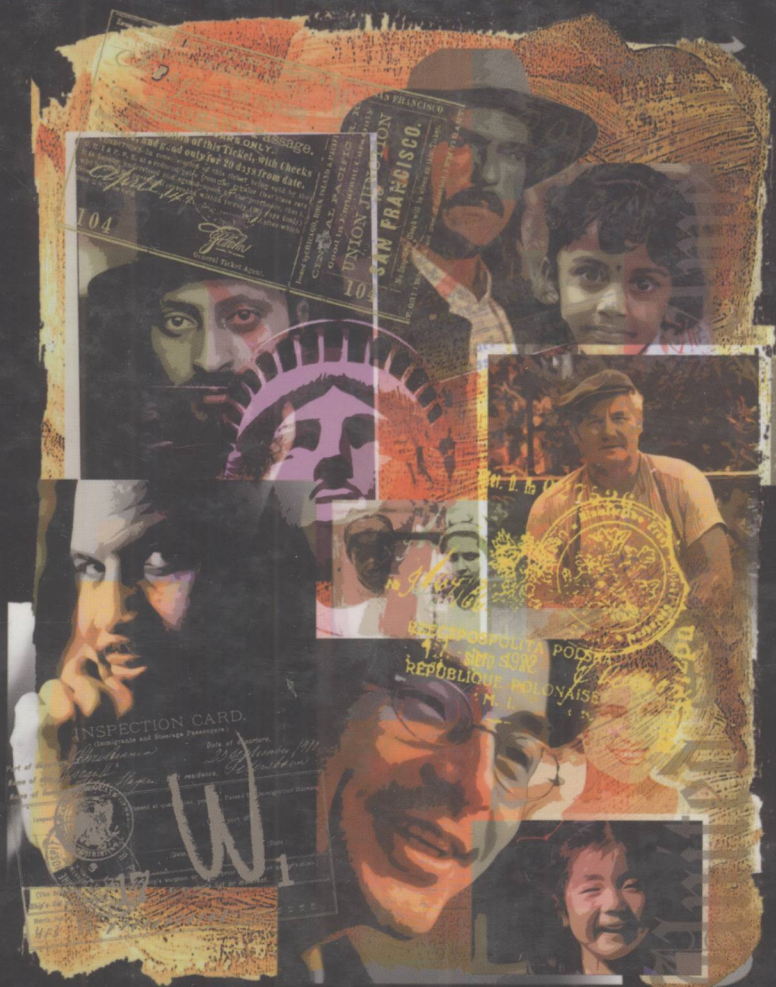


# STRANGERS to These SHORES

*Race and Ethnic Relations in the United States*



SIXTH EDITION

VINCENT N. PARRILLO

# *Strangers to These Shores*

Race and Ethnic Relations  
in the United States

SIXTH EDITION

*Vincent N. Parrillo*

*William Paterson University*

ALLYN AND BACON

*Boston • London • Toronto • Sydney • Tokyo • Singapore*

Series editor: Sarah L. Kelbaugh  
Editor-in-chief, social sciences: Karen Hanson  
Developmental editor: Mary Ellen Lepionka  
Series editorial assistant: Jennifer DiDomenico  
Marketing manager: Brooke Stoner  
Composition and prepress buyer: Linda Cox  
Manufacturing buyer: Megan Cochran  
Cover administrator: Linda Knowles  
Photo researcher: Sue C. Howard  
Copyeditor: Steven Gray  
Illustrator: Emspace Artwork  
Text designer: Lisa Devenish  
Production administrator: Mary Beth Finch  
Editorial-production service: The Book Company  
Electronic composition: Omegatype Typesetting, Inc.



Copyright © 2000, 1997, 1994, 1990, 1985 by Allyn & Bacon  
A Pearson Education Company  
Needham Heights, Massachusetts 02494

Internet: [www.abacon.com](http://www.abacon.com)

All rights reserved. No part of the material protected by this copyright notice may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without the written permission of the copyright owner.

