

## “Talking Past Each Other: Black and White Languages of Race”

BOB BLAUNER

Born in Chicago to Jewish lower middle class parents, Bob Blauner studied at the University of Chicago and received his Ph.D. at the University of California at Berkeley, where he has been a professor of sociology since 1963. His first major scholarly work was *Alienation and Freedom: The Factory Worker and His Industry* (1964). His later works, include *Racial Oppression in America* (1972) and *Black Lives, White Lives: Three Decades of Race Relations in America* (1989). In the following essay, Blauner reflects on some of the borders to be negotiated if black and white Americans are to achieve a permanent understanding.

For many African-Americans who came of age in the 1960s, the assassination of Martin Luther King, Jr. in 1968 was a defining moment in the development of their personal racial consciousness. For a slightly older group, the 1955 lynching of the fourteen-year-old Chicagoan Emmett Till in Mississippi had been a similar awakening. Now we have the protest and violence in Los Angeles and other cities in late April and early May of 1992, spurred by the jury acquittal of four policemen who beat motorist Rodney King.

The aftermath of the Rodney King verdict, unlike any other recent racial violence, will be seared into the memories of Americans of all colors, changing the way they see each other and their society. Spring 1992 marked the first time since the 1960s that incidents of racial injustice against an African-American—and by extension the black community—have seized the entire nation's imagination. Even highly publicized racial murders, such as those of African-American men in two New York City neighborhoods—Howard Beach (1986) and Bensonhurst (1989)—stirred the consciences of only a minority of whites. The response to the Rodney King verdict is thus a long-overdue reminder that whites still have the capacity to feel deeply about white racism—when they can see it in unambiguous terms.

The videotaped beating by four Los Angeles police officers provided this concreteness. To be sure, many whites focused their response on the subsequent black rioting, while the anger of blacks tended to remain fixed on the verdict itself. However, whites initially were almost as upset as blacks: An early poll reported that 86 percent of European-Americans disagreed with the jury's decision. The absence of any black from the jury and the trial's venue, Simi Valley, a lily-white suburban community, enabled mainstream whites to see the parallels with the Jim Crow justice of the old South. When we add to this mixture the widespread disaffection, especially of young people, with the nation's political and economic conditions, it is easier to explain the scale of white emotional involvement, unprecedented in a matter of racial protest since the 1960s.

In thirty years of teaching, I have never seen my students so overwrought, needing to talk, eager to do something. This response at the University of California at Berkeley cut across the usual fault lines of intergroup tension, as it did at high schools in Northern California. Assemblies, marches, and class discussions took place all over the nation in predominantly white as well as nonwhite and integrated high schools. Considering that there were also incidents where blacks assaulted white people, the scale of white involvement is even more impressive.

While many whites saw the precipitating events as expressions of racist conduct, they were much less likely than blacks to see them as part of some larger pattern of racism. Thus two separate polls found that only half as many whites as blacks believe

that the legal system treats whites better than blacks. (In each poll, 43 percent of whites saw such a generalized double standard, in contrast to 84 percent of blacks in one survey, 89 percent in the other.)

This gap is not surprising. For twenty years European-Americans have tended to feel that systematic racial inequities marked an earlier era, not our own.

Psychological denial and a kind of post-1960s exhaustion may both be factors in producing the sense among mainstream whites that civil rights laws and other changes resolved blacks' racial grievances, if not the economic basis of urban problems. But the gap in perceptions of racism also reflects a deeper difference. Whites and blacks see racial issues through different lenses and use different scales to weigh and assess injustice.

I am not saying that blacks and whites have totally disparate value systems and worldviews. I think we were more polarized in the late 1960s. It was then that I began a twenty-year interview study of racial consciousness published in 1989 as *Black Lives, White Lives*. By 1979 blacks and whites had come closer together on many issues than they had been in 1968. In the late 1970s and again in the mid-to-late 1980s, both groups were feeling quite pessimistic about the nation's direction. They agreed that America had become a more violent nation and that people were more individualistic and less bound by such traditional values as hard work, personal responsibility, and respect for age and authority. But with this and other convergences, there remained a striking gap in the way European-Americans and African-Americans evaluated racial change. Whites were impressed by the scale of integration, the size of the black middle class, and the extent of demonstrable progress. Blacks were disillusioned with integration, concerned about the people who had been left behind, and much more negative in their overall assessment of change.

