

## Attitudinal Analysis of Afro-American Criminalization in American Opinion Articles

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### Abstract

This study conducts appraisal critical discourse analysis of criminalizing the Afro-Americans in the American news media. It aims at exploring the appraisal systems in the opinion articles of two American newspapers, namely, the Wall Street Journal and the New York Post. The data consist of ten opinion articles, five articles for each newspaper. These articles were published during the period following George Floyd's murder on 25 May/ 2020 till 20 May/ 2022. Martin and White's (2005) appraisal framework is applied to the ten texts. Each article shows a combination of qualitative and quantitative analyses, where the appraising items are presented in tables and at the end of each table, the results of each category are quantitatively counted to know its frequency and percentage in relation to other categories.

The study concludes that the sub-category of judgement is used more frequently than affect and appreciation. This means that there is a tendency by the American authors towards ethical evaluations. Negative attitudes shape the majority of positions adopted by the authors towards the Afro-Americans. Inscribed attitudes play the dominant role in negatively appraising the Afro-Americans. The American authors seem to be engaging with alternative voices other than theirs.

Keywords: appraisal framework, affect, judgement, appreciation, criminalization

### المستخلص

تختص هذه الدراسة بالتحليل النقدي للخطاب لتجريم الأمريكيين من أصل أفريقي في وسائل الإعلام الإخبارية الأمريكية. وتهدف إلى استكشاف أنظمة التقييم (appraisal systems) في مقالات الرأي في صحيفتين أمريكيتين، هما وول ستريت جيرنل (Wall Street Journal) ونيويورك بوست (New York Post). تتكون البيانات من عشر مقالات رأي، خمس مقالات لكل صحيفة. تم نشر هذه المقالات خلال الفترة التي أعقبت مقتل جورج فلويد في ٢٥ مايو / ٢٠٢٠ حتى ٢٠ مايو / ٢٠٢٢. لتحليل المقالات العشرة يتم تطبيق النظرية التقييمية: Martin and Rose (2003) و (Martin and White (2005) والتي ينقسم فيها التقييم إلى ثلاثة أنظمة فرعية، الموقف (attitude) (الشعور، الحكم على السلوك، تقييم الأشياء)، الانشغال بالنص (engagement) (مصادر الموقف)، والتدرج (graduation) (تصنيف المواقف أو تقويتها). تُبنى كل مقالة مجموعة من التحليلات النوعية والكمية، حيث قدمت عناصر التقييم في جداول وفي نهاية كل جدول، حسب نتائج كل فئة كمياً لمعرفة تكرارها ونسبتها

بالنسبة للفئات الأخرى. تتبنى الدراسة أيضاً التحليل الإحصائي الذي يهتم بعرض التكرارات والنسب الإجمالية لكل فئة للتحقق من الفرضيات وإعدادها لمزيد من الاستنتاجات.

ما توصلت إليه الدراسة هو أن الصحفيين الأمريكيين يستخدمون التقييم السلوكي (judgement) أكثر من التقييم العاطفي (affect) ، وتقييم الأشياء (appreciation). هذا يعني أن هنالك اتجاهًا من قبل المؤلفين الأمريكيين نحو التقييمات الأخلاقية عند تقييم السود. أن التقييمات السلبية (negative attitudes) تشكل غالبية المواقف التي يتبناها المؤلفون تجاه الأمريكيين من أصل أفريقي. تشكل تلك الاستراتيجيات اللغوية الصريحة (inscribed) الجزء اللغوي الأكبر المستخدم في نقد الأمريكيين الأفارقة أكثر من الاستراتيجيات الضمنية (invoked). يبدو أن الصحفيين الأمريكيين يدعمون آراءهم وأفكارهم وذلك بأدخال النص أفكار وآراء بديلة عن أفكارهم وآرائهم.

## 1. Introduction

Crime stories in the news media shape public opinion of order and justice in a certain community. It may be assumed that crime news confirms the ‘consensual morality’ of community. The portrayal of crime in news media represents ‘a modern play’ in which “the devil is both symbolically and physically cast out from the society by its guardians- the police and the judiciary” (Hall et al., 1978: 66). In this modern play, crime committers portrayed in the news media represent ‘evil forces’ that need to be controlled in order to sustain social order. If the crime committers in the news media are largely people of colour and the defenders of law usually white, then the viewers or readers of such news may come to the conclusion that people of colour are evildoers who need to be subdued (Dixon and Linz, 2000: 132).