**Library of Congress Cataloging-in-Publication Data**

Parrillo, Vincent N.

Strangers to these shores : race and ethnic relations in the  
United States / Vincent N. Parrillo. — 6th ed.  
p. cm.

Includes bibliographical references.

ISBN 0-205-29332-8

1. United States—Race relations. 2. United States—Ethnic  
relations. I. Title.

E184.A1P33 2000

305.8'00973—dc21

99-26303

CIP

Printed in the United States of America

10 9 8 7 6 5 4 3 2 VHP 04 03 02 01 00

Page 34: Copyright © 1949 by Richard Rodgers & Oscar Hammerstein II. Copyright Renewed. Williamson Music, Inc. owner of Publication and allied rights for the Western Hemisphere and Japan. International Copyright Secured. All rights reserved. Used by Permission.

Page 225: Selection is reprinted from *Flintlock and Tomahawk: New England in King Philip's War*, by Douglas Edward Leach, by Permission of W. W. Norton & Company, Inc. Copyright © 1958 by Douglas Edward Leach.

Credits continue on page 634, which constitutes a continuation of the copyright page.

*To my Italian American father  
and my Irish American mother*

---

# Foreword

The United States has been aptly called a “permanently unfinished” country, a global sponge remarkable in its capacity to absorb tens of millions of people of all classes and cultures from all over the world. “Strangers” to these shores, and in some egregious cases strangers in their own land, they have made their passages to and in America a central theme of the country’s history. In the process, America has been engaged in an endless passage of its own, fraught with irony and paradox. American ethnic groups were forged, along with peculiarly American ideologies of “race,” in the tumultuous history of its national expansion. In myriad ways, their unequal destinies reflect their diverse origins. From the European conquest of indigenous peoples to massive waves of both coerced and uncoerced immigration, the United States has evolved into what is arguably the world’s most ethnically diverse society—with all of its alluring, perennial promise as a land of opportunity and fresh starts for the ambitious stranger and the tempest-tost, and with all of its enduring, bitter legacy of a history of racial exclusion and color lines.

On the eve of the 21st century, new American ethnic groups are forming faster than ever before. Indeed, now four decades into a new era of mass immigration, it has become commonplace to observe that the United States is in the midst of its most profound demographic transformation in a century. The sheer magnitude of the phenomenon is impressive. The “immigrant stock” population of the United States at this writing numbers approximately 55 million people—that is, persons who are either immigrants (27 million) or U.S.-born children of immigrants (28 million). That figure is one fifth of the total U.S. population, and growing rapidly through ongoing migration and natural increase. If today’s immigrant stock formed a country, it would rank in the top 10% in the world in population size—about twice the size of Canada, and roughly the size of the United Kingdom, France, or Italy. This newest immigration is overwhelmingly non-European in national origin. Of the 27 million foreign-born—already the largest immigrant population in world history—about half has come from Latin America and the Caribbean; nearly a third has come from Asia and the Middle East, or about twice as many as all of those born in Europe and Canada combined. And unlike the last great waves of European immigration, which were halted by the passage of restrictive legislation in the 1920s and especially by the back-to-back global cataclysms of the Great Depression and World War II, the current flows show no sign of abating. On the contrary, inasmuch as immigration is a network-driven phenomenon and the United States remains the premier destination for a world on the move, the likelihood is that it will continue indefinitely.

The rapid growth of this emerging population—unprecedented in its diversity of color, class, and cultural origin—is changing fundamentally the ethnic and



racial composition and stratification of the American population, and perhaps also the social meanings of race and ethnicity, and of American identity. All of this has led to a burgeoning research literature and an intensified, at times xenophobic, public debate about the new immigration and its manifold impacts on American society. Who knows what the long-term national consequences will be? Will the newcomers move into the middle-class mainstream of American life or into an expanded multiethnic underclass? Will their social mobility be enabled by the structure of opportunities or blocked by racial discrimination and a changed economy? Will they “repeat” the history and experience of previous waves of European immigrants? If we can learn something from that checkered past, it may be to harbor few illusions about the value of gazing into crystal balls. When those now-legendary millions of young European strangers were disembarking at Ellis Island early in this century, who could have imagined what the world would be like for their children in the 1930s, or their grandchildren in the 1960s? And today, who can foresee what world will await the children of millions of Latin American and Asian strangers in the 2020s, or their grandchildren in the 2050s? In a world changing seemingly faster than we can learn about it, it is a fool’s errand to extrapolate naively and myopically from the present in order to divine the distant future.

