

***The Blind Side: The Efforts to Demolish White Guilt***

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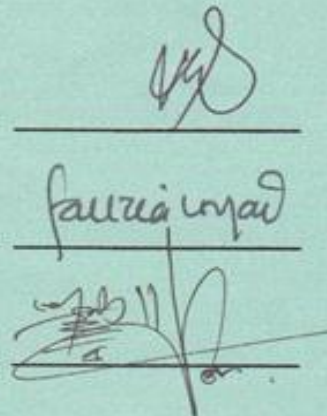
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## ABSTRAK

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Makalah ini mengungkap makna tentang upaya penghapusan rasa bersalah oleh kaum kulit putih yang terkandung dalam skrip film *The Blind Side* karya John Lee Hancock. Topik ini terlihat melalui karakter Leah Ann Touhy, seorang perempuan yang tinggal di salah satu daerah di Amerika, yang berinisiatif mengadopsi dan mendidik seorang remaja berkulit hitam. Penganalisaan dilakukan melalui karakter, plot (konflik) yang dihadapi Leah Ann Touhy, dalam setting cerita serta melihat konteks sosial budaya untuk menghubungkan fenomena yang terjadi dalam teks dengan kenyataan sesungguhnya pada saat itu.

Upaya penghapusan rasa bersalah, dari hasil penganalisaan, terlihat melalui dua aspek: mengadopsi remaja kulit hitam untuk tinggal dan hidup bersama kulit putih dan mendidik remaja kulit hitam tersebut di sekolah untuk kulit putih sekaligus mendukungnya dalam kegiatan ekstrakurikuler. Pengadopsian tersebut berhubungan dengan konsep rasa bersalah (white guilt) yang dirasakan oleh kaum kulit putih akibat pendiskriminasian yang dilakukan oleh pendahulu mereka terutama dalam bidang pendidikan dan olahraga. Konsep ini memberi dampak besar dalam diri remaja kulit hitam sehingga ia bisa menemukan kembali haknya sebagai seorang anak dan seorang pelajar. Disamping itu mendidik anak berkulit hitam di sekolah kulit putih dan mendukungnya dalam kegiatan olahraga, yang memang menjadi bakatnya, membuat kulit putih sadar bahwa perlakuan para pendahulu mereka terhadap kulit hitam tak bisa dibenarkan. Sebagai hasilnya remaja kulit hitam bisa merasakan haknya dan menjadi sukses dalam bidang yang ditekuninya sesuai dengan usahanya. Dengan kata lain kulit putih dalam hal ini telah berupaya menghapus rasa bersalahnya.

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Meidella Syahni

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## **CHAPTER I**

### **INTRODUCTION**

#### **1.1 Background of Study**

There were many bad treatments from white toward black people (African American or American Negro) when they live in United States before 1970's. One of them was segregation in many aspects of life. In education and sports, for instance, black always get discrimination in order to press down their intellectual and talents. It makes black disable to recognize their potential, and as the result black become inferior then white. In other words, the discrimination make black do not have any opportunity the gain their success in the United States during this time.

In term of education, many African American in the United States do not get education equal to most of whites. Most of blacks were not allow getting education in white school. Many African American children were assigned to suburb schools, which the schools do not get enough money to arrange the schools well. Myrdal in Mc Closky and Zaller (2008) explains that, suburb schools cannot provide a high quality of education because the country has decided that much of money for schools should come from local property taxes. Most of black people are going to school in suburbs where the taxes are less expensive, thus they do not get enough money to provide a high quality of education. This law is the basic of white attitude towards black. They arrange the social condition to make black difficult in exploring their skill. As a result, inability to read, write or speak becomes the largely issue for African American in the

United States. In other word, the discrimination made blacks had no opportunity to succeed in gaining their education.