Newspapers, some academic research indicates, have a significant power to ideologically influence public opinion. One significant way in which newspapers can affect society is by their ability to influence the results of national elections (Baker et al. 2013: 5). Newspapers play a special role in the negative portrayal of the blacks as they are presented as criminals, ignorant, violent, etc. One instance of this negative portrayal is that of the New York Post. In 1989, the Post described five black teenagers accused of raping and assaulting a white woman in Central Park as coming “from a world of crack, welfare, guns, knives, indifference, and ignorance [...] a land of no fathers”, and having set out “to smash, hurt, rob, stomp, rape” people who were “rich” and “white”.

By applying the appraisal framework, the present study focuses on such strategies employed by the authors to accomplish their goals. Expectantly, applying the appraisal categories is one way to investigate how the authors employ positive/ negative or explicit/ implicit attitudes. In the light of the above discussion, the following questions need to be raised:

1. What types of attitude, and what is the most frequent one do the Wall Street Journal and the New York Post employ in order to manipulate language to ideologically depict Afro-Americans as law breakers?
2. How do positive and negative attitudes form the authorial stance towards the Afro-Americans, and which are employed more in the data?
3. How do inscribed and invoked attitudes shape the authorial voice, and which are more effective in forming negative attitudes of the Afro-Americans?

## 2. Appraisal Framework

Appraisal is one approach to evaluation. It is concerned with the kinds of attitudes negotiated in a text, the intensity of the feelings involved and the ways in which values are sourced and readers aligned. (Martin and Rose, 2003: 17). Appraisal is a discourse semantic system construing interpersonal meaning. It includes three interacting domains: **attitude**, **engagement** and **graduation**. **Attitude** deals with feelings, judgements of behaviour and evaluation of things. **Engagement** is concerned with sourcing attitudes and voices around opinions in discourse. **Graduation** has to do with grading phenomena whereby feelings or attitudes are amplified and categories blurred (Martin and White, 2005: 34-5).

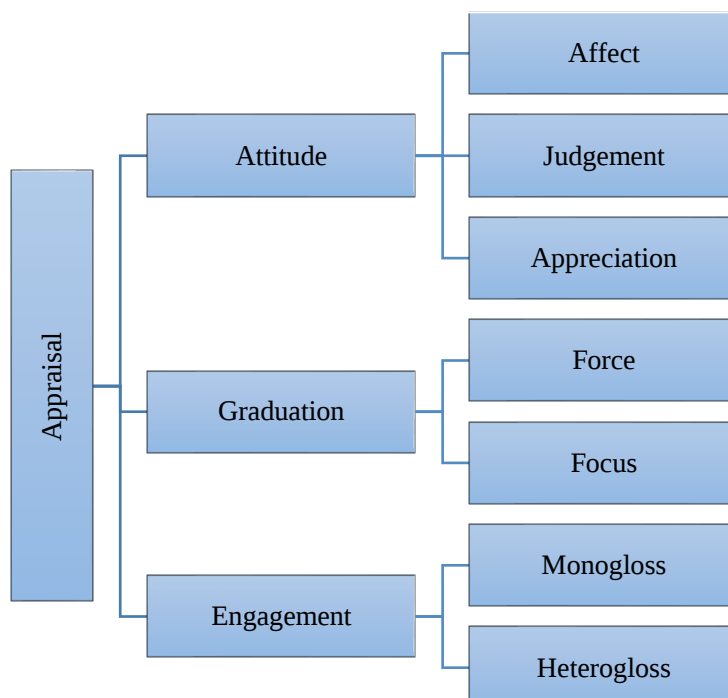


Figure (1): Appraisal Resources (Martin and White, 2005: 38)

### 2.1 Attitude

**Attitudes** deal with evaluating things, people's character and their feelings. Such evaluations may be more or less intense, that is they may be either more or less amplified (graduation). **Attitude** can be the writer's or it may be ascribed to someone else (engagement) (Martin and Rose, 2003: 26). **Attitude** is described by Thompson (2016: 171) as the system in which the core systems of evaluative choices are captured. This system includes three semantic regions covering what is traditionally known as emotion (**affect**), ethics (**judgment**) and aesthetics (**appreciation**) (Oteiza, 2017: 460).