Nonetheless, it is precisely at times like these, of vertiginous change and jolting surprise, that clear and dispassionate social science knowledge is at a premium. In a field as dynamic and controversial as this one, when issues of immigration, race and ethnicity command national policy attention, there is an urgent need for a theoretically-informed vision with wide-angle lenses that seeks to grasp the complexity of the ever-changing present within its larger sociohistorical context. Vincent Parrillo’s *Strangers to These Shores* is such a book.

From its opening reflections on the stranger as a social phenomenon, to its thoughtful conclusion on the nature and future of the American mosaic, *Strangers to These Shores* remains one of the best textbooks ever published on race and ethnic relations in the United States. Indeed, that it is now in its sixth edition is a measure of its success, and of the alert and constant effort of its author to stay on top of rapidly changing circumstances. As in previous editions, Professor Parrillo takes diversity in America seriously and seeks to understand it through historically grounded comparative analyses of the variety and evolution of patterns of majority-minority relations in the United States. The book is especially effective in its richly drawn portraits of several dozen groups, eschewing the Procrustean, pretentious, and obscurantist tendency of introductory textbooks—and of the larger society—to reduce the complexity of American ethnicity to a handful of one-size-fits-all racialized categories (“Latino,” “Asian,” “black,” “white,” “American Indian”), thereby obliterating the histories and cultures of distinct peoples in the process. Freshly updated, engagingly written, with an eye for the telling and compelling detail—from instructive international vignettes to the experiences of young strangers then and now—this new edition will both inform and enlighten the student and the general reader. It is an excellent introduction to a challenging, ever-changing, and permanently unfinished field of study.

RUBÉN G. RUMBAUT  
*Michigan State University*



---

# Preface

Race and ethnic relations is an exciting, challenging, and dynamic field of study. It touches all of us, directly and indirectly in many ways, and it does so on personal, regional, national, even global levels. Each generation thinks it lives through a unique situation, as shaped by the times or the “peculiarities” of a group’s characteristics. In truth, each generation is part of a larger process that includes behavioral patterns inherited from past generations, who also thought their situation was unique.

Intergroup relations change continually, through alternating periods of quiet and turmoil, of entry of new groups of immigrants or refugees, and of problems sporadically arising between native-born racial or ethnic groups within the country. Often, we can best understand these changes within the context of discernible, recurring patterns that are influenced by economic, political, psychological, and sociological factors. This is partly what C. Wright Mills meant when he spoke of the intricate connection between the patterns of individual lives and the larger historical context of society, a concept we discuss in Chapter 1.

To understand both the interpersonal dynamics and the larger context of changing intergroup relations—particularly the reality of historical repetitions of behavior—we must utilize social science theory, research, and analysis. Moreover, we can only truly appreciate a diverse society like the United States, as well as the broader applications of social science by examining many groups, rather than focusing only on a few groups (as most other college texts that focus on this subject do).

I am gratified by the continued widespread adoptions of *Strangers to These Shores* and the favorable response from colleagues and students throughout the United States, Canada, and Europe. Their helpful comments and suggestions have been incorporated into this sixth edition to make an even better book.