In the 1990s this difference in general outlook led to different reactions to specific racial issues. That is what makes the shared revulsion over the Rodney King verdict a significant turning point, perhaps even an opportunity to begin bridging the gap between black and white definitions of the racial situation.

I want to advance the proposition that there are two languages of race in America. I am not talking about black English and standard English, which refer to different structures of grammar and dialect. "Language" here signifies a system of implicit understandings about social reality, and a racial language encompasses a worldview.

Blacks and whites differ on their interpretations of social change from the 1960s through the 1990s because their racial languages define the central terms, especially "racism," differently. Their racial languages incorporate different views of American society itself, especially the question of how central race and racism are to America's very existence, past and present. Blacks believe in this centrality, while most whites, except for the more race-conscious extremists, see race as a peripheral reality. Even successful, middle-class black professionals experience slights and humiliations—incidents when they are stopped by police, regarded suspiciously by clerks while shopping, or mistaken for messengers, drivers, or aides at work—that remind them they have not escaped racism's reach. For whites, race becomes central on exceptional occasions: collective, public moments such as the recent events, when the veil is lifted, and private ones, such as a family's decision to escape urban problems with a move to the suburbs. But most of the time European-Americans are able to view racial issues as aberrations in American life, much as Los Angeles Police Chief Daryl

Gates used the term "aberration" to explain his officers' beating of Rodney King in March 1991.

Because of these differences in language and worldview, blacks and whites often talk past one another, just as men and women sometimes do. I first noticed this in my classes, particularly during discussions of racism. Whites locate racism in color consciousness and its absence in color blindness. They regard it as a kind of racism when students of color insistently underscore their sense of difference, their affirmation of ethnic and racial membership, which minority students have increasingly asserted. Many black, and increasingly also Latino and Asian, students cannot understand this reaction. It seems to them misinformed, even ignorant. They in turn sense a kind of racism in the whites' assumption that minorities must assimilate to mainstream values and styles. Then African-Americans will posit an idea that many whites find preposterous: Black people, they argue, cannot be racist, because racism is a system of power, and black people as a group do not have power.

In this and many other arenas, a contest rages over the meaning of racism. Racism has become the central term in the language of race. From the 1940s through the 1980s new and multiple meanings of racism have been added to the social science lexicon and public discourse. The 1960s were especially critical for what the English sociologist Robert Miles has called the "inflation" of the term "racism." Blacks tended to embrace the enlarged definitions, whites to resist them. This conflict, in my view, has been at the very center of the racial struggle during the past decade.

## The Widening Conception of Racism

The term "racism" was not commonly used in social science or American public life until the 1960s. "Racism" does not appear, for example, in the Swedish economist Gunnar Myrdal's classic 1944 study of American race relations, *An American Dilemma*. But even when the term was not directly used, it is still possible to determine the prevailing understandings of racial oppression.

In the 1940s racism referred to an ideology, an explicit system of beliefs postulating the superiority of whites based on the inherent, biological inferiority of the colored races. Ideological racism was particularly associated with the belief systems of the Deep South and was originally devised as a rationale for slavery. Theories of white supremacy, particularly in their biological versions, lost much of their legitimacy after the Second World War due to their association with Nazism. In recent years cultural explanations of "inferiority" are heard more commonly than biological ones, which today are associated with such extremist "hate groups" as the Ku Klux Klan and the White Aryan Brotherhood.

By the 1950s and early 1960s, with ideological racism discredited, the focus shifted to a more discrete approach to racially invidious attitudes and behavior, expressed in the model of prejudice and discrimination. "Prejudice" referred (and still does) to hostile feelings and beliefs about racial minorities and the web of stereotypes justifying such negative attitudes. "Discrimination" referred to actions meant to harm the members of a racial minority group. The logic of this model was that racism implied a double standard, that is, treating a person of color differently—in mind or action—than one would a member of the majority group.