Furthermore, in term of sport, the segregation also faces African American athletes. According to William and Youssef (1975), African American isolation in sport began in the mid 1950s and increased throughout 1960s. For example, football was divided into some institutions based on race. It is followed by lack of funds to provide proper equipment of football for African American club. Although blacks commonly good at sport, it makes the African American athletes would be noticeable as black amateur football player. This revealed the unequal lives of African, not only in football but almost in every branch of sport which is exist in United States. It is contrast to whites who were obviously much better financially in almost their club. It is automatically hiding the African American talents in sports.

Nevertheless, after 1970, there are some facts shows that the status of black has been transformed to a progress of black existence. Some black build a new thought when they struggling to destroy the segregation and against the discriminations. Some blacks are begun to realize the potential of their life. In other hand, whites also begun to see that black people also have the same right with them to get succeed. They realize it, when the media such us newspaper, television, and online media began to show some facts and problem that face by black included the influence of segregation in education and sport. The media, leads the white's opinion that blacks are failed to gain success because of white's treatment for them. These whites, who realize and feels



guilty, began to destroy the boundaries between black and whites. They do not support the mindset of racism as well as the other. As Polignano (2008) stated that:

The major companion for blacks in their struggling to get their right, are white who feel guilty with the fail of their dream to build the democracy American. Today in the United States and most of the white world, as soon as child is old enough to understand language, they environment, especially parents and teachers, told that they should feel guilt for the crimes of his ancestors, guilt for enslaving, killing off non-Whites around the globe and littering them in the process. They must feel guilt, not for their own crimes, but for the crimes of other people of the same race.

Whites, who feel guilt for the treatment from their ancestors toward black, try to do something to demolish that feeling, through young generation. They paid the effect of the unfairness, with the good treatment for black. It is begun with the children comprehension about the history of racism and allowed by the dream to build the democracy in America.

Meanwhile Touchstone in Mc Closky and Zaller (2008) states that in the years between the end of World War II and after 1970s, the modern affirmative action era is began, accompanied by a revolution in white racial attitudes which put African American on the road of equality. It means that the progress has been impressive. Some whites couple who realize the unfair treatment for black before, decided to adopt and growth up black children. From that time, black are allowed to go to white school. They have the same chance to compete in succeseing their life. For example, it is common to see black children under a white family name. Some whites who joined a non government organization are focus to help black people in securing them self from

poverty. In some sport club also allowed black to be the athletes. Thus, the progress of black not only become a willing for white people but also feels of guilt for the crimes of the ancestors.

In other words, white guilt refers to white who feels guilty with the unfairness toward black people. Shelby Steel (2006), state that the original use of this term refers to the guilt experienced by whites over the unfair advantages they owe to racism. Some whites who try to demolish their white guilt as a form of responsible becomes an interesting phenomenon to discuss. Not only in reality, many literary works also mirroring the circumstances between black and white. Film, as one genre of literature, has effectively revealed phenomenon above. One of the films that encloses to this circumstance is *The Blind Side* (2009) written by John Lee Hancock. The protagonist white, in this movie treat a black teenager different from her ancestors. She tries to engage with him by adopting and educates him. This implied a kind of white guilt. She does some efforts to demolish the white guilt. The way she facilitate black teenager in her family and existing him in school, make the movie interesting to be analyze.

## **1.2 Life of Black After 1970**

Black is any person with any known African black ancestry. This definition reflects the long experience with slavery and later with segregation. African-American history starts in the 16th century with African slaves who quickly rose up against the [Spanish explorer Lucas Vásquez de Ayllón](#) and progresses to the present day, with

[Barack Obama](#) as the [44th](#) and current [President of the United States](#). Between those landmarks have been many other events and issues, both resolved and ongoing, including slavery, [reconstruction](#), development of the [African-American community](#), participation in the great [military conflicts of the United States](#), [racial segregation](#), and the [Civil Rights Movement](#). At present the usual statement of the black is in terms of "black blood" or black ancestry, while not so long ago it referred to "Negro blood" or ancestry. The term "black" rapidly replaced "Negro" in general usage in the United States as the black power movement pointed at the end of the 1960s, but the black and Negro populations are the same. The term "Negro," which is used in certain historical contexts, means the same thing.