New to this edition is an examination in Chapter 4 of the growing number of hate groups and hate crimes in the United States. Chapter 12 now includes coverage of Santería and Hindu Americans, practitioners of two religious faiths that claim hundreds of thousands of U.S. adherents, whose presence reflects the ever-growing diversity of U.S. society. Social indicators of minority progress, previously a section in the chapter on African Americans, is now included as a feature for all current minorities in Chapters 7–11 and 13. Added to the updated International Scene boxes are critical-thinking questions to aid the reader in making the link to each chapter’s material. I have also updated the demographics throughout the book and included, where appropriate, new research findings or analyses of recent events.

The first four chapters present a conceptual and theoretical overview of the subject area, giving students a basis for examining the experiences of the different

minority groups discussed in subsequent chapters. Major sociological perspectives—functionalist, conflict, and interactionist—as well as some middle-range theories are applied throughout the book, though overall its treatment of topics remains eclectic. Instructors can either follow this approach or emphasize their own theoretical viewpoint, since the book's structure allows for varying applications.

Following a presentation of some introductory concepts in the first chapter—particularly that of the stranger as a social phenomenon and the concept of the Dillingham Flaw—the first group of chapters examines differences in culture, reality perceptions, social class, and power as reasons for intergroup conflict. They also look at the dominant group's varying expectations about how minorities should “fit” into its society. Chapters 1 and 2 include coverage of some middle-range interactionist theories. Chapter 3 explores the dimensions and interrelationships of prejudice and discrimination, and Chapter 4 covers the dominant-minority response patterns so common across different groups and time periods. This chapter presents middle-range conflict theories about economic exploitation, too.

Chapters 5 through 13 offer the reader insights into the experiences of a wide array of minority groups. In-depth studies of the cultural orientations and degree of assimilation of each group are not possible, because the intent is to provide a broad comparative scope rather than extensive coverage of only a few groups. Not every racial and ethnic group is discussed, though more than fifty are included to illustrate the diversity of U.S. society. For a more comprehensive examination of any subject or group discussed in this book, the reader should consult the sources listed in the chapter notes and the suggested readings.

Chapter 14 returns to holistic sociological concepts in discussing ethnic consciousness; ethnicity as a social process; current racial and ethnic issues, fears, and reactions; and the various indicators of U.S. diversity in the twenty-first century.

As in the past, this edition of the book incorporates several features to enhance understanding of the topics. A sociohistorical perspective opens each chapter to the study of specific groups. Preceding a retrospective summary at the end of each chapter is a sociological analysis of the groups' experiences utilizing the functionalist, conflict, and interactionist perspectives. Most chapters include boxed first-hand accounts by immigrants of their experiences, boxed summaries of text highlights, and extensive photo, map, and line-art illustrations. Review questions and an annotated bibliography appear at the end of each chapter, along with a list of key terms. At the end of the book, the reader will find an accessible glossary and an appendix giving immigration statistics for the period 1820–1996. I also encourage readers to visit the book's web site at <http://www.abacon.com/parrillo> to find links and exercises directly related to each chapter.

## Acknowledgments

Many people helped in the writing of this book. My appreciation goes to librarians Christine Moore, Arraceli Serrano, Sherri Tucker, and Ina Willis for their able assistance in retrieving articles. A number of students completed exceptional immi-



grant tape projects, whose excerpts appear in Chapters 5 through 12: Bruce Bisconti, Doris Brown, Hermione Cox, Milly Gottlieb, Daniel Kazan, Doreen LaGuardia, David Lenox, Sarah Martinez, Chairath Phaladiganon, Terrence Royful, Michelle Schwartz, Geri Squire, Luba Tkatchov, Leo Uebelein, and Yu-Jie Zeng. Their contributions bring a very human touch to the study of minority peoples.

