

SIXTH EDITION

RACIAL AND ETHNIC RELATIONS IN AMERICA



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Racial and Ethnic Relations in America

S I X T H E D I T I O N

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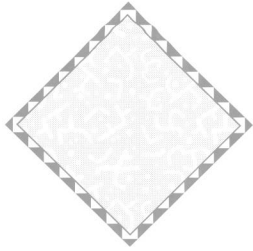
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Dedicamos este libro a nuestras queridas familias.

This book is dedicated to our families.



Preface

At a time when many people assumed that racial and ethnic tensions throughout the world would gradually diminish, they seemed, instead, to increase. Serious disagreements and, sometimes, open warfare—among Serbs, Croats, Bosnians, Kosovars, and Albanians in the former Yugoslavia, between Russians and Chechens and between Armenians and Azerbaijanis in the former Soviet Union, between speakers of English and speakers of French in Canada, and between Arabs and Jews in the Middle East—all remind us that racial and ethnic divisions are prominent in the lives of people in many parts of the modern world. These conflicts remind us too that although the United States contains numerous racial and ethnic groups whose encounters with one another are unique, some aspects of the fascinating and important problems that we will study are common to humankind.

This volume continues the basic strategy of discussion and analysis that was used in the previous editions. It focuses on interracial and interethnic relations in the United States and rests on ideas derived from (1) the sociological analysis of intergroup processes and (2) the history of the interactions of American racial and ethnic groups. We take this approach because the study of social processes—such as competition, conflict, segregation, stratification, accommodation, fusion, and separation—is inherently temporal. We believe that an understanding of the interactions of different racial and ethnic groups is most effectively grasped through an examination of the history of their relations with one another.

Our processual-historical approach moves, broadly speaking, from the beginnings of contact among different groups in North America to the pressing racial and ethnic problems of the contemporary United States; but as we discuss various groups and issues, we must focus on more limited spans of American history. Along the way we consider a wide range of sociological issues such as racial and ethnic differences, various processes through which one group may be included within another, the reactions of natives to foreigners, various aspects of racism, racial and ethnic prejudice and discrimination, class and ethnic stratification, vertical mobility, stereotyping, social distance, authoritarianism, the effect of social pressures on behavior, segregation, desegregation, variations in economic adaptations to discrimination, and the processes through which ethnic groups form, organize, and disappear. Each of these topics, as well as a number of others, is introduced to advance the central ideas of the book.

Although our overall approach has not changed, this edition differs in many ways from the fifth edition. We have maintained assimilation theory as the basis of our discussion of the experiences of different groups, but we have expanded our analyses to include

other assimilation processes and new variations of assimilation theory that allow us to illustrate the complexity of the incorporation processes. The order of presentation was chosen to place in high relief the ideas we believe illuminate most effectively the central thrust of the analysis. As in the previous editions, we have chosen to depart from an exclusively chronological discussion of the entry of different groups into the United States, and, instead, to discuss the groups as examples of the different methods of incorporation. We begin with examples of the early voluntary White immigrants, as well as some preliminary analysis concerning African Americans and Native Americans. Next we present the example of the Japanese, a group of non-White voluntary immigrants, and then turn to the Mexican Americans as an example of both an involuntary and a voluntary American ethnic group. For this edition, we added a discussion of the experiences of Puerto Ricans as a further example of an involuntary group. We feature the African American experience as one of the most coercive inclusions, since most African Americans came to the United States as slaves. Although the Native Americans were in the Americas before Europeans arrived, we discuss their experiences toward the end of the text, because of their unique position as sovereign nations. The experiences of the Vietnamese are presented as examples of recent immigrants who have arrived as refugees.