Terms such as "African America," "unmixed Negro," and "all black" refer to unmixed blacks descended from African populations. The term African American usually refers to black Americans or Afro Americans and American Negroes. They are citizens or residents of the United States who make up the single largest racial minority in the United States. African Americans have improved their life standing significantly since the [Civil Rights Movement](#) or after 1970s. Their first-time to access higher education, sport and representation in the highest levels of American government has been gained by African Americans in this time.

According to Edwards (2011) around 1953 education in United States was segregated. A separate system of education for African students was designed to prepare black people for lives as laboring class. In 1959, separate universities were

created for black and color people. Higher education was provided in separate universities and colleges after 1959. Some black universities were created in the homelands. Existing universities were not permitted to register black students. Furthermore, blacks were not allowed to run businesses or professional practices in those areas designated as white South Africa without permit. They were supposed to move to the black homelands and set up works there. Besides, transport and civil facilities also segregated. Black student buses stopped at black bus stop and white buses at white ones. Trains, hospitals and ambulances were segregated. Because of the smaller number of white patients and the fact that white doctors preferred to work in white hospitals, conditions in white hospitals were much better than those in black hospitals.

In addition, public beaches were also racially segregated. Public swimming pools, some pedestrian bridges, drive in cinema, parking space, graveyard, parks, and public toilets also segregated. There were practically no cinemas in black areas. Most hotels and restaurants in white areas were not allowed to admit blacks except as staff. Under the Churches Native Laws Amendment Act of 1957, black Africans were prohibited from attending white churches. On the other hand, the taxation rate for whites was considerably higher than that for blacks.

In sport, the issue of race and sport, with special attention to the black athlete, is an interesting story that continues to unfold. Before 1970s, whites tend to separate blacks from mainstream of sport in America. Many would prefer not to examine the

topic in fear of arousing claims of racism from those who fear of the stereotypical beliefs about black people. By 2000, it has been argued that the opposite is probably true. A study of the black athlete learned not only about a uniquely talented group of men and women, but about race relations in the United States. It believes upon which they are founded, and changes that need to be made within and outside the world of sports to make the society more consistent with the talents upon which it is based. Feagin R Joe et al (2007) emphasize that it is aim to create and maintaining the white privilege. White privilege is a way of conceptualizing racial inequalities that focuses as much on the advantages that [white people](#) accumulate from society as on the disadvantages that [people of color](#) experience.

However, during the 1980s the education of [African Americans](#) and some other minorities left behind those of other [U.S.](#) ethnic groups, such as [Whites](#). The young population of African American was committed to destroying the education system due to the segregation. It is because the category of [African immigrant](#) population has one of highest educational attainment of any group in the United States, but they represent a small group within the larger African American population.

By 2000, African Americans had advanced greatly. [Black schools](#) for kindergarten through twelfth grade students were common throughout the U.S., and a pattern towards re-segregation is currently occurring across the country. Collectively, African Americans are more involved in the American political process than other minority groups in the United States, indicated by the highest level of voter registration

and participation in elections among these groups in 2004. African Americans collectively attain higher levels of education than other immigrants in the United States. African Americans also have the highest level of [Congressional representation](#) of any minority group in the U.S.

Furthermore, most studies assessing black-white differences in athletic performance have focused on physical and physiological parameters. It is typically found blacks to be more physically suited than whites for activities requiring speed and power. As Jimmy in During (2007) emphasized that blacks were not only better athletes than whites, but heredity was primarily the reason. In contrast, he also asserted that white athletes tended to be lazy and did not practice while blacks did put in the time to excellent. Finally, the beliefs about black's abilities continued to placed African American to be commentators, managers, coaches, owners, and administrators hold in the United States.