By the mid-1960s the terms "prejudice" and "discrimination" and the implicit model of racial causation implied by them were seen as too weak to explain the

sweep of racial conflict and change, too limited in their analytical power, and for some critics too individualistic in their assumptions. Their original meanings tended to be absorbed by a new, more encompassing idea of racism. During the 1960s the referents of racial oppression moved from individual actions and beliefs to group and institutional processes, from subjective ideas to "objective" structures or results. Instead of intent, there was now an emphasis on process: those more objective social processes of exclusion, exploitation, and discrimination that led to a racially stratified society.

The most notable of these new definitions was "institutional racism." In their 1967 book *Black Power*, Stokely Carmichael and Charles Hamilton stressed how institutional racism was different and more fundamental than individual racism. Racism, in this view, was built into society and scarcely required prejudicial attitudes to maintain racial oppression.

This understanding of racism as pervasive and institutionalized spread from relatively narrow "movement" and academic circles to the larger public with the appearance in 1968 of the report of the commission on the urban riots appointed by President Lyndon Johnson and chaired by Illinois Governor Otto Kerner. The Kerner Commission identified "white racism" as a prime reality of American society and the major underlying cause of ghetto unrest. America, in this view, was moving toward two societies, one white and one black (it is not clear where other racial minorities fit in). Although its recommendations were never acted upon politically, the report legitimated the term "white racism" among politicians and opinion leaders as a key to analyzing racial inequality in America.

Another definition of racism, which I would call "racism as atmosphere," also emerged in the 1960s and 1970s. This is the idea that an organization or an environment might be racist because its implicit, unconscious structures were devised for the use and comfort of white people, with the result that people of other races will not feel at home in such settings. Acting on this understanding of racism, many schools and universities, corporations, and other institutions have changed their teaching practices or work environments to encourage a greater diversity in their clientele, students, or work force.

Perhaps the most radical definition of all was the concept of "racism as result." In this sense, an institution or an occupation is racist simply because racial minorities are underrepresented in numbers or in positions of prestige and authority.

Seizing on different conceptions of racism, the blacks and whites I talked to in the late 1970s had come to different conclusions about how far America had moved toward racial justice. Whites tended to adhere to earlier, more limited notions of racism. Blacks for the most part saw the newer meanings as more basic. Thus African-Americans did not think racism had been put to rest by civil rights laws, even by the dramatic changes in the South. They felt that it still pervaded American life, indeed, had become more insidious because the subtle forms were harder to combat than old-fashioned exclusion and persecution.

Whites saw racism largely as a thing of the past. They defined it in terms of segregation and lynching, explicit white supremacist beliefs, or double standards in hiring, promotion, and admissions to colleges or other institutions. Except for affirmative action, which seemed the most blatant expression of such double standards, they were positively impressed by racial change. Many saw the relaxed and comfortable relations between whites and blacks as the heart of the matter. More crucial to blacks, on the other hand, were the underlying structures of power and

position that continued to provide them with unequal portions of economic opportunity and other possibilities for the good life.

The newer, expanded definitions of racism just do not make much sense to most whites. I have experienced their frustrations directly when I try to explain the concept of institutional racism to white students and popular audiences. The idea of racism as an "impersonal force" loses all but the most theoretically inclined. Whites are more likely than blacks to view racism as a personal issue. Both sensitive to their own possible culpability (if only unconsciously) and angry at the use of the concept of racism by angry minorities, they do not differentiate well between the racism of social structures and the accusation that they as participants in that structure are personally racist.

The new meanings make sense to blacks, who live such experiences in their bones. But by 1979 many of the African-Americans in my study, particularly the older activists, were critical of the use of racism as a blanket explanation for all manifestations of racial inequality. Long before similar ideas were voiced by the black conservatives, many blacks sensed that too heavy an emphasis on racism led to the false conclusion that blacks could only progress through a conventional civil rights strategy of fighting prejudice and discrimination. (This strategy, while necessary, had proved very limited.) Overemphasizing racism, they feared, was interfering with the black community's ability to achieve greater self-determination through the politics of self-help. In addition, they told me that the prevailing rhetoric of the 1960s had affected many young blacks. Rather than taking responsibility for their own difficulties, they were now using racism as a "cop-out."