### 2.1.1 Affect

**Affect** is viewed as a semantic resource applied for construing emotions. What is important about the appraisal system is that it is holistic and culture specific, unlike that of Wierzbicka (1996, 1999), who proposes a universal set of semantic primitives, focusing on one emotion at a certain period of time across languages and culture (Martin, 2000b: 148).

Furthermore, Oteiza (2017: 461) mentions the following factors which determine the classification of affect:

1. Feelings can be either positive or negative, following the idea that feelings are constructed by the culture as either positive or negative:

Positive: The policeman was **happy**.

Negative: The policeman was **sad**.

2. Feelings can be realised as "a surge of emotion" which involves some kind of paralinguistic and extralinguistic factors, or a kind of emotive state or ongoing mental process. This distinction can be grammatically realised as:

Behavioural surge: the girl **laughed**.

Mental process: the girl **liked** the present.

Relational process: The girl **felt happy**.

3. Feelings might be realised as directed at, or reacting to, some emotional trigger or as a general ongoing mood. This distinction can be grammatically codified as:

Reaction to other: The worker **disliked** the boss/ the boss **displeased** the worker.

Undirected mood: The worker was **sad**.

4. Feelings may be graded towards either the lower or the higher valued end of a scale of intensity:

Low: the girl **liked** the present.

Median: the girl **loved** the present.

High: the girl **adored** the present.

5. Feelings can be realised as involving intention, rather than reaction, related to a stimulus that is **irrealis** rather **realis**. This opposition is codified grammatically as:

Realis: the girl **liked** the present.

Irrealis: the girl **wanted** the present.

6. The last factor groups feelings into three major subcategories:

In/security: the girl was **anxious/ confident**.

Dis/satisfaction: the girl was **fed up/ absorbed**.

Un/happiness: the girl was **sad/ happy**.

Moreover, affect can be realised by means of a grammatical metaphor, which involves nominalised realisations of qualities (*joy, sadness, sorrow*) or processes (*grief, sobs*) (Oteiza, 2017: 462).

Furthermore, Martin and Rose (2003: 66) group emotions into three basic sets: **un/happiness**, **in/security** and **dis/satisfaction**. Each group involves examples of both emotional dispositions and surges of behaviour. Each group also involves positive and negative feelings, with examples that express three degrees of intensity.

The **unhappiness** set of meanings covers emotions which are concerned with 'affairs of the heart', such as, *sadness, anger, happiness* and *love*. The unhappiness variable is likely to come first to mind when we think about emotions (Martin and Rose, 2003: 57; Martin and White, 2005: 49). Unhappiness divides feelings into two types: first, '*misery*' is related to mood and directed to oneself (e.g., *whimper, cry*, etc.). Second, '*antipathy*' shows a kind of hatred feeling directed to someone else (e.g., *rubbish, abuse*, etc.). *Cheer* and *affection*, on the other hand, show the feelings of happiness (e.g., *laugh, rejoice, hug, cuddle*, etc.). Each set of these feelings is scaled as in (*down* [low], *sad* [median], *miserable* [high]).

The **in/security** variable refers to meanings covering feelings or emotions of peace and anxiety in relation to our environs and the people who share these environs with us. This set of feelings is related to ecosocial well-being, such as anxiety, fear, confidence and trust (Martin, 2000b: 150). In stereotypically gendered communities, this type of feelings has to do with 'mothering' in the home-used for protection from the world outside (Martin and White, 2005: 49).

**Dis/satisfaction** variable is concerned with feelings of achievement and frustration in relation to our activities in which we are engaged, such as, for example, our roles as both participants and spectators. In stereotypically gendered communities, this type of feelings is associated with 'fathering'-used for learning and accomplishment. Feelings of

this kind are sensitive to how active a role people are playing in the activity they are reacting to. For example, they get angry as frustrated participants in an activity, but fed up as spectators; they are pleased with their own achievements, but charmed by others

(Martin and White, 2005: 50)

Table (1): Options for Affect (Martin and Rose, 2003: 32)

|                 |                                                                                                   |
|-----------------|---------------------------------------------------------------------------------------------------|
| <b>Positive</b> | We are ecstatic<br>We never celebrated                                                            |
| <b>Negative</b> | I was torn to pieces<br>I can't explain the pain and bitterness in me.                            |
| <b>Direct</b>   | Emotional state: wild consuming fear<br>Physical expression: shake uncontrollably                 |
| <b>Implicit</b> | Extraordinary behaviour: wander from window to window<br>Metaphor: ice cold in a sweltering night |

Affect can be either **positive** or **negative**, and it can be realised **directly** or **implicitly** in text. Direct (inscribed) and implicit (invoked) realisations are often seen work together in order to establish the mood of phases of discourse (Martin and Rose, 2003: 31-2).

