Chapter II
Review of Literature and Theoritical Framework

Within this chapter, the researcher will provide theoretical explanations to strengthen the research by providing previous research, the novel structures, concept of racism, and sociology literature which will be explain as follow:

2.1. Previous Research

The researcher conducted a review of previous studies to find areas that had not been researched in the literature on the same subject. This was done as part of the process of selecting themes for research material. Therefore, what is presented here is a summary of previous research that is relevant to the topic or subject being explored in this study.

The first one is research by Alicia Tenripada's (2023) study, "Racism in Ralph Ellison's The Invisible Man" examines racism against African-Americans as depicted in Ralph Ellison's "The Invisible Man". The research connects the narrative of the novel with the social situation in America in the early 1930s, reflecting the historical context of that time. The novel portrays the social protest by African-Americans against the American government and white Americans. The researcher uses descriptive qualitative methods and sociology of literature theory to integrate the essential elements of the novel, including its intrinsic elements and the emergence of the African-American community in the 20th century. The study then explores the historical relationship with African-American racism during this period and uses sociology of literature theory to

understand discrimination. The researcher concludes that the novel represents Ralph Ellison's personal viewpoint. Each character and event in the novel tell the personal story of the author's life, reflecting memories of past discrimination, the struggle for equal rights, and the negative impact of white individuals on African-Americans in the South.

The second research by Khan et al (2022), from various universities in Pakistan and Malaysia, conducted a study titled "Exploring the Political Conundrum in Afghanistan. A Sociological Critique of A Thousand Splendid Suns". This research focuses on the social situation of women and analyzes the impact of the ongoing conflict in Afghanistan on the social structure and both individual and collective identities. Utilizing Alan Swingewood's sociology of literature theory, the study concludes that there is a correlation between the fictional representation in the novel and the socio-political reality of Afghanistan. The research provides a new perspective on the history of Afghanistan, often portrayed in the media, highlighting how religion and politics can give rise to sectarian and ethnic conflicts. Moreover, the study indicates that there is still hope for a peaceful, stable, and united future for Afghanistan.

The third research by Nawal Sabira (2023) titled "Social Prejudice Against Wealthy Family in Shirley Jackson's We Have Always Lived in The Castle" examines the social prejudice faced by a wealthy family as depicted in the novel. This study employs a qualitative approach and the sociology of literature theory developed by Alan Swingewood and Diana Lawrenson. The findings Indicate that the novel contains four signs of social prejudice:

verbal rejection, avoidance, discrimination, and plundering. These social prejudices are portrayed through the characters, setting, events, and writing style of the novel, demonstrating social prejudice. The study shows that social prejudice against wealth status can influence social interaction attitudes and public perception.

The fourth research by Ainun Tamira's (2020) from Hasanuddin University research titled "Stereotype of Chinese Women in Early 20th Century Portrayed in Pearl S. Buck's The Good Earth (Sociology of Literature Approach)" explores and analyzes stereotypes of Chinese women in the early 20th century. Utilizing Alan Swingewood's sociology of literature theory, the study concludes that social roles, beauty standards, and self-doubt are all examples of stereotypes about Chinese women of that era. The study reveals that women are depicted in three main roles: as wives, concubines, and slaves, with the practice of keeping women's feet small being a measure of beauty. Additionally, the limited right to voice opinions and the negative stigma associated with the birth of daughters indicate the perceived weakness of women.

In conclusion, the different of the previous research from this research is that the fourth of previous research focused on stereotypes and racism in different contexts and objects, each concentrating on specific aspects of the literary work analyzed using the sociology of literature theory. However, this research does not associate the work with the author's background but rather centers on the depiction of racism in the novel "Devil in a Blue Dress" and its influence on African-American characters.

2.2. Novel as a Genre in Literature

Novel is an adventure that transports readers to another realm while generating emotions through the characters. Novel serves as a vehicle for writers to express their creativity, create fascinating worlds, and bring people to life. Literary critics regard a novel as a sophisticated work of art full of meaning and symbolism that may be interpreted in a variety of ways. Kennedy defines a novel as a long prose narrative designed to make the reader feel as if they are living through the experiences of the characters (Kennedy, 2010 in Karina, 2021).

