



Racial and Ethnic Groups

NINTH EDITION

Richard T. Schaefer

Flaherty

Library of Congress Cataloging-in-Publication Data

Schaefer, Richard T.
Racial and ethnic groups / Richard T. Schaefer.—9th ed.
p. cm.
Includes bibliographical references and index.
ISBN 0-13-041869-2 (alk. paper)
1. Minorities—United States. 2. United States—Ethnic relations. 3. United States—Race relations. I. Title

E184.A1 S3 2003
305.8'00973—dc21

2002029296

AVP/Publisher: Nancy Roberts
VP, Director of Production and Manufacturing: Barbara Kittle
Managing Editor: Sharon Chambliss
Production Editor: Cheryl A. Keenan
Copyeditor: Carol Peschke
Proofreader: Alison Lorber
Prepress and Manufacturing Manager: Nick Sklitsis
Prepress and Manufacturing Buyer: Mary Ann Gloriande
Director of Marketing: Beth Mejia
Senior Marketing Manager: Amy Speckman
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Creative Design Director: Leslie Osher
Art Director/Interior and Cover Design:
Anne Bonanno Nieglos

Digital Design Assistance: James Bruce Killmer
Manager, Art: Guy Ruggiero
Line Art Illustrations: Maria Piper
Director, Image Resource Center: Melinda Reo
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Interior Image Specialist: Beth Brenzel
Image Permissions Coordinator: Joanne Dippel
Photo Researcher: Diane Austin
Cover Photo: Rob Colvin/
Stock Illustration Source, Inc.
Media Editor: Kate Ramunda
Media Production Manager: Lynn Pearlman
Media Project Manager: Maurice Murdock

This book was set in 10/12 New Baskerville by Pine Tree Composition, Inc.,
and was printed and bound by Von Hoffmann Press, Inc.
The cover was printed by Phoenix Color Corp.



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Upper Saddle River, New Jersey 07458

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Printed in the United States of America
10 9 8 7 6 5 4 3 2

ISBN: 0-13-041869-2

Pearson Education LTD., London
Pearson Education Australia PTY, Limited, Sydney
Pearson Education Singapore, Pte. Ltd
Pearson Education North Asia Ltd, Hong Kong
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To the students in my classes who assist me
in understanding a multicultural society

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Specific issues may change over time, but they continue to play out against a backdrop of discrimination that is rooted in the social structure and changing population composition, as influenced by immigration patterns and reproduction patterns. One unanticipated change is that the breakup of the Soviet Union and further disinterest of the major industrial powers in the political and social events in Africa, Latin America, and much of Asia has made ethnic, language, and religious divisions even more significant sources of antagonism between and within nations. The old ideological debates about communism and capitalism have been replaced by emotional divisions over religious dogma and cultural traditions.

We continue to be reminded about the importance of the social construction of many aspects of racial and ethnic relations. What constitutes a race in terms of identity? What meaning do race and ethnicity have amid the growing number of interracial marriages and marriages across cultural boundaries? Beyond the spectrum of race and ethnicity, we see the socially constructed meaning attached to all religions as members debate who is the “true” keeper of the faith. As we consider matters of gender, we see again that differences are largely the result of social constructions. And finally, as we consider all groups that have been subjected to discrimination, such as the disabled, the elderly, and gays and lesbians, we see, in a similar manner, the power of labeling. The very issue of national identity is also a part of the agenda. The public and politicians alike ask, “How many immigrants can we accept?” and “How much should be done to make up for past discrimination?” We are also witnessing the emergence of race, ethnicity, and national identity as global issues.

As with all previous editions, every line, every source, and every number has been rechecked for its currency. We pride ourselves on providing the most current information possible to document the patterns in intergroup relations both in the United States and abroad.

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LISTEN TO OUR VOICES

- Problem of the Color Line by *W.E.B. DuBois* (Chapter 1)
- **National Media Should Stop Using Obscene Words** by *Tim Giago* (Chapter 2)
- When Work Disappears by *William Julius Wilson* (Chapter 3)
- **Two Ways to Belong to America** by *Bharati Mukherjee* (Chapter 4)
- When the Boats Arrived by *Diane Glancy* (Chapter 5)
- **The Scalpel and the Silver Bear** by *Lois Arviso Alvord* (Chapter 6)
- Letter from Birmingham Jail by *Martin Luther King Jr.* (Chapter 7)
- Of Race and Risk by *Patricia J. Williams* (Chapter 8)
- **Hispanics as an Invisible Minority** by *Raul Yzaguirre* (Chapter 9)
- ¡Viva Vieques! by *Martín St. Espada* (Chapter 10)
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- Night by *Elie Wiesel* (Chapter 13)
- Time for Change by *Arlie Russel Hochschild* (Chapter 14)
- “Africa, It Is Ours!” by *Nelson Mandela* (Chapter 15)
- **Debunk Those Stereotypes** by *Kathi Wolfe* (Chapter 16)

The ninth edition includes a new feature—*Research Focus*—in every chapter that presents in a summary fashion some finding that relates to diversity in today’s society.