In public life today this analysis is seen as part of the conservative discourse on race. Yet I believe that this position originally was a progressive one, developed out of self-critical reflections on the relative failure of 1960s movements. But perhaps because it did not seem to be "politically correct," the left-liberal community, black as well as white, academic as well as political, has been afraid of embracing such a critique. As a result, the neoconservatives had a clear field to pick up this grass-roots sentiment and to use it to further their view that racism is no longer significant in American life. This is the last thing that my informants and other savvy African-Americans close to the pulse of their communities believe.

By the late 1970s the main usage of racism in the mind of the white public had undoubtedly become that of "reverse racism." The primacy of "reverse racism" as "the really important racism" suggests that the conservatives and the liberal-center have, in effect, won the battle over the meaning of racism.

Perhaps this was inevitable because of the long period of backlash against all the progressive movements of the 1960s. But part of the problem may have been the inflation of the idea of racism. While institutional racism exists, such a concept loses practical utility if every thing and every place is racist. In that case, there is effectively nothing to be done about it. And without conceptual tools to distinguish what is important from what is not, we are lost in the confusion of multiple meanings.

## Back to Basics

While public discourse was discounting white racism as exaggerated or a thing of the past, the more traditional forms of bigotry, harassment, and violence were unfortunately making a comeback. (This upsurge actually began in the early 1980s but was not well noticed, due to some combination of media inattention and national

mood.) What was striking about the Bernhard Goetz subway shootings in New York, the white-on-black racial violence in Howard Beach, the rise of organized hate groups, campus racism, and skinhead violence is that these are all examples of old-fashioned racism. They illustrate the power and persistence of racial prejudices and hate crimes in the tradition of classical lynchings. They are precisely the kind of phenomena that many social analysts expected to diminish, as I did.

If there was one positive effect of this upsurge, it was to alert many whites to the destructive power of racial hatred and division in American life. At the same time, these events also repolarized racial attitudes in America. They have contributed to the anger and alienation of the black middle class and the rapid rise of Afrocentrism, particularly among college students.

As the gap in understanding has widened, several social scientists have proposed restricting the concept of racism to its original, more narrow meaning. However, the efforts of African-Americans to enlarge the meaning of racism is part of that group's project to make its view of the world and of American society competitive with the dominant white perspective. In addition, the "inflated" meanings of racism are already too rooted in common speech to be overturned by the advice of experts. And certainly some way is needed to convey the pervasive and systematic character of racial oppression. No other term does this as well as racism.

The question then becomes what to do about these multiple and confusing meanings of racism and their extraordinary personal and political charge. I would begin by honoring both the black and white readings of the term. Such an attitude might help facilitate the interracial dialogue so badly needed and yet so rare today.

Communication can only start from the understandings that people have. While the black understanding of racism is, in some sense, the deeper one, the white views of racism (ideology, double standard) refer to more specific and recognizable beliefs and practices. Since there is also a crossracial consensus on the immorality of racist ideology and racial discrimination, it makes sense whenever possible to use such a concrete referent as discrimination, rather than the more global concept of racism. And reemphasizing discrimination may help remind the public that racial discrimination is not just a legacy of the past.

The intellectual power of the African-American understanding lies in its more critical and encompassing perspective. In the Rodney King events, we have an unparalleled opportunity to bridge the racial gap by pointing out that racism and racial division remain essential features of American life and that incidents such as police beatings of minority people and stacked juries are not aberrations but part of a larger pattern of racial abuse and harassment. Without resorting to the overheated rhetoric that proved counterproductive in the 1960s, it now may be possible to persuade white Americans that the most important patterns of discrimination and disadvantage are not to be found in the "reverse racism" of affirmative action but sadly still in the white racism of the dominant social system. And, when feasible, we need to try to bridge the gap by shifting from the language of race to that of ethnicity and class.

## Race or Ethnicity?

In the American consciousness the imagery of race—especially along the black-white dimension—tends to be more powerful than that of class or ethnicity. As a result, legitimate ethnic affiliations are often misunderstood to be racial and illegitimate.

Race itself is a confusing concept because of the variance between scientific and common sense definitions of the term. Physical anthropologists who study the distribution of those characteristics we use to classify "races" teach us that race is a fiction because all peoples are mixed to various degrees. Sociologists counter that this biological fiction unfortunately remains a sociological reality. People define one another racially, and thus divide society into racial groups. The "fiction" of race affects every aspect of people's lives, from living standards to landing in jail.