Unlike Kennedy, Abrams stated his perspective, a novel is a work of fiction that introduces an imaginary world consisting of intrinsic elements such as setting, plot, and characterization, all of which are dependent on the author's imagination (Abrams, 1981 in Azhari, 2017). This suggests that a novel can be seen as a structure created by the author's imagination.

Wellek and Warren state that "Literature is both a human product and an expression of Society" (Wellek and Warren, 1963 in Meiliana, 2020). This suggests that literature, especially novels, reflects the society and people that created it. A novel can be seen as a window into life experiences, a structure created by the author's imagination, and a reflection of the society and individuals that created it. This proves that novel is a valuable and diverse kind of writing. It contains a variety of stories and concepts that can move our hearts and produce belief. Each novel is unique, offering new perspectives on the world. Novels engage with many people by telling stories that are both personal and shared by everyone.

2.3. Elements of The Novel

The fundamental components present the novel as a literary works are referred to elements in purpose to build up story for making it feel complete. Those are plot, setting, characters and theme constitute the elements that shape the structure and substance of literary works. According to Welleck in Sari (2016), novels consist of four elements: plot, character, setting, and theme.

2.3.1. Plot

One of the key aspects of a novel is the plot, in order to build an interesting, complex, and essential story. Welleck in Sari (2016) defines plot not as a variety of random events, but as a narrative structure formed up of smaller narrative structures like episodes and incidents. Laurence and Perrine, (1988) in Rahmawati, (2021) strengthens this concept by describing that a plot is not simply a series of events, it also contains a logical cause-and-effect connection. The mix of narrative components and cause-and-effect relationships creates a cohesive storyline that draws the reader's interest. On top of that, a strong plot helps readers grasp the characters' journeys, conflicts, and resolutions. A complicated and interesting plot can teach the reader valuable life lessons and extend their perspectives.

2.3.2. Character

According to (Abrams, 1981 in Azhari, 2017), characters in drama or narrative works have moral and dispositional aspects that

they convey through their behaviors. Meanwhile, Gill (1995) in Satibi (2023) defines characters as literary representations of humans. Characters breathe life into a narrative. Characters can be defined by their speech, appearance, and actions. They have an important function in literature, not only propelling the plot but also serving as containers for expressing moral ideas and human emotions. Characters add complexity and diversity to the story by performing different roles and developing over the plot. As explained by Nurgiyantoro (2007) in Lestari (2020), characters in literature can be defined as primary or supporting, protagonists or antagonists, complex or simple, dynamic or static. Typical or neutral characters also add to the diversity within a story.

2.3.3. Setting

According to Rozelle (2005) in Yuliana (2014), the setting represents one of the fundamental components of a work of fiction. It is more than just a backdrop; it actively affects the unfolding plot and the actions of the people. The setting tells when and where the plot's actions take place. In other words, everything that occurs at some point in a literary work is part of the setting. It refers to a conditional whole environment that includes the characters' physical, economic, social, political, and sociological surroundings. As a result, a setting takes on a dynamic quality and is deeply intertwined into the story, impacting the choices, conflicts, and resolutions of the characters.

2.3.4. Theme

Theme refers to the underlying meaning or message given by a tale in every piece of fiction or literature contains a theme, as Gill (1995) in Nurhandayani (2014) stated clearly. These themes cover a variety of concepts and points of view, which are frequently influenced by the author's moral in Analyzing and identifying the theme involves thorough examination. Gill underlines the importance of knowing how the author introduces moral teachings into the story. However, topics go beyond only morals. According to Kennedy and Gioia (1995) in Aqilla (2021), the theme emerges as the general meaning of the story rather than a hidden message to be identified. It includes the necessary implications of the narrative as a whole, not just individual parts. The theme goes further into the story's content. It includes the fundamental concepts and messages expressed by the plot, characters, and environment.

2.4. Concept of Racism

2.4.1. The Definition of Racism

While race is frequently viewed as a biological category, researchers have various perspectives on its fundamental nature. Lee et al (2021) identifies race as a biological concept that represents groupings distinguished by physical features handed down through reproduction. However, Fredrickson (2015) disagrees this view, claiming that race is a construct of society rather than a biological

fact. He underlines how race classifies people based on physical characteristics such as skin color and facial features, which are not necessarily obvious or indicative of genetic difference.

