his hands tired, so his concern for his master's horse, as described in the novel: "Then Henry made sure the horse had enough hay and water." (Jones 2003: P, 21).

William Robbins, the owner of a white plantation, appointed Henry, the protagonist of the novel, as the head of his slaves, and Robbins also treated him well; in short, Robbins was in Henry's favour, as Robbins says to Henry: "Good morning. Sweet good mornin. Are you and Caldonia well?" (Jones 2003: P, 83).

Another slave, Elias, was still chained, but Robbins had forgotten about him and the other slaves had come out. Now, Robbins tells Henry that once you get one slave, you will be unable to live without them and lonely, so Robbins told Henry this on the occasion when Henry purchased his first slave from Robbins as Robbins says to Henry: "Once you own them, once you own even one, you will never be alone." (Jones 2003: P, 84).

The protagonist's overseer of slaves, now Henry, told Moses that Moses should take Elias and chain him until Elias decides whether he wants a good life or a bad life. So, at Henry's command, Moses chained Elias in the barn and then told him whether he wanted a good life or a bad life, and Moses also mocked him and left him. . So it means that those with power and authority exploited others at the time, and that now, as people try to subordinate others and so on, they exploit others. So, in this case, Moses, the slave, is a slave of the novel's protagonist. So, like Elias, he should not exploit others, even though Henry appointed him as the head of his slaves, as Henry says to

Moses in the novel: “take him and chain him till I decide, if he want a good life or a bad life.” (Jones 2003 P, 85). When Henry orders Moses to chain Elias, he does so as described in the novel, chaining Elias in the large barn and telling Elias: “you want a good life or bade life?” (Jones 2003: P, 85).

As Jones depicted the environment and concept of his time's eighteenth century, which shows that everyone's interest in the slave trade and the slave trade was at its peak, so here in this novel the character Darcy, who also tries to buy slaves because he sees power and dominancy in the slave trade. So here another character, Barnum, tells Darcy that Augustus, the father of the protagonist of the novel, is a free man and that Darcy cannot buy him, so when Barnum told Darcy such about Augustus, Travis pushed Barnum and even spat at him. Travis is another character who pushed Barnum and spat at him because Barnum told Darcy that he couldn't buy Augustus because he was a free man, so Travis even told him that black people were for sale and there was no one else but Augustus, as stated in the novel: “A nigger’s for sale, if he’s for sale, and this one’s for sale.” (Jones 2003: P, 214).

Darcy tries to buy Augustus, and Travis, in particular, is interested in the fact that Augustus should be sold because he is a nigger, and niggers are for sale. Augustus, the head of the Townsend family, was once a slave of William Robbins, who owned a white plantation and had 113 slaves. However, as stated at the beginning of this chapter, Augustus first paid Robbins in order to be freed from slavery. So, after a while, when Darcy tries to buy him, Augustus himself informs Darcy that he is a free man, and Augustus also informs Darcy that he obtained freedom from William Robbins, so he tells Darcy: “I am a free man and bee, that way for a lotta years. Freed from Mr William Robbins.” (Jones 2003: P, 214).

So the concept of black people was made so that even they themselves knew their slavery because they were recognized in their environment and even they did not get their proper rights so because of that they accepted their slavery and say nothing about their rights as Jones discusses in this novel the view of a person, who name is Harvey Travis that Travis wants to inform himself that his children were counted as white but on the other hand all the people knew that his wife was a full blooded Cherokee. Travis called his children niggers and filthy half-breeds. The census taker/tanner /U.S. marshal told Travis that he would count the children as white but he actually wrote in his report to the federal government in Washington, D. C, that they were slaves and the property of their father which in the eyes of the law, they were truly. Jones further added in this novel that Travis thought that the children were too dark for him and his views about the children that the federal government to consider them as anything else but black. He told to his government that the children were slaves and therefore he lit go at that and not saying anything about their white blood or their Indian blood. The census taker had strength believe and he came away with suspicious about Travis’ wife being a full Indian and census taker gave Travis the benefit of the doubt and listed Travis’ wife as American Indian full Cherokee as in the novel: “He thought the children were too dark for him and the federal government to consider them as anything else but black. He told his government the children were slaves and

he let it go at that, not saying anything about their white blood or their Indian blood.” (Jones 2003: p, 22).

Jones describes in the novel, related to another main character, William Robbins the owner of the white plantation and also the master of Townsend family and especially the protagonist of this novel, Henry Townsend. Here in this novel Jones made a conversation of Robbins with another character, Gilly, Robbins says to Gilly that he does not know about the difficulty which is going right in this world and all the time concern with peace and he got nothing in such business, it means that Robbins of the views that Gilly should do, what is fecund or in what he has profit but according to Robbins, Gilly does what have not any profit so Robbins of the views that if Gilly concern about peace so then it does not run the plantation of the slaves, and slaves’ trade if Gilly concern slaves’ trade then it is possible to get profit otherwise he cannot get profit or strength financially. Further William Robbins says to another character Patterson that he never said to him that he should to focus only on peace and further says that, that was a peaceful place there in Manchester and what William says is right. Next Patterson said to William Robbins, “That ain’t what I heard.” It means that he heard that it is a straight open deal and straight sale. After that Patterson said that he and John will do extra duty, to protect everybody, to make sure everybody can sleep right every night in a peaceful way and if it is not possible then he will make it possible and another place, Patterson said that he promises of peace and thus he will deliver it so Patterson is against the concept of William Robbins as Robbins says: “Well, Gilly, you don’t know then. You don’t know what the difficulty is in keeping this world going right. You ride around, keeping the peace, but that ain’t got nothing to do with running a plantation fulla slaves.” (Jones 2003: p, 38).