The consciousness of color differences, and the invidious distinctions based on them, have existed since antiquity and are not limited to any one corner of the world. And yet the peculiarly modern division of the world into a discrete number of hierarchically ranked races is a historic product of Western colonialism. In precolonial Africa the relevant group identities were national, tribal, or linguistic. There was no concept of an African or black people until this category was created by the combined effects of slavery, imperialism, and the anticolonial and Pan-African movements. The legal definitions of blackness and whiteness, which varied from one society to another in the Western hemisphere, were also crucial for the construction of modern-day races. Thus race is an essentially political construct, one that translates our tendency to see people in terms of their color or other physical attributes into structures that make it likely that people will act for or against them on such a basis.

The dynamic of ethnicity is different, even though the results at times may be similar. An ethnic group is a group that shares a belief in its common past. Members of an ethnic group hold a set of common memories that make them feel that their customs, culture, and outlook are distinctive. In short, they have a sense of peoplehood. Sharing critical experiences and sometimes a belief in their common fate, they feel an affinity for one another, a "comfort zone" that leads to congregating together, even when this is not forced by exclusionary barriers. Thus if race is associated with biology and nature, ethnicity is associated with culture. Like races, ethnic groups arise historically, transform themselves, and sometimes die out.

Much of the popular discourse about race in America today goes awry because ethnic realities get lost under the racial umbrella. The positive meanings and potential of ethnicity are overlooked, even overrun, by the more inflammatory meanings of race. Thus white students, disturbed when blacks associate with each other, justify their objections through their commitment to racial integration. They do not appreciate the ethnic affinities that bring this about, or see the parallels to Jewish students meeting at the campus Hillel Foundation or Italian-Americans eating lunch at the Italian house on the Berkeley campus.

When blacks are "being ethnic," whites see them as "being racial." Thus they view the identity politics of students who want to celebrate their blackness, their *chicanoismo*, their Asian heritages, and their American Indian roots as racially offensive. Part of this reaction comes from a sincere desire, almost a yearning, of white students for a color-blind society. But because the ethnicity of darker people so often gets lost in our overracialized perceptions, the white students misread the situation. When I point out to my class that whites are talking about race and its dynamics and the students of color are talking about ethnicity and its differing meaning, they can begin to appreciate each other's agendas.

Confounding race and ethnicity is not just limited to the young. The general public, including journalists and other opinion makers, does this regularly, with serious consequences for the clarity of public dialogue and sociological analysis. A clear example comes from the Chicago mayoral election of 1983. The establishment press, including leading liberal columnists, regularly chastised the black electorate for giving virtually all its votes to Harold Washington. Such racial voting was as "racist" as whites voting for the other candidate because they did not want a black mayor. Yet African-Americans were voting for ethnic representation just as Irish-Americans, Jews, and Italians have always done. Such ethnic politics is considered the American way. What is discriminatory is the double standard that does not confer the same rights on blacks, who were not voting primarily out of fear or hatred as were many whites.

Such confusions between race and ethnicity are exacerbated by the ambiguous sociological status of African-Americans. Black Americans are both a race and an ethnic group. Unfortunately, part of our heritage of racism has been to deny the ethnicity, the cultural heritage of black Americans. Liberal-minded whites have wanted to see blacks as essentially white people with black skins. Until the 1960s few believed that black culture was a real ethnic culture.

Because our racial language is so deep-seated, the terminology of black and white just seems more "natural" and commonsensical than more ethnic labels like African-American or European-American. But the shift to the term African-American has been a conscious attempt to move the discourse from a language of race to a language of ethnicity. "African-American," as Jesse Jackson and others have pointed out, connects the group to its history and culture in a way that the racial designation, black, does not. The new usage parallels terms for other ethnic groups. Many whites tend to dismiss this concern about language as mere sloganeering. But "African-American" fits better into the emerging multicultural view of American ethnic and racial arrangements, one more appropriate to our growing diversity. The old race relations model was essentially a view that generalized (often inappropriately) from black-white relations. It can no longer capture—if it ever could—the complexity of a multiracial and multicultural society.