Furthermore, evaluation conveyed via the use of attitudinal lexis in discourse is termed as 'direct' or inscribed'. Evaluation may be expressed not through a single item, but, rather as a whole phrase as the case with "*fighting mad*" or "*tears were falling down*". The point here is that the selection of ideational meaning is sufficient to invoke meaning, even in the absence of the lexical item (attitudinal lexis) that helps us express our feelings directly. Ideational meaning can also be used to provoke an attitudinal response in readers. This is functionally achieved via the use of lexical metaphor, as in

"*We bought like a market*". (Martin and White, 2005: 61-6).

### 2.1.2 Judgement

Martin (2000b: 155) defines **judgement** as "the realm of ethical and moral assessments of human behaviour, drawing on and constructing norms about how people should and shouldn't behave." Judgement is concerned with our attitudes about people, their behaviour and character (Martin and White, 2005: 52). It is divided into two major variables, **social esteem** (personal judgement) and **social sanction** (moral judgement). *Social esteem* includes admiration and criticism, typically without legal implications; if you face difficulties in this region you may need a therapist. *Social sanction*, on the other hand, includes praise and condemnation; if you have difficulties in this region you may need a lawyer. *Social esteem* is further subdivided into three variables: **normality** (how usual someone is), **capacity** (how capable they are), and **tenacity** (how resolute they are).

*Social sanction* is concerned with **veracity** (how truthful someone is) and **propriety** (how ethical someone is) (Martin, 2000b: 155-7).

Martin and Rose (2003: 32-4) argue that, as with affect, judgement can be positive or negative, or expressed explicitly or implicitly. But unlike affect, judgements distinguish between personal judgements of admiration or criticism and moral judgements of praise or condemnation. An example of explicit positive personal judgement is shown in sentence (1), whereas sentence (2) provides an explicit negative personal judgement:

1. He is a *beautiful, big, strong* person.
2. He was a *stubborn, odd* man.

In addition, an example of implicit positive personal judgement is presented in sentence (3), while sentence (4) provides an implicit negative personal judgement:

3. He was working in a *top security structure*.
4. *I can't explain the pain and bitterness in me...*

Like personal judgements, moral judgements can be positive or negative. Sentence (5) is an example of explicit positive (praising) judgement, whereas sentence (6) presents an explicit negative (condemning) judgement:

5. Their leaders have *the guts*.
6. Our leaders are *too holy*.

### 2.1.3 Appreciation

Thompson (2016: 171) defines **appreciation** as “the realm of aesthetic assessments of products, performances and naturally occurring phenomena.” It is, thus, concerned with our evaluations of things, such as TV show, books, films, CDs; about paintings, sculpture homes, parks, etc. (Martin and Rose, 2003: 37). Like affect and judgement, appreciation can be positive or negative. The system of appreciation involves three variables: **reaction**, **composition** and **valuation**. *Reaction* has to do with our reactions to things and how they emotionally attract us. *Composition* is concerned with our perception of proportionality (composition is either balanced or complex). *Valuation* is related to the way people assess the social significance of the text or process (Martin, 2000b, 160). Additionally, Thompson (2016: 172) suggests that *reaction* is associated with “it is exciting”, *composition* with “it is harmonious”, and *valuation* with “it is innovative”

Grammatically, **reaction**, **composition** and **valuation** might be reconsidered in relation to mental processes. *Reaction* is concerned with affection (emotive-‘it grabs me’,

‘I want it’); *composition* is related to perception (our view of order); and valuation is concerned with cognition (our considered opinions). Alternatively, appreciation variables can be explained metafunctionally- reaction is associated with interpersonal meaning, composition with textual organisation, and valuation with ideational meaning (Martin and White, 2005: 57).