I would like to thank the following reviewers for their helpful suggestions for this edition: Scott Burcham, University of Memphis; Thomas Shey, Chapman University; and Daniel Rosenbaum, Detroit College of Business. I also want to acknowledge my deep appreciation to colleagues who reviewed previous editions and offered useful comments. For the fifth edition: Barbara Candales, Tunxis Community College; Roosevelt Langley, Lakewood Community College; Rick Sheffield, Kenyon College; Gaye Bourne, Central Ohio Technical College; Linda Green, Normandale College; Jeffrey Chin, LeMoyne College; Ron J. Hammond, Utah Valley State College; Kooros Mahmoudi, Northern Arizona University. For the fourth edition: Racine Butler, East Los Angeles College; Bernardo M. Ferdman, State University of New York at Albany; Garfield A. Jackson, Columbus State Community College; and John P. Myers, Glassboro State College. For the third edition: Anthony J. Cortese, Colorado State University; Terry Jones, California State University at Hayward; R. Paul Maiden, University of Maryland; Cynthia Rolling, Edgewood College; and Earl Smith, Washington State University. For the second edition: Margaret Brooks-Terry, Baldwin-Wallace College; Juan L. Gonzalez, Jr., California State University at Hayward; Kathleen M. Handy, Louisiana State University at Shreveport; Maurice Jackson, University of California at Riverside; Christopher Jay Johnson, Northeast Louisiana University; Michael C. LeMay, Frostburg State College; Marios Stephanides, Spalding University; W. Austin Van Pelt, Arapahoe Community College; and Bruce B. Williams, Vanderbilt University. For the first edition: Nijole V. Benokraitis, University of Baltimore; Phyllis L. Fleming, University of Minnesota, Twin Cities; George Gross, Northern Michigan University; Patrick H. McNamara, University of New Mexico; William H. Martineau, College of William and Mary; Chad Richardson, Pan American University; and Marios Stephanides, Spalding College.

I have also had the good fortune to work with a team at Allyn and Bacon whose competence, cooperation, and dedication have made the production of this edition a most satisfying project. My special thanks go to Sarah L. Kelbaugh, Series Editor, for signing the project, helping get the work underway, and offering valuable input on the book's features and ancillary components. Mary Beth Finch, Editorial-Production Administrator, was a helpful liaison in providing me with needed materials. As usual, Dusty Friedman of The Book Company proved herself the consummate professional in guiding the book through production and an on-time publication date. Steven Gray, my favorite copyeditor, excelled in his task and provided helpful, thoughtful comments that I deeply appreciate. I also thank Sue C. Howard, photo researcher, and Lisa Devenish, book designer, for their fine contributions in giving the book its visually attractive look.

I am especially grateful to my friend and colleague Rubén Rumbaut for writing the foreword to this edition. My thanks also go to other friends and colleagues: Peter I. Rose of Smith College for writing the forewords to the fourth and fifth



editions, and to Stanford M. Lyman of Florida Atlantic University for writing forewords to the second and third editions, as well as for his guidance in the development of the first edition.

Finally, I want to acknowledge my gratitude to my wife, Beth, for her support and to my children, Chrysti, Cara, Beverley, and Elizabeth, for the joy they bring to my life.

VINCENT N. PARRILLO  
William Paterson University  
Wayne, New Jersey 07470  
E-mail: [parrillo@wpc.wilpaterson.edu](mailto:parrillo@wpc.wilpaterson.edu)

# Brief Contents

## PART ONE

### *Sociological Framework* 1

- 1** The Study of Minorities 2
- 2** Culture and Social Structure 28
- 3** Prejudice and Discrimination 64
- 4** Dominant-Minority Relations 96

## PART TWO

### *European Americans* 125

- 5** Northern and Western Europeans 126
- 6** Southern, Central, and Eastern Europeans 169