The issue is further complicated by the fact that African-Americans are not a homogeneous group. They comprise a variety of distinct ethnicities. There are the West Indians with their long histories in the U.S., the darker Puerto Ricans (some of whom identify themselves as black), the more recently arrived Dominicans, Haitians, and immigrants from various African countries, as well as the native-born African-Americans, among whom regional distinctions can also take on a quasi-ethnic flavor.

Blacks from the Caribbean are especially likely to identify with their homeland rather than taking on a generic black or even African-American identity. While they may resist the dynamic of "racialization" and even feel superior to native blacks, the dynamic is relentless. Their children are likely to see themselves as part of the larger African-American population. And yet many native-born Americans of African descent also resist the term "African-American," feeling very little connection to the original homeland. Given the diversity in origin and outlook of America's largest minority, it is inevitable that no single concept can capture its full complexity or satisfy all who fall within its bounds.

For white Americans, race does not overwhelm ethnicity. Whites see the ethnicity of other whites; it is their own whiteness they tend to overlook. But even when race is recognized, it is not conflated with ethnicity. Jews, for example, clearly distinguish

their Jewishness from their whiteness. Yet the long-term dynamic still favors the development of a dominant white racial identity. Except for recent immigrants, the various European ethnic identities have been rapidly weakening. Vital ethnic communities persist in some cities, particularly on the East Coast. But many whites, especially the young, have such diverse ethnic heritages that they have no meaningful ethnic affiliation. In my classes only the Jews among European-Americans retain a strong sense of communal origin.

Instead of dampening the ethnic enthusiasms of the racial minorities, perhaps it would be better to encourage the revitalization of whites' European heritages. But a problem with this approach is that the relationship between race and ethnicity is more ambiguous for whites than for people of color. Although for many white groups ethnicity has been a stigma, it also has been used to gain advantages that have marginalized blacks and other racial minorities. Particularly for working-class whites today, ethnic community loyalties are often the prism through which they view their whiteness, their superiority.

Thus the line between ethnocentrism and racism is a thin one, easily crossed—as it was by Irish-Americans who resisted the integration of South Boston's schools in the 1970s and by many of the Jews and Italians that sociologist Jonathan Rieder describes in his 1985 book *Canarsie*.

White students today complain of a double standard. Many feel that their college administrations sanction organization and identification for people of color, but not for them. If there can be an Asian business organization and a black student union, why can't there be a white business club or a white student alliance? I'd like to explain to them that students of color are organized ethnically, not racially, that whites have Hillel and the Italian theme house. But this makes little practical sense when such loyalties are just not that salient for the vast majority.

Out of this vacuum the emerging identity of "European-American" has come into vogue. I interpret the European-American idea as part of a yearning for a usable past. Europe is associated with history and culture. "America" and "American" can no longer be used to connote white people. "White" itself is a racial term and thereby inevitably associated with our nation's legacy of social injustice.

At various California colleges and high schools, European-American clubs have begun to form, provoking debate about whether it is inherently racist for whites to organize as whites—or as European-Americans. Opponents invoke the racial analogy and see such organizations as akin to exclusive white supremacist groups. Their defenders argue from an ethnic model, saying that they are simply looking for a place where they can feel at home and discuss their distinctive personal and career problems. The jury is still out on this new and, I suspect, burgeoning phenomenon. It will take time to discover its actual social impact.

If the European-Americans forming their clubs are truly organizing on an ethnic or panethnic rather than a racial model, I would have to support these efforts. Despite all the ambiguities, it seems to me a gain in social awareness when a specific group comes to be seen in ethnic rather than racial terms. During the period of the mass immigration of the late nineteenth century and continuing through the 1920s, Jews, Italians, and other white ethnics were viewed racially. We no longer hear of the "Hebrew race," and it is rare for Jewish distinctiveness to be attributed to biological rather than cultural roots. Of course, the shift from racial to ethnic thinking did not put an end to anti-Semitism in the United States—or to genocide in Germany, where racial imagery was obviously intensified.

It is unrealistic to expect that the racial groupings of American society can be totally "deconstructed," as a number of scholars now are advocating. After all, African-Americans and native Americans, who were not immigrants, can never be exactly like other ethnic groups. Yet a shift in this direction would begin to move our society from a divisive biracialism to a more inclusive multiculturalism.