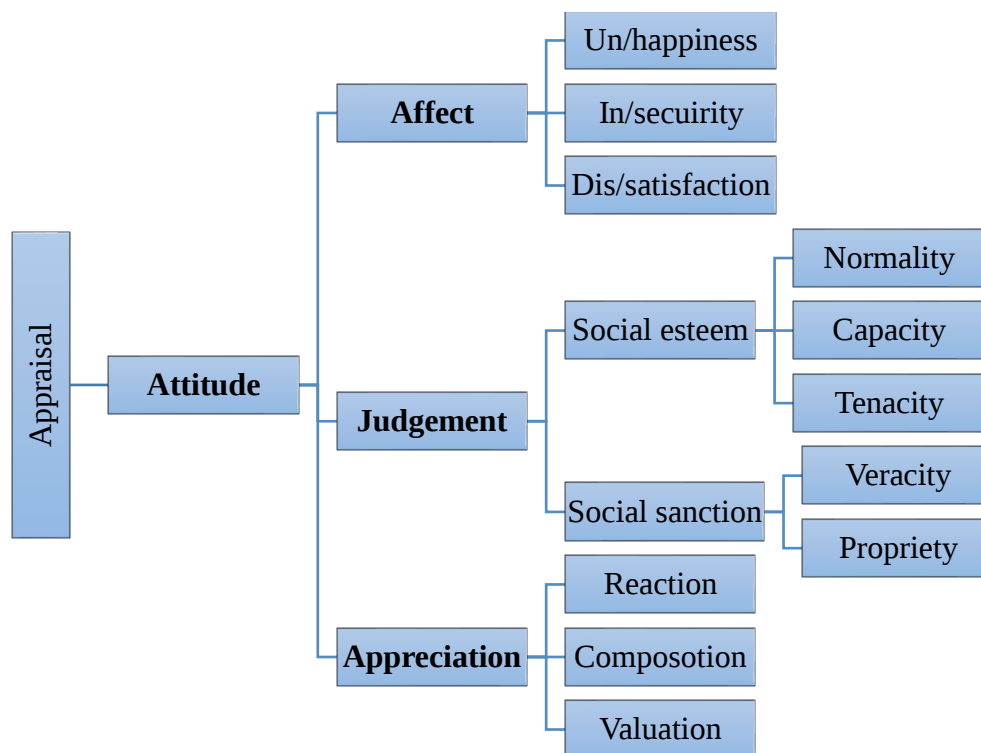


Figure (2): An Overview of the Attitude Sub-system

### 3. Methodology

#### 3.1 Data Description

The data are collected from two American newspapers, namely, The Wall Street Journal (henceforth, WSJ) and New York Post (NYP). They consist of (10) articles, (5) for each newspaper. All of these articles are published during the period following the murder of George Floyd on 25 May, 2020. Floyd is an African-American who was killed by a police officer in Minneapolis, Minnesota. His death soon went on social media, triggering widespread outrage among American people across the United States against police brutality, especially towards the Blacks. This period represents the turning point in the history of the United States of America, in general, and in the lives of the Afro-Americans, in particular. After this incident, the American media has played a role in reinforcing White supremacist ideologies, and in presenting Afro-Americans as criminal, ignorant and savage people (Onwuachi-Willig, 2020: 817).

Each article shows a combination of qualitative and quantitative analyses, where the appraising items are presented in tables and at the end of each table, the results of each category are quantitatively counted to know its frequency and percentage in relation to other categories. The study adopts a statistical analysis which is concerned with presenting the overall frequencies and percentages of each category in order to verify the hypotheses and prepare them for further conclusions.

### 3.2 Attitude Analysis

This study exploits a mixed-method approach of qualitative and quantitative tools within each single article. First, it offers a qualitative analysis for each article by presenting the appraising items in tables arranged in terms of their types as attitude. Second, at the end of each table, there is a quantitative analysis for presenting the data in comparative frequencies in order to know which sub-category or variable is used mostly by writers and which is not.

The sub-system of attitude is applied to the data. The study presents three examples of analysis: affect judgement and appreciation. These examples are taken from the first opinion article is by Heather Mac Donald in June 2, 2020/1:44 pm ET. The title of the article is “*The Myth of Systemic Police Racism*”.