The chapters have been updated extensively. We have combined the discussion of racism, prejudice, and discrimination and have included new theories about the persistence of these phenomena. The “Flashpoint” sections located in Chapters 5, 8, 13, and 14 feature especially divisive current issues—the debate over group differences in the inheritance of intelligence, the debate over bilingual education, the debate over contemporary immigration, and the debate over affirmative action. We continued the summary of Key Ideas at the end of each chapter to help students apply these ideas to the racial and ethnic problems that now confront our nation. Key Terms used in each chapter are highlighted in the text and listed, along with their definitions, at the end of each chapter.

To help the reader see more clearly how the ideas of the book may be applied in concrete situations, we included a series of interviews with freshmen and graduate students who have used this book. The students all responded to the same series of questions about racial and ethnic relations, and the interviews were tape-recorded and transcribed. Interviews were edited because not all questions for each student could be included, but we maintained the students’ own words and were careful not to change their meanings. We hope you will use these interviews as “Reality Checks” and apply the concepts presented in the text to the interviewees’ experiences and to your own.

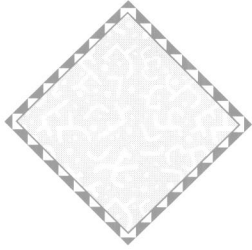
In the course of the presentation, we touch, all too briefly, on some aspects of the experiences of many different groups in America. Short, but important, discussions focus on several groups who were prominent during the colonial period, including the Native Americans, Anglo Americans, African Americans, Irish Americans, and German Americans. Short discussions also focus on several groups who were prominent during the nineteenth century, including the Irish Americans, German Americans, Chinese Americans, Italian Americans, and Jewish Americans. The main analyses of specific groups occur, however, in Chapters 6 through 12. These chapters focus on the Japanese Americans, Mexican Americans and Puerto Ricans, African Americans, and Native Americans. Each of these chapters is organized to help us apply and amplify the ideas presented in the earlier chapters. Chapter 13 enlarges our treatment of the current im-

migrant stream but includes, also, a more detailed look at the largest refugee group to reach America—the Vietnamese Americans. Chapter 14 addresses the problems of reducing racial and ethnic prejudice and discrimination. Chapter 15 closes the presentation with some conjectures suggested by our analysis concerning the future of racial and ethnic relations in the United States and looks briefly at the experiences of other nations in dealing with racial and ethnic issues.

The choice of groups to be discussed is not intended to slight the members of the many other groups that might have been studied and have contributed in many different ways to the development of the United States. We have not intended to present a complete profile of any given group. The choices were dictated chiefly by our desire to highlight the main racial and ethnic dilemmas faced by the United States as seen through the lenses of a given set of Key Ideas. For this reason, you may find it is helpful to read the Key Ideas and Key Terms pertaining to a given chapter both before and after reading the chapter itself. This procedure may help you to distinguish between the central points of the discussions and the many details that are useful in understanding those points.

We are indebted to many people, the first of whom are the many scholars whose efforts have produced the rich literature on which this volume is based and whose continued research is rapidly increasing our knowledge of racial and ethnic relations in the United States and throughout the world. We are also indebted to the students in Dr. Romo's classes who gave their time for the interviews and shared their thoughts and experiences with us. We want to especially thank Miki Garcia, a graduate student at University of Texas at Austin, who transcribed the student interviews for the Reality Check boxes. More specifically, we thank the staff at Allyn & Bacon for their support throughout the writing and preparation of this book. We wish to give special thanks to Ana Romo, a graduate student at Harvard University, who provided materials on the Puerto Ricans and on assimilation, and to Maria de la Piedra and Gustavo Hernández, graduate students at The University of Texas at Austin, who helped in the final preparation of the manuscript. We are grateful, too, to Jack Gibbs and Arthur Sakamoto for sharing their work with us.

Lastly we would like to thank the reviewers who provided thoughtful comments and suggestions for this edition. They are: Denise A. Isom, Fresno State University, Charles R. Simpson, Plattsburgh State University, Michelle Ventour, Marygrove College of Detroit, Marcella Rafaelli, University of Nebraska, and Fernando Parra, California State Polytechnic University, Pomona.



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