The cultural construction of this race can lead to practices of discrimination known as racism. As Berdichewsky (1996) in Rahayu (2016) says, racism manifests as actions of discrimination motivated by racial prejudice. Parillo (1985) in Rahayu (2016) elaborates on this concept by defining discrimination as unfair treatment of individuals or groups based on qualities such as race, religion, or ethnicity.

Racism, on the other hand, extends beyond simple discrimination. According to The Random House Dictionary of the English (1987) in Rahayu (2016), racism is a belief system that asserts that fundamental distinctions between races affect cultural or individual accomplishment. This view frequently leads to the notion of racial superiority, which justifies the dominance of some tribes over others. Parillo (1985) in Rahayu (2016) takes a different approach, claiming that racism connects biological features with socio-cultural capacities and behavior. This link reinforces the notion that certain races are fundamentally inferior and should be controlled by others. By examining these numerous definitions, the researcher may conclude that, while race is frequently viewed through a biological lens, it is largely a social construct used to classify people based on physical characteristics. Racism, as a result

of this social construct, manifests as discriminatory acts and ideologies that reinforce the idea of racial superiority and enslavement.

2.4.2. Type of Racism

Racism is a complex issue and can manifest in a variety of ways, both obvious and hidden. This research has identified four related types of racism:

1. Individual racism in interpersonal forms is the sharpest form of racism, which is prejudice, stereotypes, and discrimination committed by individuals against other individuals on the basis of race. Interpersonal racism also includes more subtle acts such as micro-aggression, that is, behavior or speech that is unconscious but contains racial bias and can hurt or humiliate others on a race basis.

2. Individual racism in its internal form is racism that occurs when individuals from an oppressed group internalize a negative view of their own race. It can manifest itself as a feeling of inferiority, self-hatred, or acceptance of negative stereotypes about their own group.

3. Institutional racism is racism that occurs when policies and practices in institutions, such as schools, companies, or government agencies, accidentally or intentionally discriminate against individuals based on their race.

4. Systemic racism is the most widespread and rooted form of racism, embedded in social, economic, and political structures. It encompasses a combination of institutions, policies, practices, and cultural norms that

work together to maintain racial inequality. Examples are the history of slavery and racial segregation in the United States, which has created long-lasting inequalities in terms of wealth, education, and opportunities.

Carmichael and Hamilton (1967) in Rahayu (2016) describe racism as a complex issue that takes many forms, both obvious and hidden. Individual racism that occurs between individuals, such as physical violence or racist slurs, is easily recognizable. However, there is also a more subtle form of individual racism, namely internalized racism, where Black people absorb negative views about their own race, as described by Tatum (1997) as "internalized oppression".

In addition, there is a more insidious form of racism that happens in a hidden form called institutional racism. It occurs within societal systems and institutions, where seemingly neutral policies and practices actually disproportionately disadvantage minority groups. An example is the lack of access to healthcare and adequate infrastructure in majority Black communities, which leads to high rates of baby death (Carmichael & Hamilton, 1967). This institutional racism is just one part of the larger problem of racism, which is systemic racism. Systemic racism is deeply rooted in the history and culture of the United States, where various forms of racial inequality and discrimination are intertwined and mutually reinforcing (Feagin, 2006).

Individual racism in interpersonal forms is a form of racism that occurs in inter-individual interactions, in which a person is treated unfairly

or unequally because of their race or ethnicity. According to Carmichael and Hamilton (1992), interpersonal racism is "overt acts by individuals, which determine societal attitudes". These actions can be physical violence or verbal abuse, but can also be more subtle, such as micro-aggressions. Tatum (1997) defines micro-aggressions as "unconscious behavior or speech that contains racial bias and can hurt or humiliate others based on their race, include insensitive comments, jokes, and insults". Miller and Garran (2017) added that "interpersonal racism is not always purposeful and can appear in the form of unconscious prejudice against certain racial groups". In this way, interpersonal racism is a complex reality that can appear in a variety of ways, both obvious and hidden.

Individual racism in the form of internalization occurs when individuals from oppressed groups internalize negative views about their own race, which arises from a sense of inferiority, self-hatred, or acceptance of negative stereotypes about their own group. according to Tatum (1997) "In fact, this process occurs so often that it has a name, internalized oppression. explains that internalized racism occurs when individuals internalize negative messages about their own racial group, which can have negative consequences for the individuals who experience it. Miller and Garran (2017) add that "internalization of negative stereotypes can limit an individual's personal and professional development". Thus, internalized racism is a serious problem that needs to be understood and addressed to create a more just and peaceful society.