#### 3.2.1 Affect

Mac Donald begins her article by empathising with Obama’s claim, in which Obama reveals his explicit negative feelings about racism as something “*painfully... normal*” in the United States. The adverb *painfully* is a direct negative affect that belongs to the variable of [unhappiness: antipathy]. Biden, on the other hand, asserts that “*black children must be instructed to tolerate police abuse.*” The noun, *abuse* has an explicit negative affect of [unhappiness: antipathy], and realised as surge (of behaviour). In addition, the appraising item of *distress*, in “*The Minneapolis officers who arrested George Floyd must be held accountable for their excessive use of force and callous indifference to his distress,*” is employed by the writer to describe George Floyd as a miserable man suffering from police brutality. It has an explicit negative affect of [unhappiness: misery], and realised as (mental disposition). As for in/security, the appraising items, *fear* and *safety*, in “*...all African-Americans fear for safety from bad police,*” are both inscribed expressions of affect, *fear* indicates a negative feeling of [insecurity: disquiet], and *safety* positively expresses [security: confidence]. In addition, affect is also invoked through Obama’s quotation “*can make it home,*” which,

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as a form of **[security: confidence]**, implicitly conveys the meaning that the black children need to be safe from police brutality.

### 3.2.2 Judgement

As for judgement, the two variables of social esteem and social sanction are employed by the author. Within social esteem, only *normality* and *capacity* are observed. Inscribed/ invoked and positive/ negative judgements are realised throughout the whole article, for example, Mac Donald seems displeased with Obama's description of '*race*' as something '*normal*' in the criminal justice system, as in "*Barack Obama tweeted that for millions of black Americans, being treated differently by the criminal justice system on account of race is tragically, painfully, maddeningly normal.*" In this sense, *normal* is classified under the meaning of **[normality]**. The article shows an active use of **[capacity]**, since black people are shown to be weak, ignorant and unsuccessful, as in "*black children must be instructed to tolerate police abuse just so they can make it home.*" This extract conveys the writer's implicit attitude that black children are ignorant because they don't know how to tolerate police abuse.

Once again Mac Donald conveys her displeasure with Obama's claim that "*African-American parents were right to fear that their children may be killed by police officers whenever they go outside.*" Obama uses *right* as an explicit positive judgement that belongs to the variable of **[veracity]**. Propriety is an active meaning through which the writer attempts to convey a negative image of Afro-Americans. The article contains quite a lot of expressions, most of which belong to the explicit negative **[propriety]** of ethics and morality and by which the Afro-Americans are depicted as bad and violent people, as in "*...most of whom were armed or otherwise dangerous.*" where *armed* and *dangerous* have an explicit negative judgement of **[propriety]**.

### 3.2.3 Appreciation

The meaning of **reaction** is recognised through the verb phrase, *has revived*, as used in "*George Floyd's death in Minneapolis has revived the Obama-era narrative that law-enforcement is endemically racist.*" It indicates that George Floyd's murder by the police brings back Obama's description of law-enforcement as racist. In this sense, *has revived* is used as an alternative to the meaning of *being influential*. It has, therefore, an explicit negative appreciation and classified under the meaning of **[reaction: impact]**. Through *chaos*, the writer attempts to say that Floyd's case should not undermine the American law enforcement, otherwise the nation "*will continue on a path toward chaos.*" *Chaos* is an inscribed negative appreciation of **[composition: balance]**. The

meaning of *valuation* is categorised via the use of *wrong*, as in “*This charge of systemic police bias was wrong during the Obama years and remains so today.*” Mac Donald adopts the attitude that accusing the law-enforcement of racism was something *wrong* during the presidency of Obama and it remains so to the present day. The appraising item of *wrong* has an explicit negative meaning of [valuation].

#### 4. Findings and Discussions

Table (2) reflects a comparative statistical examination of the sub-categories of **affect**, **judgement**, and **appreciation**. The investigation of the ten newspaper articles, namely, WSJ and NYP, demonstrates that all the sub-categories, together with their variables, collectively exist in these articles. The attitude analysis shows differences in the frequencies of occurrence of these sub-categories. Additionally, the statistical analysis of the ten articles also shows how authors employ appraising items either as positive or negative. A noticeable difference is observed regarding the use of inscribed (explicit) and invoked (implicit) attitudes.