### **1.2.1 An Effort to Demolish the White Guilt**

There are many definitions dealing with the term White Guilt. According to Shelby Steel (2006), an activist in black movement, the original use of this term refers to the guilt experienced by whites over the unfair advantages they owe to racism. White guilt undermines black progress and race relations because it generates

disingenuous racial policies--diversity, affirmative action, and welfare without expectations (until the late 90s). In addition, Gans (2007) states that:

But since in our intuitive semiotic system white is not, as the optics treatises tell us, a combination of all the colors, but the absence of color—the state of *unmarkedness*—I feel justified in defining white guilt by metaphysical rather than mere physical whiteness. No doubt the notion of white guilt in Western culture depends on a coincidence of the metaphysical and the physical, but it is the first that is primary: *white guilt is the guilt of the unmarked toward the marked.*(page 2)

The quotation above show how did white guilt understood as a non physic action in welfare black as marked people. White guilt has been described as one of several psychosocial costs of racism for white individuals along with the ability to have empathic reactions towards racism, and fear of non-whites. Therefore, white guilt in this analysis is the concept of individual or collective guilt which felt by some white people for the racist treatment to color people especially black by whites.

There are many different definitions of the words effort and demolish, based on the context it used. However, in this analysis, according to Merriam Webster Dictionary, the word effort refers to physical or mental activity needed to achieve something. ...The activity dealing with this term tends to something done by exertion or hard work. Meanwhile, the word demolish refers to say or prove that an argument and theory is wrong, or to *put an end to*. Related to white guilt, demolish is the way that is used by white to end their feeling of guilt dealing with the unfairness from their ancestors towards black people. The character in this movie does some activities to destroy a considerable part of her guilt as white people. She adopting a black teenager



and educates him in family and social life in order to demolish her white guilt because she thinks her father's treatment for black is unacceptable.

An effort to demolish the white guilt in this analysis refers to the protagonist character, a white woman who grows an African American teenager. Her father's treatment toward black before, becomes a will for her. She feels guilt for the treatment of her ancestors. To demolish her guilt she adopted a black African American teenager and facilitated him as her son in a white school. She only wants to make him succeed in his social and intellectual life.

### **1.2.2 A Brief of John Lee Hancock**

John Lee Hancock was born in Longview, Texas, US on December 15, 1956. John Jr. is the eldest of four children, and played football in high school. His father is John Lee Hancock Sr., who played football for Baylor University and was a football coach at Texas City High School. He is a graduate of Baylor University and Baylor Law School. He worked in a Houston law firm for four years, then decided to pursue screenwriting and moved to Los Angeles.

He is active as a screenwriter, film director and also producer since 1987 up to now. He is best known for directing the sports drama films *The Rookie* and *The Blind Side*. Hancock's debut as a screenwriter and director came in 1991 with *Hard Time Romance*. He worked on two more films as a screenwriter with *A Perfect World* and *Midnight in the Garden of Good and Evil* before making his first directing effort since

1991 in 2002 with the sports drama *The Rookie*, which was a success both critically and commercially. In 2004, he wrote and directed *The Alamo*, which was highly successful at the box office, and would become the second-highest box office bomb in movie history. Five years later, he made the Academy Award-winning *The Blind Side*, which was extremely successful. He currently was working on his next film, *The Goree Girls*.

His concerns in sport movie become a controversial about a different version of the story. He states that:

If everyone in Texas made his or her own Alamo, there would be that many different versions of the story. It's like somebody making a movie about my mother: I'd want the facts to be right, but I'd want it to be shiny in some places and dull in others. I'd be protective. I hope everyone who sees the movie will understand that our hearts are in the right place. (p.1)

In this point, it can be seen that Hancock's work as white is a kind of a support to raising black existence. His idea influenced by how his father, as a swim coach treat a black athlete. According to him, his father's spirit in overcoming stereotypes and obstacles influence him more, so his writing, *The Blind Side*, just talk about family and helping others. In other words, it is not only to present how does sport make some evolution through many version of story, but he allow the reader and the watcher to look by themselves what did the story going to say. In 2009, this movie wins the Teenager Award as the best film for teenager at that year. Therefore, some of his works are interesting to be analyzed.