Institutional racism, a more hidden form of racism, occurs through institutional policies and practices that unfairly disadvantage minority groups. Carmichael and Hamilton (1992) illustrate "this with the example of lack of access to adequate healthcare and infrastructure in majority Black communities, which results in high infant mortality rates". Miller and Garran (2017) add that "institutional racism can occur in various sectors, such as housing, education, and employment. Seemingly neutral policies and practices, such as home loan requirements or hiring standards, can indirectly disadvantage minority groups". Ibram and Kendi (2019) further explains that "institutional racism is part of a larger system of racism, namely systemic racism". This means that institutional racism does not only occur within a single institution, but is part of a complex network of racial inequalities that are interconnected and rooted in the entire structure of society.

Systemic racism, as Feagin (2006) explains, "Systemic racism is an entrenched and widespread form of racism, embedded in social, economic and political structures". Systemic racism includes a combination of institutions, policies, practices and cultural norms that work together to maintain racial inequality. Systemic racism does not just happen within a single institution, but covers the entire social system. Carmichael and Hamilton (1992) underline this by stating "What we find, in short, is that the United States as a whole, north and south, west and east, is a racist society in a sense and to a degree that we have so far been unwilling to admit or confronted". It can be concluded that racism in the United States is so deep-

rooted and systematic that people are unwilling to admit it. This systemic racism has taken root and become an unseparated part of all aspects of life in the United States. Ibram and Kendi (2019) also emphasizes that racism is a system, not just the actions of isolated individuals. He states "Racism is the marriage of racist policies and racist ideas that produce and normalize racial injustice". This means that systemic racism is a relationship between racist policies and ideas that produce and normalize racial injustice. This injustice is seen in all aspects of life that have been unconsciously culturized or embedded.

Swingewood and Laurenson (1972) stated that "literature reflects the ideals, beliefs, and social systems of society", where literary works can portray racism as an idea and social practice. In the novel "Devil in a Blue Dress", systemic racism is evident from the racial segregation and economic segregation between white and black characters. The police and the law treat black characters unfairly, which shows institutional racism. The daily interactions between characters also show interpersonal racism, as racial prejudices and stereotypes drive discriminatory actions. Some black characters even absorb negative views about their own race, which affects their behavior and life choices.

2.4.3. Racism in America

Negro slavery in the United States began in the 1600s. Slavery began on cotton and tobacco farms in the southern United States. Negroes were brutally transported from Africa and forced to work all day without pay or guarantees. Those who rebelled faced persecution and were often killed. In

those days, killing one or more slaves was not considered a crime against humanity (Ellenbogen, 2009).

In the 1700s, some religious leaders in the United States condemned slavery as brutal and against religious teachings. However, the benefits of the slavery system outweighed the inhumane treatment of the slaves and continued to be taken from Africa. Not all white people in the United States supported slavery and eventually freed their slaves. Slavery remained a difficult topic in the United States long after the American Revolution. While it may have declined in some northern regions, it became more prevalent in the South, where slavery supported the cotton industry.

Tension over slavery erupted in the mid-nineteenth century, sparking the Civil War (1861-1865). While not initially a supporter of abolition, President Abraham Lincoln saw slavery as a threat to national unity. On January 1, 1863, he issued the Proclamation for Emancipation, which declared slaves in Confederate states "forever free."

Although slavery had been abolished, discrimination against Negroes still continued. Southern whites who opposed the emancipation proclamation organized a black organization known as the Ku Klux Klan, which they considered a terrorist organization. According to Krebs (1999), the attackers used masks with hollow eyes and long robes to terrorize and kill black people at night.

Despite opposition from the Ku Klux Klan and government officials in the South, racism still appear in schools, churches, and other places. Many eating places would not serve Negroes. This condition lasted for about a

century. Racial prejudice did not become a social problem until the 1960s. However, many whites in the southern United States were still hesitant to comply with official laws regarding skin color. Therefore, black leaders fought for their rights, which led to the formation of an organization known as "black power".

2.5. Sociology Literature

Scholars and intellectuals have long been interested in the unique and complex relationship between literature and society. Literature is often seen as a mirror that reflects real life in its social context (Eagleton, 1999). This close relationship between literature and society has given rise to various theories that seek to uncover the complexities of this relationship, starting from theories that see literature as a passive reflection of social reality to theories that consider literature as an active reflection in shaping and changing society.