To return to the events of spring 1992, I ask what was different about these civil disturbances. Considering the malign neglect of twelve Reagan-Bush years, the almost two decades of economic stagnation, and the retreat of the public from issues of race and poverty, the violent intensity should hardly be astonishing.

More striking was the multiracial character of the response. In the San Francisco Bay area, rioters were as likely to be white as nonwhite. In Los Angeles, Latinos were prominent among both the protesters and the victims. South Central Los Angeles is now more Hispanic than black, and this group suffered perhaps 60 percent of the property damage. The media have focused on the specific grievances of African-Americans toward Koreans. But I would guess that those who trashed Korean stores were protesting something larger than even the murder of a fifteen-year-old black girl. Koreans, along with other immigrants, continue to enter the country and in a relatively short time surpass the economic and social position of the black poor. The immigrant advantage is real and deeply resented by African-Americans, who see that the two most downtrodden minorities are those that did not enter the country voluntarily.

During the 1960s the police were able to contain riots within the African-American community. This time Los Angeles police were unable to do so. Even though the South Central district suffered most, there was also much destruction in other areas including Hollywood, downtown, and the San Fernando Valley. In the San Francisco Bay area the violence occurred primarily in the white business sections, not the black neighborhoods of Oakland, San Francisco, or Berkeley. The violence that has spilled out of the inner city is a distillation of all the human misery that a white middle-class society has been trying to contain-albeit unsuccessfully (consider the homeless). As in the case of an untreated infection, the toxic substances finally break out, threatening to contaminate the entire organism.

Will this widened conflict finally lead Americans toward a recognition of our common stake in the health of the inner cities and their citizens, or toward increased fear and division? The Emmett Till lynching in 1955 set the stage for the first mass mobilization of the civil rights movement, the Montgomery bus boycott later that year. Martin Luther King's assassination provided the impetus for the institution of affirmative action and other social programs. The Rodney King verdict and its aftermath must also become not just a psychologically defining moment but an impetus to a new mobilization of political resolve.

### *Working with the Text*

1. Blauner states that in his experience, most whites find it difficult to make sense of the concept of institutional racism, in part because they "do not differentiate well between the racism of social structures and the accusation that they as participants in that structure are personally racist." The concept makes sense to blacks, however, because they "live such experiences in their bones." How do you respond to this conclusion?

2. Blauner's white students often regard the desire of blacks or Hispanics or Asian-Americans to create racially exclusive groups as "reverse racism." In what ways does Blauner feel that considering such groups in the context of ethnicity can help his white students get beyond this view? Do you agree?
3. Blauner advocates the term African-American and also sometimes uses the term European-American instead of white? Why? Do you agree with his reasoning?
4. In discussing the disadvantages of encouraging "the revitalization of whites' European heritages" Blauner suggests that "the line between ethnocentrism and racism is a thin one." Why, then, does Blauner tentatively support the emergence of European-American clubs on college campuses?
5. Blauner suggests that the "shared revulsion over the Rodney King verdict" in 1992 was a "significant turning point, perhaps even an opportunity to begin bridging the gap between black and white definitions of the racial situation." Considering black and white attitudes about the "racial situation" today, what do you think of Blauner's prediction?
6. Choose an event more recent than the Rodney King verdict that changed black and white definitions of the racial situation. Working collaboratively with a group of your classmates, research the event by reading old periodical accounts. (If you have not yet done so, this would be a good time to learn how to find and read newspapers on microfilm.) Make a brief presentation of your research to the class, dividing the task among the researchers so that each is responsible for a segment related to—but not reiterating—the others.

Black and White Languages of Race Rita Dove: Arrow (poem) Martin Luther King, Jr.â The White Man's Indian Stuart Hall: Ethnicity: Identity and Difference Gwendolyn Brooks: We Real Cool (poem) 3. Negotiating Borders: The Dynamics of Difference Mary Louise Pratt: Arts of the Contact Zone Richard White: The Middle Ground Roger Williams: A Key into the Language of America (phrasebook) Wong Sam and Assistants: An English-Chinese Phrase Book (phrasebook) Robert Blauner: Talking Past Each Other: Black and White Languages of.