### 1.2.3 The Blind Side

A movie script, *The Blind Side* (2009) by John Lee Hancock reflects an effort to demolish the white guilt. White guilt refers to the concept of individual or collective guilt felt by some white people for the racist treatment to color people they have done historically. In this movie, it is represented by the protagonist, Leah Ann Touhy, a white woman who demolishes the white guilt by growth up a black teenager sincerely. By analyzing the whole text, there are some efforts that are conducted by the character to demolish the white guilt. Those are done through adopting and educating a black teenager.

Through adopting black teenager, the character, a white mother, becomes the parent of black teenager officially. She adopted the black teenager legally by completed his document under her family names. She gives him space in the house and treats him as well as her own children. She provides the black teenager with all of the needs, physically and mentally. In term of physic, the mother provides him with his daily needs such as clothes, foods and private room. Besides, in term of mentally, she gives him a lot of attention, affection, protection and touch as a mother. She build a high quality of care through communication. Although she faces many confrontations in adopting this black teenager, she manages to stand up with her effort by supporting from the family.

Then, through education, the character educates him both in academic and talents. As a mother she does not support him in academic only, but also in his extra activities. In academic, she attempts to understand related developmental consideration and potential challenges within the context of school. She supports him to survive in a formal white school by facilitates him a private teacher. She also prepares him well to go to the best university. Besides, within a special approach she pumps his sport talent to existshim in football club. It makes him become a football star.

### **1.3 Problem of Study**

*The Blind Side* (2009) enclose many cases, but the efforts to demolish the white guilt appears as on of the central issue in the life of protagonist. In order to disclose this issue, the research questions are formulated as follow:

1. How far does Hancock's film *The Blind Side* expose the effort to demolish the white guilt?
2. To what extend do fictional devices; character, plot (conflict) and setting give contribution in revealing the effort to demolish the white guilt?

### **1.4 Purpose of Study**

The aim of this analysis is to reveal how far Hancock's work *The Blind Side* exposes the effort to demolish the white guilt. This analysis is done to find out how the character, plot (conflict), and setting contribute to explore the effort to demolish the white guilt.

## 1.5 Previous Study

The analysis about the movie script *The Blind Side* (2009) that focused on an effort to demolish the white guilt has not been found yet. However, there is a study in journal that can give contribution and inspiration in analyzing this novel.

The analysis was written by Minderop (2010), entitle “*The Minister’s Black Veil: A Concept of Guilt and Self Judgment*”. In this analysis, Minderop describes that Nathaniel Hawthorne’s short story *The Minister’s Black Veil* reflects the concept of guilt and a self judgment which evoke people to have a moral awareness. Hawthorne used third person omniscient in this work, and Minderop use this point of view to analyze this work. In this analysis, Hicks and Hutching in Minderop (2010) states that point of view is the position in which the narrator stands in relation to the story; the standpoint from which events are narrated. The story tells about Hooper, a Puritanism priest who is honorable by the society because his kindness, politeness and his affirmative action. One day he uses a scarf to close his face because he was doing an illegal relationship with a girl, Elizabeth. He did it because he feels guilt to his scandal with Elizabeth. He pays his sin by punished him self and leave that girl. However, his attitude tends to stimulate society’s morality awareness.

The other analysis is from K.R. Vijaya (2011) entitle Langston Hughes—*Good Morning Revolution*- a Protest Poet. This analysis deals with the way, the protest poet by Langston Hughes, had reflect on the problem of race in his poem. Through the

speaker voice, the study examines the poems of Langston Hughes as protest poetry. Regardless of its call for revolution and counter violence against oppression. The protest poetry of Hughes is distinguished by a quest for a better world where people are able to learn from the painful experiences of the past. A study of the select protest poems of Langston Hughes can provide insight into the issues and problems African Americans face during their lives and the ways these black peoples respond to them. It can also provide insight into the self conception on the protestor.