Table (2): Frequencies of Attitude Sub-categories

| Article |   | Affect | Judgement | Appreciation | Total |  | P  | N  |  | Explicit | Implicit |
|---------|---|--------|-----------|--------------|-------|--|----|----|--|----------|----------|
|         |   |        |           |              |       |  |    |    |  |          |          |
| 1       | F | 8      | 37        | 8            | 53    |  | 11 | 42 |  | 45       | 8        |
|         | % | 15     | 70        | 15           | 100   |  | 21 | 79 |  | 85       | 15       |
| 2       | F | 14     | 32        | 15           | 61    |  | 28 | 33 |  | 54       | 7        |
|         | % | 23     | 52        | 25           | 100   |  | 46 | 54 |  | 89       | 11       |
| 3       | F | 15     | 40        | 24           | 79    |  | 14 | 65 |  | 71       | 8        |
|         | % | 19     | 51        | 30           | 100   |  | 18 | 82 |  | 90       | 10       |
| 4       | F | 28     | 27        | 13           | 68    |  | 25 | 43 |  | 59       | 9        |
|         | % | 41     | 40        | 19           | 100   |  | 37 | 63 |  | 87       | 13       |
| 5       | F | 5      | 26        | 17           | 48    |  | 15 | 33 |  | 38       | 10       |
|         | % | 10     | 54        | 36           | 100   |  | 31 | 69 |  | 79       | 21       |
| 6       | F | 8      | 29        | 20           | 57    |  | 12 | 45 |  | 48       | 9        |
|         | % | 14     | 51        | 35           | 100   |  | 21 | 79 |  | 84       | 16       |
| 7       | F | 14     | 19        | 18           | 51    |  | 10 | 41 |  | 43       | 8        |
|         | % | 28     | 37        | 35           | 100   |  | 20 | 80 |  | 84       | 16       |
| 8       | F | 5      | 17        | 11           | 33    |  | 5  | 28 |  | 24       | 9        |
|         | % | 15     | 52        | 33           | 100   |  | 15 | 85 |  | 73       | 27       |
| 9       | F | 13     | 36        | 21           | 70    |  | 37 | 33 |  | 63       | 7        |
|         | % | 19     | 51        | 30           | 100   |  | 53 | 47 |  | 90       | 10       |
| 10      | F | 13     | 36        | 16           | 65    |  | 15 | 50 |  | 59       | 6        |
|         | % | 20     | 55        | 25           | 100   |  | 23 | 77 |  | 91       | 9        |

|       |   |     |     |     |  |     |  |     |     |  |     |    |
|-------|---|-----|-----|-----|--|-----|--|-----|-----|--|-----|----|
| Grand | F | 123 | 299 | 163 |  | 585 |  | 172 | 413 |  | 504 | 81 |
| Total | % | 21  | 51  | 28  |  | 100 |  | 29  | 71  |  | 86  | 14 |

Attitude analysis shows the following results:

1. The sub-category of **judgement** has a dominant use over **affect** and **appreciation** in nearly all the ten American articles. Of the whole number of attitudinal items (**585**), Table (2) shows that the **judgemental** appraising items occur (**299**) times comprising (**51%**) per cent. **Affect** and **appreciation** are both observed with lesser frequencies of occurrence, **affect** occurs (**123**) times equivalent to (**21%**), and **appreciation** (**163**) with (**28%**).
2. Table (2) shows that the **negative attitudes** are used more than the **positive** ones in all the ten opinion articles. Of the whole number of attitudes (**585**), the total number of the **negative attitudes** in the whole data is (**413**) with a percentage of (**71%**), whereas the **positive attitudes** score (**172**) occurrences with (**29%**).
3. A significant difference is noted regarding the use of **inscribed** and **invoked** attitudes. Whereas the former are realised with a noticeable number of occurrences (**504**) comprising (**86%**) per cent, the latter are observed through only (**81**) items corresponding to (**14%**).