One well-known framework for understanding the relationship between literature and society is Marx (2011) theory of ideology "Literary works are considered to reflect the values, norms, and conflicts that existed in society at the time they were created". Scholars such as Macherey (1978) argue that literary works serve as tools to spread the ideology of the powerful class. Eagleton (1999) develops this view further, seeing literary texts as complex arenas of ideological debate. Meanwhile, Jameson (1982) links literary texts to the processes and conflicts inherent in the capitalist system.

The relationship between literature and society is complex and diverse. Literature not only reflects the social conditions of its time, but can also be a trigger for social change. it can be concluded that literary works function as a social mirror. Novels like Walter Mosley's "Devil in a Blue Dress" describe the challenges faced by a black detective in Los Angeles in the 1940s, a time full of racial tensions. This is just one example of how the outside world is reflected in literature.

On the other hand, Wellek and Warren (1948) in Utami (2019) suggest applying sociological theory to literary works. They focused on three important aspects: the sociological author, the literary product, and the reader. This method allows the examination of the author's social background, the reflection of norms and values in the literary work, and the interpretation of readers from various backgrounds.

Laurenson and Swingewood (1972) made an important contribution in understanding the role of literature in society. They see literature not only as a reflection of social reality, but also as a manifestation and even a construction of reality itself. Thus, literature not only reflects, but also expresses values and beliefs, and even influences the existing reality. This view is supported by Lukacs (1963), a Hungarian Marxist critic, who argues that realistic literary works can accurately portray social reality.

The relationship between literature and society turns out to be much more complicated than it seems, which requires an in-depth understanding through the study of sociology. Swingewood (1972) defines sociology as the objective study of humans in society, including the interactions, norms, and

social processes that shape their lives. Thus, sociology becomes a knowledge that studies the relationship between society and its environment, interactions between communities, community survival, and how people adapt to their environment.

In the most general sense, sociology can be defined as the scientific study of human beings and social systems, including all the social processes to which they are related. Obviously, this field considers cultural patterns, economics, language, literature, and all other social phenomena as research materials that require scientific analysis. The steps involved in this process will explain the social mechanisms that allow a person to fit into his community and gain acceptance for his behavior, Durkheim (1958). In short, sociology is a science that studies society as a whole, from economics, politics, culture, to people's behavior.

Similarly, in sociological knowledge, literature is considered an attempt to increase human interaction in various aspects of life, such as family, society, politics, and religion (Swingewood, 1972). Literature not only objectively describes reality, but also expresses human feelings and experiences in society. This view is in contrast to some theorists who consider literature as a separate knowledge from sociology. However, Damono (1979) in Kurniasari (2019) emphasizes that literary forms, especially novels, can raise themes that are also studied in sociology, such as society and all its activities.

Although they may seem different, sociology and literature both provide a similar understanding of human civilization. Literature explores

human experiences and feelings within social structures, while sociology offers a scientific framework for understanding social interactions and experiences. Literary sociology bridges the two, allowing researchers to analyze literary works through a sociological point of view, thus enriching knowledge of the social environment and the art that portrays it.

According to Swingewood's book "Sociology of literature" states that there are three perspectives in the sociology of literature, with different points of view but with the same context, they reflect the era in which the literary work was produced, as a picture that describes the author's life and historical events. There are three main principles in his sociological perspective:

1. Literature studies from a sociological perspective see literary works as social documents that capture the circumstances surrounding their creation.

2. Literary works are social documents that disclose the author's experiences within their social setting when seen through a sociological perspective.

3. Sociology of Literature views literature as a window into its historical period, reflecting the social and cultural circumstances at that time.

The first point of view suggests that literature as a social mirror from this point of view, literary works are seen as written social documents. in this view literary works are considered as images that reflect the social structures, conflicts, and ideologies that were dominant at the time. from this

point of view can be used for the analysis of this literary work and become the focus of this study, especially the parts that have a significant impact on society. For example, applying this analysis to Mosley's Devil in a Blue Dress would highlight the harsh reality of racial prejudice and segregation experienced by African-Americans in Los Angeles in the 1940s.