The analysis above gives contribution and inspiration to the topic an effort to against white guilt. It also enriched the knowledge about the topic. Different from previous study, this analysis focus on how far does the movie script reflect an effort to against white guilt through the actions that done by the characters, plot (conflict) and setting on the movie script.

## **1.6 Theoretical Framework**

The analysis of this movie script is dealing with the concept of superego by Sigmund Freud, racism by Shah (2010) and the concept of guilt by Hilgard et al in Minderop (2010). Freud in Guerin (2005) explain superego as the regulating agent, which primarily functions to protect society. It is a kind of moral censoring agency the repository of conscience and pride. The superego serves to repressor inhibit the drives of the id, to block off and thrust back into the unconscious those impulses toward

pleasure that society regards as unacceptable. That the superego would have people behave like angels.

It is different from Id and ego. According to Sigmund Freud, these three elements, id, ego and superego work together to create complex human behavior. Id is the only component of personality that is present from birth. This aspect of personality is unconscious and includes of the instinctive and primitive behaviours. The Id is the source of psychic energy and driven by the pleasure principle, which strives for immediate gratifications of all wants, desires and needs. While ego is the component of personality that is responsible for dealing with reality. Ego develops from the id and ensures that the impulses of the id can be expressed in a manner acceptable in the real world. The ego functions in both the conscious and unconscious mind. It operates based on the reality principle, which strives to satisfy the id's desires in realistic and socially appropriate ways.

People who optimized the super ego will think, feel and consider the effect of the actions especially for the society. They will consider and rethink objectively in facing a problem. Through super ego people learn to understand and solve the problem without emotion. They try not to inflict a loss on anyone even morally or socially.

Furthermore, this analysis also deals with the concept of racism by Shah (2010). Shah (2010) state that racism is the belief that characteristics and abilities can be attributed to people simply on the basis of their race and that some racial groups are



superior to others. Racism and discrimination have been used as powerful weapons encouraging fear or hatred of others in times of conflict and war, and even during economic downturns. In [understanding race](#), a project from the American Anthropological Association says race is a powerful idea and an enduring concept, invented by society. It has also fostered inequality and discrimination for centuries, as well as influencing how we relate to other human beings.

The forms of racism that have traditionally been defined, recognized, promoted and practiced as racism generally do not recognize or promote racial rights. Specifically, they have not support the rights of different races to life (continued existence), liberty (independence) and the pursuit of their own evolutionary destiny, or to the exclusive possession of their own territory as required for the realization of these rights. In fact, the forms of racism that have traditionally been defined and practiced as such have denied and violated these rights. The extent of their violation and denial of the rights of other races has varied. Some have been restricted or governed in some degree by moral considerations, so their violation of the rights of other races has not been total, while others have been virtually unchecked by such concerns. Moral racism has not yet been practiced as the guiding principle of racial relations.

Racism is a root cause of a detailed understanding of the characteristics and manifestations of racism. Jones in Shah (2010) describes three levels of racism; institutionalized, personally mediated, and internalized. Institutionalized racisms defined as differential access to the goods, services, and opportunities of society by

race. Institutionalized racism manifests itself both in material conditions and in access to power. With regard to material conditions, examples include differential access to quality education, sound housing, gainful employment, appropriate medical facilities, and a clean environment. With regard to access to power, examples include differential access to information, resources, and voice. Personally mediated racism is defined as prejudice and discrimination, where prejudice is differential assumptions about the abilities, motives, and intents of others by race, and discrimination is differential actions toward others by race. Personally mediated racism can be intentional as well as unintentional, and it includes acts of commission as well as acts of omission. It manifests as lack of respect, suspicion, devaluation, and dehumanization. Internalized racism is defined as acceptance by members of the stigmatized races of negative messages about their own abilities and intrinsic worth. It involves accepting limitations to one's own full humanity, including one's spectrum of dreams, one's right to self-determination, and one's range of allowable self-expression. It manifests as an embracing of "whiteness," self-devaluation, and resignation, helplessness, and hopelessness.