## PART THREE

### *People of Color* 217

- 7** The Native Americans 218

- 8** East and Southeast Asian Americans 270

- 9** Other Asian and Middle Eastern Americans 321

- 10** African Americans 354

- 11** Hispanic and Caribbean Americans 400

## PART FOUR

### *Other Minorities* 451

- 12** Religious Minorities 452

- 13** Women as a Minority Group 496

## PART FIVE

### *Trends and Possibilities* 533

- 14** The Ever-Changing U.S. Mosaic 534

# Contents

*Foreword by Rubén G. Rumbaut / xvii*

*Preface / xix*

## PART ONE *Sociological Framework / 1*

### **1** The Study of Minorities / 2

#### **The Stranger as a Social Phenomenon / 4**

*Similarity and Attraction / 4*

*Social Distance / 5*

*Perceptions / 7*

*Interactions / 7*

#### **A Sociological Perspective / 8**

*Functional Theory / 9*

*Conflict Theory / 9*

*Interactionist Theory / 10*

#### **Minority Groups / 12**

*Development of a Definition / 12*

*Minority-Group Characteristics / 13*

#### **Racial and Ethnic Groups / 13**

#### **Ethnocentrism / 14**

*In the United States / 16*

*In Other Times and Lands / 17*

*Eurocentrism and Afrocentrism / 19*

#### **Objectivity / 20**

#### **The Dillingham Flaw / 22**

#### **Personal Troubles and Public Issues / 23**

#### **The Dynamics of Intergroup Relations / 24**

RETROSPECT / 25

KEY TERMS / 25

REVIEW QUESTIONS / 26

SUGGESTED READINGS / 26

### **2** Culture and Social Structure / 28

#### **The Concept of Culture / 29**

*The Reality Construct / 31*

#### **Cultural Change / 34**

*Cultural Diffusion / 35*

*Subcultures / 37*

#### **Structural Conditions / 39**

#### **Stratification / 41**

#### **Social Class / 41**

*Class Consciousness / 42*

*Ethnicity and Social Class* / 43  
*Blaming the Poor or Society?* / 44

### **Intergroup Conflict** / 48

*Cultural Differentiation* / 49  
*Structural Differentiation* / 50

### **Theories of Minority Integration** / 53

*Assimilation (Majority-Conformity) Theory* / 53  
*Amalgamation (Melting Pot) Theory* / 55  
*Accommodation (Pluralistic) Theory* / 59

**RETROSPECT** / 61

**KEY TERMS** / 62

**REVIEW QUESTIONS** / 62

**SUGGESTED READINGS** / 63

## **3 Prejudice and Discrimination** / 64

### **Prejudice** / 65

*The Psychology of Prejudice* / 66  
*The Sociology of Prejudice* / 72  
*Stereotyping* / 75  
*Television's Influence* / 79  
*Can Prejudice Be Reduced?* / 81

### **Discrimination** / 85

*Levels of Discrimination* / 85  
*Relationships Between Prejudice and Discrimination* / 86  
*Other Aspects of Discrimination* / 88  
*The Affirmative Action Controversy* / 88

**RETROSPECT** / 94

**KEY TERMS** / 94

**REVIEW QUESTIONS** / 95

**SUGGESTED READINGS** / 95

## **4 Dominant-Minority Relations** / 96

### **Minority-Group Responses** / 97

*Avoidance* / 98  
*Deviance* / 98  
*Defiance* / 100  
*Acceptance* / 101

### **Consequences of Minority-Group Status** / 102

*Negative Self-Image* / 102  
*The Vicious Circle* / 104  
*Marginality* / 104  
*Middleman Minorities* / 106

### **Dominant-Group Responses** / 106

*Legislative Controls* / 107  
*Segregation* / 108  
*Expulsion* / 109  
*Xenophobia* / 110  
*Annihilation* / 110  
*Hate Groups and Hate Crimes* / 114

### **Exploitation** / 116

*The Power-Differential Theory* / 117  
*The Internal-Colonialism Theory* / 118  
*The Split-Labor-Market Theory* / 119  
*Limitations of These Theories* / 121

