

The book cover features a bold, abstract design. The background is divided into several diagonal sections. The top-left and bottom-left sections are filled with a close-up, high-contrast image of tiger stripes in shades of orange, black, and brown. The top-right and bottom-right sections are filled with a bright, fiery red and orange glow, suggesting flames or intense heat. A dark blue sky with white clouds is visible in the bottom-right corner, partially obscured by the fiery section. The overall composition is dynamic and visually striking, reflecting the themes of conflict and change mentioned in the subtitle.

Joseph F. Healey

**Race, Ethnicity,
Gender, and Class**

**The Sociology of
Group Conflict
and Change**

Race, Ethnicity, Gender, and Class

The Sociology of Group Conflict and Change

SECOND EDITION

Joseph F. Healey

*Department of Sociology
Christopher Newport University*



Pine Forge Press

Thousand Oaks, California ■ London ■ New Delhi

*"Grow old along with me
The best is yet to be . . ."*

(Robert Browning)

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Joseph F. Healey is Professor of Sociology at Christopher Newport University in Virginia. He received his Ph.D. in Sociology and Anthropology from the University of Virginia. He has written a statistics textbook and articles on minority groups, the sociology of sport, social movements, and violence.

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*History, despite its wrenching pain,
Cannot be unlived, but if faced
With courage, need not be lived again.*

MAYA ANGELOU

From "On the Pulse of Morning"

Read at the 1993 Presidential Inauguration

Of all the challenges confronting the United States today, those relating to minority groups continue to be among the most urgent and the most daunting. Discrimination and racial inequality are part of our national heritage and—along with equality, freedom, and justice—prejudice and racism are among our oldest values. Minority group issues penetrate every aspect of society, and virtually every item on the national agenda—welfare and health care reform, crime and punishment, safety in the streets, the future of the family, even defense spending and foreign policy—has some connection with dominant-minority relations.

These issues will not be resolved easily or quickly. Feelings are intense, and controversy and bitter debate seem at least as common as dispassionate analysis and calm reason. As a society, we have little hope of resolving these dilemmas unless we confront them openly and honestly; they will not disappear and they will not resolve themselves.

This textbook contributes to the ongoing discussion by presenting information, raising questions, and probing issues. My intent is to help students increase their fund of information, improve their understanding of the issues, and clarify their thinking regarding matters of race and ethnicity. This text has been written for undergraduate students—sociology majors and nonmajors alike. It makes minimal assumptions about knowledge of history or sociological concepts and the material is presented in a way that students will find accessible and coherent.

For example, *a unified set of themes and concepts is used throughout the text*. The analysis is consistent and continuous, even while examining multiple perspectives and various points of view. The bulk of the conceptual framework is introduced in the first six chapters. These concepts and analytical themes are then used in a series of case

studies of minority groups in contemporary America and (new to this edition) in an investigation of group relations in various societies around the globe. In the final chapter, main points and themes are summarized and reviewed, the analysis is brought to a conclusion, and some speculations are made regarding the future.

The analysis is in the tradition of conflict theory, but this text does not aspire to be a comprehensive statement of that tradition. Other perspectives are introduced and applied, but no attempt is made to give equal attention to all current sociological paradigms. The text does not try to explain everything, nor does it attempt to include all possible analytical points of view. Rather, the goals are (1) to present the sociology of minority group relations in a way that students will find understandable as well as intellectually challenging and (2) to deal with the issues and tell the stories behind the issues in a textbook that is both highly readable and a demonstration of the power and importance of thinking sociologically.

Although the text maintains a unified analytical perspective, students are also exposed to the many other perspectives on minority group issues. For example, *clashing points of view are presented in the "Current Debates" at the end of almost every chapter*. The debates focus on an issue taken from the chapter but present the views of a variety of scholars and other individuals. Without detracting from the continuity of the main analysis, these debates reinforce the idea that no one has all the answers (or, for that matter, all the questions). The debates can be used to stimulate discussion, bring additional perspectives to the classroom, and suggest topics for further research.

A number of "Narrative Portraits" that recount the personal experiences and reactions of a wide variety of people have been added to this edition. These excerpts are integrated into the flow of each chapter (except chapters 12 and 13) and reinforce the analysis dramatically and memorably.

This text also explores the diversity of experiences within each minority group. Too often, minority groups (and the dominant group, for that matter) are seen by nonmembers as single, undifferentiated entities. *The text stresses the variety of experiences within each group and, in particular, explores differences in the experiences of minority group males and females.* The analysis explores the ways in which gender differences crosscut ethnic and racial differences and stresses that these sources of inequality and injustice are independent of each other. Solving one set of problems (e.g., prejudice and racial discrimination) will not automatically or directly solve the other (e.g., sexism and gender inequalities).