Besides, this analysis also related to Hilgard et al's concept of guilt. Hilgard et al (1975) in Minderop (2010) state that feels of guilt cause by a conflict between impulse expressions versus moral standards. Violation of this moral standard will build a feels of guilt. Feels of guilt is different with shame. The concept of guilt is deeper than shame.

Emotions of guilt and of shame are not the same, though they are often closely linked. The essential circumstances evoking guilt involve the perception of one's action in a situation as divergent from the right or moral or ethical action required by the situation (Krech, et al., 1974:476)

In other words, superego is like a talking [voice](#) of a mother or any recognized authority, may it be a teacher's, a friend, a priest in a human person's head. It evokes the feeling of [guilt](#) and [shame](#) and sometimes would make people feel very inferior among everything else. The superego is a human person's conscience. It makes a human being become perfect following his/her ideals in life and spiritual values. The superego is like own critic. While the id goes straight towards self-gratification, the superego makes the person struggle to act in a socially appropriate manner. It makes a person acceptable to a certain society.

The analysis of this novel is supported by text-based interpretation. Guerin (2005) stated that this approach is focused on the analysis and the interpretation of the text itself. It signifies that the presence and the meaning of this story are found by examining the interrelation among the elements of text; theme, plot, characterization, setting and point of view.

In analyzing this novel, fictional devices such as characters, plot (conflicts) and setting are crucial to be examined. Roberts (1999) stated that a character may be defined as a verbal representation of a human being. The characters have responsible for the thoughts and actions within a story or play in a piece of literature. The different attitudes, mannerisms and even appearances of characters can greatly influence the

other major elements in literary works. The analysis of the characters can be done through actions, thoughts, dialogues and how they react toward certain conflicts of circumstances. The characters in *The Blind Side* is Leah Ann Touhy as a white mother who growth up a black African American teenager, Michael.

The second device that is going to be used in this analysis is plot which is focused on conflicts. Jacob says that:

“Conflict can be identified through the clash between the protagonist and the antagonist. It is divided into four conditions: conflict character versus the opposite character, character versus nature, character versus society, and character versus self or internal conflict.” (Jacob : 2003)

From this quotation, it is clear that the conflict can take the shape of envy, hatred, anger, argument, avoidance, gossip, lies, fighting, and many other forms and actions. In this analysis, conflicts which are faced by the protagonists both inside and outside themselves play important role to reveal protagonist's effort to againstwhite guilt.

The other element of fiction that will be used in this analysis is setting. It has strong connection with situation, location, and atmosphere of the characters in the story.

Madden says that:

“Setting in fiction is the location and atmosphere of the story. It has a direct and indirect impact on character and conflict. It supports and emphasizes the story meaning.” (Madden, 2002:66)

This statement shows that the setting plays as one of important thing to influence the character's condition. It supports and complements the conflict and characters in order to convey the story's meaning. In this analysis, the setting of family and America in

general plays an important roles to explain white guilt. However, point of view also contributes some ideas in this analysis. Hicks and Hutching in Minderop (2006) states that point of view or view point is the position in which the narrator stands in relation to the story, the stand point from which event are narrated.

### **1.7 Methodology**

The analysis of this novel is done through text-based interpretation. Furthermore, it is done by analyzing fictional devices: characters, plot (conflicts) and setting. Both characters and setting are inseparable because they are interrelated each other. Characters are used to evoke character's effort to against white guilt by analyzing characters' behavior and way of thinking. Then, setting, deals with the atmosphere and temporal environment, gives contribution in the process of analysis by giving help in revealing the meaning. Meanwhile, plot (conflicts) plays important role in conveying the meaning of this novel. Moreover, these elements are analyzed based on super ego concept by Guerin, Racism by Shah and the concept of guilt by Minderop.