**RETROSPECT** / 122

**KEY TERMS** / 123

**REVIEW QUESTIONS** / 123

**SUGGESTED READINGS** / 124

## PART TWO *European Americans* / 125

### 5 Northern and Western Europeans / 126

#### Sociohistorical Perspective / 127

*The Colonial Period* / 128

*The Early National Period* / 129

*The Pre-Civil War Period* / 133

*Structural Conditions* / 133

#### The English / 135

*The Departure* / 136

*Culture Shock* / 136

#### The Dutch / 139

*Structural Conditions* / 139

*Pluralism* / 142

#### The French / 142

*Marginality and Assimilation* / 143

*Francophobia* / 143

*Pluralism* / 144

#### The Germans / 146

*Early Reactions* / 146

*The Second Wave: Segregation  
and Pluralism* / 148

*Societal Responses* / 149

*Cultural Impact* / 150

#### The Irish / 151

*Cultural Differentiation* / 152

*Societal Reaction* / 153

*Minority Response* / 154

*Upward Mobility* / 156

*The New Irish* / 157

#### The Scandinavians and Finns / 158

*Ingroup Solidarity* / 160

*Ethnic Identity* / 160

#### The Scots / 162

#### The Welsh / 163

#### Sociological Analysis / 163

*The Functionalist View* / 163

*The Conflict View* / 164

*The Interactionist View* / 164

#### RETROSPECT / 165

#### KEY TERMS / 167

#### REVIEW QUESTIONS / 167

#### SUGGESTED READINGS / 167

### 6 Southern, Central, and Eastern Europeans / 169

#### Sociohistorical Perspective / 170

*The Push-Pull Factors* / 170

*Structural Conditions* / 172

*Societal Reaction* / 174

#### The Slavic Peoples / 182

*Recent Immigrants* / 184

#### The Poles / 185

*Culture Shock* / 186

*Community Organization* / 186

*Polonia Today* / 188

#### The Russians / 189

#### The Ukrainians / 193

#### The Hungarians / 194

*Labor Conditions* / 195

*Recent Immigrants* / 196



**The Gypsies / 196***Cultural Differentiation / 197**Evasive Pluralism / 198***The Italians / 199***The Great Migration / 199**Societal Hostility / 200**Social Patterns / 201**Marginality / 203**Social Mobility / 203***The Greeks / 204***Occupational Distribution / 204**Social Patterns / 205**Societal Reaction / 206***The Portuguese / 206***Early Immigrants / 207**Later Immigrants / 208***The Armenians / 209***Confusion over Refugee Identity / 209**Societal Reaction / 209**Cultural Differences / 210**Armenians Today / 210***Sociological Analysis / 211***The Functionalist View / 211**The Conflict View / 212**The Interactionist View / 212***RETROSPECT / 213****KEY TERMS / 214****REVIEW QUESTIONS / 214****SUGGESTED READINGS / 215**

## PART THREE *People of Color / 217*

### **7 The Native Americans / 218**

**Sociohistorical Perspective / 219****Early Encounters / 222***Cultural Strains / 225**Differing Values / 226***Values and Social Structure / 228****Stereotyping of Native Americans / 229****Changes in Government Policy / 231***Indian Removal Act / 232**Reservations and Dependence / 236**Indian Reorganization Act / 237**The Relocation Program / 238**The Termination Act / 238**Self-Determination / 240***Present-Day Native American Life / 241***Population / 241**Employment / 241**Life Expectancy / 244**Alcohol Abuse / 245**Education / 246**Housing / 248***Natural Resources / 250***Exploitation and**Emerging Control / 250**"Dances with Garbage and**Nuclear Waste" / 254**Water Rights / 255***Red Power / 256***Pan-Indianism / 257**Alcatraz / 257**Wounded Knee / 258***The Courts / 259****Bureau of Indian Affairs / 260**