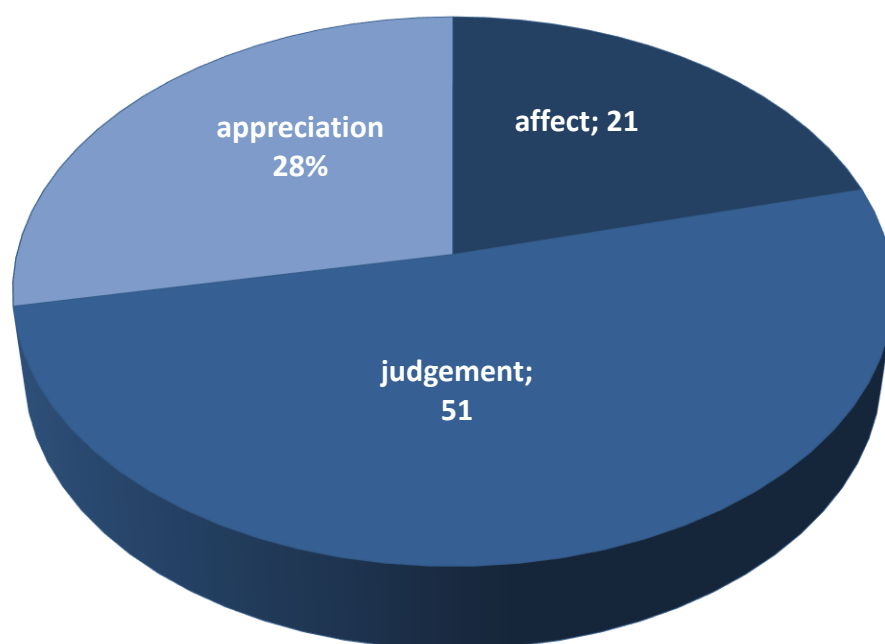


Figure (3): The Attitude Sub-categories

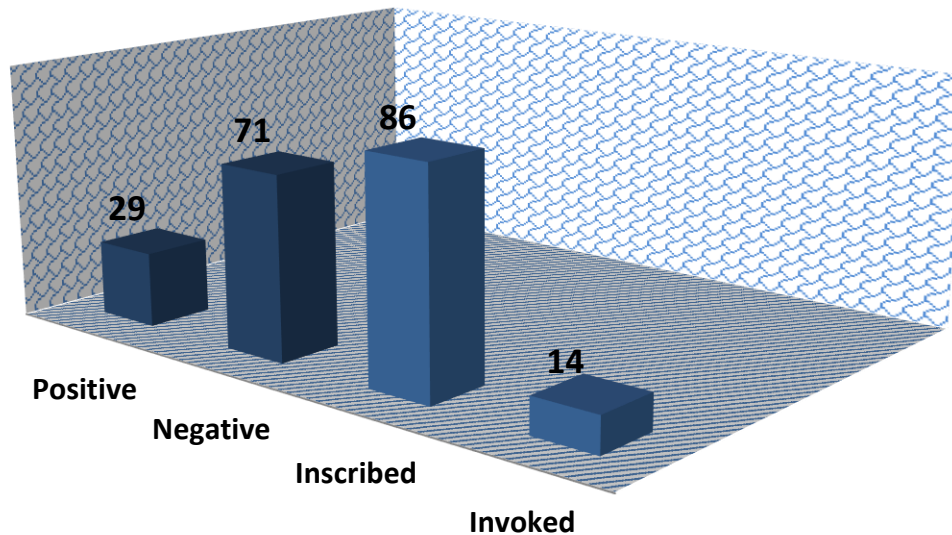


Figure (4): Positive/ Negative and Inscribed/ Invoked Attitudes

## 5. Conclusions

On the basis of the findings obtained from the qualitative and the quantitative analyses of attitude, several conclusions are arrived at:

1. All the values of affect, judgement and appreciation collectively participate in investing the positions towards negatively depicting the Afro-Americans as outlaws. It is worth noting that there is a tendency by the authors of WSJ and NYP towards ethical evaluations, since the values of judgement are used dominantly over affect and appreciation. The American journalists are ideologically engaging with attitudes that assess the Afro-Americans in terms of behaviour and character.
2. Attitudes are associated with either positive or negative values. Both values are made use of but, as conducted in the present study, negative attitudes are used dominantly. Negative attitudes act vigorously, indicating a strong investment in forming positions in relation to Afro-Americans. Negative images are depicted of the Afro-Americans in terms of emotions (affect), judgement (ethics), and appreciation (aesthetics). What is relevant is that since, as claimed above, authors depend in their appraisals dominantly on ethics; then it is these moral values which show the Afro-Americans as morally criticized or condemned.
3. Attitude is inscribed when the meaning is explicitly conveyed in a lexical item or invoked when the meaning is implicitly expressed in a phrase or clause. Inscribed and invoked attitudes are both exploited by the authors of WSJ and NYP. Since more effective, inscribed attitudes are used more than the invoked ones. Due to the results obtained from the study, it could be concluded that the American authors, in their

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depicting of the Afro-Americans, employ inscribed evaluations in order to align the reader into their positions and construe a type of reader that shares them their attitude and acknowledges their newly- presented information about the Afro-Americans.

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