The second perspective Seen through the lens of the writer, this perspective turns attention to the writer's social history. It explores the author's personal viewpoints, experiences and circumstances and how these influence the story and themes of their written work. for example, Walter Mosley chose to write about race relations in a historical context because of his history as an African-American writer living in the second half of the 20th century. His depiction of Easy Rawlins' (the protagonist) predicament may have been influenced by his own experiences growing up in a racially divided society.

The third perspective is the historical journey, from which it examines all the historical events reflected in the written work, beyond the immediate social environment of the author. It looks at how the story incorporates elements from a larger historical setting, such as societal disruptions, cultural changes, and political movements. Knowing the historical background of the 1940s will help to better understand how The Devil in Blue captures the social and political atmosphere in the years after World War II. We can read this book as a commentary on the ongoing struggle for racial equality in America during a period of profound social upheaval.

The three perspectives serve as useful materials for analyzing literary works that involve social context. For example, Swingewood's theory not only considers the plot, but also provides insight into various social aspects, including character behavior and environmental factors. In this case, the researcher will concentrate on the theme of racism against people of color in Mosley's literary works. Thus, Alan Swingewood's first perspective guides the researcher to explore the social conditions contained in the text. Alan Swingewood's first perspective will deepen the investigation of the social conditions of the text.

2.6. Devil in a Blue Dress

2.6.1. Authors Biography

Walter Mosley, a renowned author famous for his "Easy Rawlins" series, was born in Los Angeles, California in 1952. While there is less information available about his early life, it is evident that growing up in Los Angeles greatly influences the vibrant and diverse nature of his artwork. Mosley's path to literary success was anything from direct. Having attended many universities, including Goddard College, he pursued a range of professions before fully dedicating himself to literature. His personal life experience enhances the believability of his characters, who often confront the hard realities of social level, racial background, and the darker aspects of society.

Introducing Ezekiel "Easy" Rawlins to the world in 1990. "Devil in a Blue Dress," Mosley's first novel, introduced a detective who was hesitant and his exploration of the realm of criminal activities in Los Angeles during the 1940s. The novel, an exemplary work of hardboiled fiction, not only initiated an extraordinary series but also solidified Mosley's position as a prominent figure in the literary world. Easy Rawlins, a financially suffering World War II veteran, becomes involved in a perilous investigation. Mosley's adept narrative skill intertwines a captivating enigma with an examination of the topics of racial strife and societal inequity that were prominent in America after the war.

Easy Rawlins series flourished, and "Devil in a Blue Dress" was a critical and financial success. Throughout his many sequels, Mosley explored the intricacies of Los Angeles and Easy's world in greater detail. A number of honors have been bestowed upon him for his work, including the Grand Master title from the Mystery Writers of America and the esteemed Edgar Award for Book. The influence of Walter Mosley goes beyond the crime fiction genre. His ability to write gripping stories that are laced with social commentary has won him a devoted fan base and solidified his position as an important voice in modern American literature. As he writes more, he establishes himself as a literary titan by tackling a wide range of subjects and genres.

2.6.2. Synopsis

Easy Rawlins, a newly laid-off Black veteran in 1948 Los Angeles, has an unexpected encounter that completely changes his life. DeWitt Albright, who is always well-groomed, approaches Ezekiel "Easy" Rawlins, who is having trouble paying his mortgage, at Joppy's, a bar that is popular with the Black working class in the city. Albright gives Easy an assignment that seems easy enough: find Daphne Monet, a fascinating woman who vanished from the lively jazz clubs. Easy, suspicious of the well-to-do white man and the unknown threats, is hesitant. Yet, the offer of a substantial amount to rescue his property proved alluring.

Easy journeys into the gritty side of Los Angeles in pursuit of Daphne. He navigates the smoky jazz clubs, crowded streets, and hidden back alleyways, encountering a kaleidoscope of individuals. There's Mouse, Easy's streetwise acquaintance, giving apprehensive companionship. The beautiful Daphne, when he eventually finds her, is cloaked in a mist of mystery and anxiety. Easy soon realizes her disappearance is tied to a strong white billionaire, Todd Carter, with a dark goal.

As Easy investigates deeper, the case becomes a complicated web of corruption and treachery. Threats and violence become his daily companions. The line between friend and adversary blurs as revelations about Daphne's history and Carter's goals come to light. Easy uncovers a plot that stretches well beyond

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a basic missing person case, one that reveals the seething racial tensions and political machinations afflicting post-war Los Angeles.