Finally, *this text stresses the ways in which American minority groups are inseparable from American society.* The relative success of this society is due no less to the contributions of minority groups than to those of the dominant group. The nature of the minority group experience has changed as the larger society has changed, and to understand America's minority groups is to understand some elemental truths about America. To raise the issues of race and ethnicity is to ask what it means, and what it has meant, to be an American.

Also New in This Edition

- Chapters have been reorganized. Parts II and III of the first edition have been switched to group conceptual and historical material more effectively. Also, in the first edition, chapter 7 was largely devoted to an exploration of the impact of late industrialization on dominant-minority relations. This material has been shortened and integrated into chapter 6 to smooth the transition from historical background to contemporary case studies.
- New photo essays enhance the presentation and dramatically reinforce key concepts.
- More material has been added on gender variation in the experiences of minority groups.
- The discussion on the role of religion in the experiences of European immigrant groups has been expanded, and the differences between these immigrants and contemporary immigrant groups are explored in more depth.
- A section on hate crime has been added.
- The “Current Debates” have been expanded and updated. For example, the controversy over race and IQ is presented at the end of chapter 1, and the debate on affirmative action is covered at the end of chapter 7.
- Statistics, charts, and tables have been updated.
- A new, expanded timeline covering the period since World War II has been added to the inside back cover.
- A list of relevant internet sites is included in the appendix.

All textbooks, even those with a single author's name on the title page, are profoundly collaborative efforts. This book has been shaped by a quarter century of teaching minority relations and by the thoughts and reactions of hundreds of students. My approach to this subject has grown from years of “field testing” ideas, concepts, theory, and research and constant monitoring of what seemed to help the

students make sense of the world they live in. I acknowledge and thank my students for their myriad contributions.

When I was a student, I had the great good fortune of learning from faculty members who were both accomplished scholars and exceptionally dedicated teachers. Each of them contributed to my interest in and commitment to sociology, but two stand out in my memory as mentors and intellectual role models: Professors Edwin H. Rhyne and Charles S. Green. Dr. Rhyne encouraged me as a young scholar and quite literally introduced me to the world of ideas and the life of the mind. Later in my career, Dr. Green showed me what it means to be a professional scholar, a sociologist, and a teacher. Their influence on my life was profound, and I thank them deeply.

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This text has benefited in innumerable ways from the reactions and criticisms of a group of reviewers who proved remarkably insightful about the subject matter and about the challenges of college teaching. I can no longer even estimate the number of points in the process of writing and research where the comments of the reviewers led to significant improvements in scholarship, clarity, and more meaningful treatments of the subject. The shortcomings that remain are, of course, my responsibility, but whatever quality this text has is a direct result of the insights and expertise of these reviewers. I thank:

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BRIEF CONTENTS

Preface / xxi

PART I An Introduction to the Study of Minority Groups in the United States / 1

- 1** Diversity in the United States: Questions and Concepts / 3
- 2** Assimilation and Pluralism / 35

PART II Understanding Prejudice and Discrimination / 67

- 3** Prejudice / 69
- 4** Prejudice in the 1990s: Is It Declining? / 107

PART III Understanding the Past / 149

- 5** Minority Groups in Preindustrial America: African Americans, Native Americans, and Mexican Americans / 153
- 6** Industrialization and Dominant-Minority Relations / 191

PART IV Understanding the Present / 249

- 7** African Americans: From Segregation to Modern Institutional Discrimination and Racism / 253
- 8** Native Americans: From Conquest to Tribal Survival in Industrial Society / 303
- 9** Hispanic Americans: Colonization, Immigration, and Ethnic Enclaves / 355
- 10** Asian Americans: Modes of Incorporation / 415
- 11** European Immigrants: Assimilation and the Persistence of Ethnicity / 473

PART V A Global View, a Summary, Some Conclusions, and a Look at the Future / 519

- 12** Minority-Dominant Relations in Cross-National Perspective / 521
- 13** Minority Groups and U.S. Society: Themes, Patterns, and the Future / 559

Appendix: Internet Resources / 579

References / 583

Glossary/Index / 607

Preface / xxi

PART I

An Introduction to the Study of Minority Groups in the United States / 1

1 Diversity in the United States: Questions and Concepts / 3

The Diversity of Minority Group Experiences / 3

Six American Stories / 4

The Increasing Variety of American Minority Groups / 7

What Is a Minority Group? / 9

The Pattern of Inequality / 13

Theoretical Perspectives / 13

Minority Group Status and Stratification / 16

The Visibility Factor / 17

Race / 18

■ NARRATIVE PORTRAIT

The Social Construction of Racial Identity

Life on the Color Line, Gregory Williams / 20

Gender / 21

Key Concepts in Dominant-Minority Relations / 23

Prejudice / 23

Discrimination / 24

Ideological Racism / 25

Institutional Discrimination / 26

Relationships Among Concepts / 27