**Urban Native Americans / 261****Cultural Impact / 263****Sociological Analysis / 263***The Functionalist View / 264**The Conflict View / 265**The Interactionist View / 266***RETROSPECT / 267****KEY TERMS / 267****REVIEW QUESTIONS / 268****SUGGESTED READINGS / 268****8 East and Southeast Asian Americans / 270****Sociohistorical Perspective / 271****Cultural Attributes / 274****The Chinese / 275***Structural Conditions / 276**Societal Reaction / 277**Legislative Action / 279**Avoidance and Segregation / 280**Social Factors / 283**Recent Patterns / 284**Socioeconomic Characteristics / 285***The Japanese / 286***Economic Competition / 287**National Policy / 288**Expulsion and Imprisonment / 289**Recent Patterns / 293***The Filipinos / 295***Early Immigrants / 295**The Scarcity of Filipino Women / 296**Postwar Immigrants / 297***The Koreans / 298***Early Immigrants / 299**Recent Immigrants / 299**The Role of the Church / 299**Occupational Adaptation / 301***The Vietnamese / 303***Cultural Differentiation / 303**Acculturation / 306***Other Southeast Asians / 309***The Laotians / 309***Ethnoviolence / 311****The Model-Minority Stereotype / 312****Sociological Analysis / 314***The Functionalist View / 314**The Conflict View / 315**The Interactionist View / 316***RETROSPECT / 317****KEY TERMS / 318****REVIEW QUESTIONS / 318****SUGGESTED READINGS / 319****9 Other Asian and Middle Eastern Americans / 321****Sociohistorical Perspective / 322***The Push–Pull Factors / 323**Structural Conditions / 324**Societal Reaction / 325***The Asian Indians / 326***Early Immigrants / 326**Societal Reaction / 326**Minority Response / 328**Recent Immigrants / 329***Arab Americans / 331***Social Organization / 333**Residential Patterning / 334**Media Stereotypes / 335***The Syrian–Lebanese / 336***Ethnic Identity / 336**Migration and Settlement / 336*

*Culture Conflicts* / 337

*Early Patterns* / 338

*Upward Mobility* / 338

### **The Palestinians** / 341

*Homeland Influence* / 341

*The American Federation  
of Ramallah* / 342

*Community Life* / 343

### **The Iranians** / 343

### **The Iraqis** / 345

### **The Turks** / 346

*Factors Against Immigration* / 346

*Societal Attitudes* / 347

*Immigrant Patterns* / 347

### **The Pakistanis** / 348

### **Sociological Analysis** / 349

*The Functionalist View* / 349

*The Conflict View* / 349

*The Interactionist View* / 350

### **RETROSPECT** / 351

### **KEY TERMS** / 352

### **REVIEW QUESTIONS** / 352

### **SUGGESTED READINGS** / 352

## **10 African Americans** / 354

### **Sociohistorical Perspective** / 356

*The Years of Slavery* / 357

*Racism and Its Legacy* / 357

### **Institutionalized Racism** / 359

*Immigration and Jim Crow* / 360

*Effects of Jim Crow* / 361

*The Ku Klux Klan* / 365

### **The Winds of Change** / 366

*Desegregation: The First Phase* / 366

*Desegregation: The Second Phase* / 368

### **Urban Unrest** / 371

*The 1960s Riots* / 372

*The 1980s Miami Riots* / 373

*The 1992 Los Angeles Riot* / 373

*Post-Violence Exodus* / 375

### **The Bell-Curve Debate** / 375

*Early IQ Tests* / 376

*IQ Test Performance  
by Other Groups* / 377

### **Language as Prejudice** / 378

### **Social Indicators of Black Progress** / 379

*Education* / 379

*Income* / 380

*Occupation* / 383

*Housing* / 384

### **Race or Class?** / 386

*The Black Middle Class* / 387

*The Black Poor* / 387

*The Racial Divide* / 388

### **The Africans** / 389

*Value Orientations* / 389

*Immigration Patterns* / 390

*Cultural Adjustment* / 391

*Cape Verdean Americans* / 392

*Nigerian Americans* / 393

### **Sociological Analysis** / 393

*The Functionalist View* / 393

*The Conflict View* / 395

*The Interactionist View* / 396

### **RETROSPECT** / 396

### **KEY TERMS** / 397

### **REVIEW QUESTIONS** / 398

### **SUGGESTED READINGS** / 398

## **11 Hispanic and Caribbean Americans** / 400

### **Sociohistorical Perspective** / 401

*Structural Conditions* / 401