Beside it Jones describes in this novel, *The Known World* (2003) the census before civil war which shows an environment of America where was the concept of slavery and powerful people used to buy and sell slaves in order to get income and they have the idea that through this trade they will success and passage of time they will dominant at short they do it all for the purpose to get wealth and dominancy than others. So here Jones mentions the census which shows the reality that how many people were suffered in America before civil war According to the census in (1840) that Manchester was the largest county in Virginia, where were present 2,191, slaves 142, free Negroes 939, whites and 136, Indians most of them Cherokee but with a sprinkling of Choctaw. The census of 1840 was the sixth census in the United States, which was arranged on June 1, 1840 by the census office. It census shows the population of the United States that it was 17, 069,453. Census office also argues that 32.7 percent over, means the 12, 866, 020 persons enumerated during the 1830 census. The total population included 2, 487, 355 slaves. In 1840 the centre of population was about 260 miles (418 km) west of Washington, near Weston, Virginia. The census of United States in 1830, it recorded that the population of the 24, states, it was 12, 866, 020, in these and there were 2,009, 043 slaves as Jones describes in his novel *The Known World* (2003).

“The 1840 U.S census contained an enormous amount of facts, far more than the one day by the alcoholic state delegate in 1830, and all of the 1840 facts pointed to the one big fact that Manchester was then the largest county in

Virginia, a place of 2, 191 slaves, 142 free Negroes, 939 whites, and 136 Indians, most of them Cherokee but with a sprinkling of Choctaw.” (Jones 2003: p, 22).

CONCLUSION

This study examines class conflict among the owner of the white plantation and Townsend family but later when Townsend family got freedom so the class conflict among the protagonist and other slaves such as Moses, Alice, Elias. Actually Jones, the author of the novel portrayed the society of America before civil war. So here in this study both Robbins and the protagonist, Henry exploit others and used them as lifeless things for their benefit in order to get power and dominancy on others. Firstly it is related to exploitation so William Robbins the owner of white plantation who had 113 slaves and the Townsend family also bound to him. But with the passage of time the head of Townsend family's Augustus made payment to Robbins in order to get freedom for himself, wife and his son, the protagonist of the novel. Secondly it is associated to reconstruction of human identity so the protagonist of the novel, Henry was once slave even his whole family but when he got freedom so then he buys slaves and land and so on he bought more than thirty slaves and fifty acres of land. So the protagonist of the novel, *The Known World* (2003) exploited others and reconstructed human identity. But when the protagonist died so his wife was unable to manage the slaves and property and thus his whole system disperse after his death.

REFERENCES

- Andersson, T. (2006). The Development of Henry Townsend in *The Known World* by Edward P. Jones.
- Baron, D. (1995). Integrated strategy: Market and nonmarket components. *California management review*, 37(2).
- Bassard, K. C. (2008.). Imagining Other Worlds: Race, Gender, and the ' Power Line' in Edward P. Jones' 'The Known World' *African American Review*, 42(3/4),.
- Bernard, T. J. (1981). Distinction between conflict and radical criminology. *J. Crim. L & Criminology*, 72, 362.
- Desyllas, C. (2007). A critique of the global trafficking discourse and US policy *J.Soc.&Soc. Welfare*.
- Hebert, K. S. (2007). *Civil War and Reconstruction Era Cass Bartow County, Georgia* (Doctoral dissertation).
- Hoque, M. (2010). *Female Child Trafficking from Bangladesh: A New Form of Slavery* . (Vol. 6.1). *Canadian Social Science*.
- Jackson, R. (1997). *Freedom and family: The Freedom's Bureau and African-American Women in Texas in the Reconstruction era, 1865-1872*.
- Kaseem, N. (2013). *Masculinity in contemporary African-American fiction: reading Edward P. Jones' The Known World*. David Bradley's The Chaneyville incident and gayl jones'corregidora.
- Koger, L. (2010). *Black slaveowners, free black slave masters in South Carolina, 1790-1860* MCF arland.
- Laczko, F. (2005). *Introduction: Date and research on human trafficking*.

- International Migration, 43(1/2).
- Margaret, D. (2006). Slavery and the unknown world: America's cultural amnesia and the literary response, Villanova University.
- Nations, U. (2001). Human trafficking fastest growing form of organized crime: UN anti-crime chief.
- Nathan, N. (2008). The long-term effects of Africa's slave trade. *The Quarterly Journal of Economics*.
- Paul, G. (1863-1890). Black Founders of Reconstruction Era Methodist Colleges: Daniel A. Payne, Joseph C. Price, and ISAAC Lane,.
- Reanna, U. (2007.). Slavery as a memory: Interracial intersubjectivity in the historical novels of Sherley Anne Williams, Caryl Phillips and Edward P. Jones.
- Renee, H. D. (2017). 12 Years a slave-Master: Gender, Genre, and Race in Post-Neo-Slave Narratives .
- Rooney., T. (2008.). Rewriting Boundries: Identity, Frenity, Freedom, and the Reinvention of the Neo-Slave Narrative in Edward P. Jones' *The Nnown World*.
- Salt J. & Stein, J. (1997). Migration as a business: the case of trafficking *International migration* 35(4).
- Shelley, L. (2003). Trafficking in women: The business model approach. *Brown J. World Aff*,10, 119.
- Saroj. P. & Dhanju, S.S. (n.d.). *Conflict Society And Marxism: A Critical Analysis*.