In addition to this feature, the ninth edition includes the following additions and changes:

- New key terms such as *redlining* (Chapter 3), *slavery reparations* (Chapter 7), *hometown clubs* (Chapter 9), *sovereignty movement* and *desi* (Chapter 11), *mommy tax* (Chapter 14), and *visitability* (Chapter 16)
- Latest data from the census in the text material and illustrated in charts and maps (Chapter 1 and throughout the book)
- The impact of September 11, 2001, on the Arab and Muslim American community (Chapter 2)
- A new section on how corporations attempt to address prejudice through diversity training (Chapter 2)
- A new section dealing with the global economy and its impact on immigration to the United States (Chapter 4)
- A separate section on the concept of “White privilege” (Chapter 5)
- A new section devoted to the topic of the contemporary debate over reparations for slavery (Chapter 7)



RESEARCH FOCUS

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| <ul style="list-style-type: none"> • Measuring Multiracialism (Chapter 1) • Color Television (Chapter 2) • Redlining (Chapter 3) • How Well Are Immigrants Doing? (Chapter 4) • Measuring the Importance of Religion (Chapter 5) • Learning the Navajo Way (Chapter 6) • The Black Church as a Change Agent (Chapter 7) • Less than Top Dollar for Top Jobs (Chapter 8) | <ul style="list-style-type: none"> • The Latino Middle Class (Chapter 9) • Assimilation May Be Hazardous to Your Health (Chapter 10) • Aging in America (Chapter 11) • Chinese Christians or Christian Chinese? (Chapter 12) • Intermarriage: The Final Step to Assimilation? (Chapter 13) • Housework and the Gender Divide (Chapter 14) • Listening to the People (Chapter 15) • The Face of Ageism (Chapter 16) |
|---|--|

- Extended coverage of the growing political power of Latino Americans (Chapter 9)
- A map showing the dynamic situation in the US–Mexico Borderlands (Chapter 9)
- A brief case study of the growing Dominican community in New York City (Chapter 9)
- Native Hawaiians' move toward sovereignty receives special attention as this movement builds momentum (Chapter 11)

In addition, tables, figures, maps, further readings, relevant journals, political cartoons, and Internet Exercises have been updated.

Complete Coverage in Four Parts

Any constructive discussion of racial and ethnic minorities must do more than merely describe events. Part 1, “Perspectives on Racial and Ethnic Groups,” includes the relevant theories and operational definitions that ground the study of race and ethnic relations in the social sciences. We specifically present the functionalist, conflict, and labeling theories of sociology in relation to the study of race and ethnicity. We show the relationship between subordinate groups and the study of stratification. We also introduce the dual labor market theory and the irregular economy from economics and the reference group theory from psychology. The extensive treatment of prejudice and discrimination covers anti-White prejudice as well as the more familiar topic of bigotry aimed at subordinate groups. Discrimination is analyzed from an economic perspective, including the latest efforts to document discrimination in environmental issues such as location of toxic waste facilities and the move to dismantle affirmative action.

In Part 2, “Ethnic and Religious Sources of Conflict,” we examine some often-ignored sources of intergroup conflict in the United States: White ethnic groups and religious minorities. Diversity in the United States is readily apparent when we look at the ethnic and religious groups that have resulted from waves of immigration. Refugees, now primarily from Haiti and Central America, also continue to raise major issues.

Any student needs to be familiar with the past to understand present forms of discrimination and subordination. Part 3, “Major Racial and Ethnic Minority Groups in the United States,” brings into sharper focus the history and contemporary status of Native Americans, African Americans, Latinos, Asian Americans, and Jews in the United States. Social institutions such as family, education, politics, health care, religion, and the economy receive special attention for the subordinate groups. The author contends that institutional discrimination, rather than individual action, is the source of conflict between the subordinate and dominant elements in the United States.

Part 4, “Other Patterns of Dominance,” include topics related to American racial and ethnic relations. The author recognizes, as have Gunnar Myrdal and Helen Mayer Hacker before, that relations between women and men resemble those between Blacks and Whites. Therefore, in this book, we consider the position of women as a subordinate group. Since the first edition of *Racial and Ethnic Groups*, published more than 20 years ago, debates over equal rights and abortion have shown no sign of resolution. For women of color, we document the double jeopardy suffered because of their dual subordinate status of race and gender.

Perhaps we can best comprehend intergroup conflict in the United States by comparing it with the ethnic hostilities in other nations. The similarities and differences between the United States and other societies treated in this book are striking. Again, as in the eighth edition, we examine the tensions in Canada, Israel, Mexico, Northern Ireland, and South Africa to document further the diversity of intergroup conflict.

The final chapter highlights other groups that have been the subject of exclusion: the aged, people with disabilities, and gay men and lesbians. This chapter also includes a concluding section that ties together thematically the forces of dominance and subordination that have been the subject of this book.

Features to Aid Students

Several features are included in the text to facilitate student learning. A Chapter Outline appears at the beginning of each chapter and is followed by Highlights, a short section alerting students to important issues and topics to be addressed. To help students review, each chapter ends with a summary Conclusion. A bibliography, “For Further Information,” provides references for additional research. The Key Terms are highlighted in bold when they are first introduced in the text and are listed with page numbers at the end of each chapter. Periodically throughout the book the Intergroup Relations Continuum first presented in Chapter 1 is repeated to reinforce major concepts while addressing the unique social circumstances of individual racial and ethnic groups. In addition, there is an end-of-book Glossary with full definitions referenced to chapter numbers. This edition includes both Review Questions and Critical Thinking Questions. The Review Questions are intended to remind the reader of major points, whereas the Critical Thinking Questions encourage students to think more deeply about some of the major issues raised in the chapter. Updated Internet Exercises allow students to do some critical thinking and research on the Web. Each chapter also includes a For Further Information section that highlights recent books and presents a list of relevant journals. An Internet Resource Directory has been expanded to allow access to the lat-

est electronic sources. An extensive illustration program, which includes maps and political cartoons, expands the text discussion and provokes thought.

Ancillary Materials

The ancillary materials that accompany this textbook have been carefully created to enhance the topics being discussed.

FOR THE INSTRUCTOR

Instructor's Manual with Tests This carefully prepared manual includes chapter overviews, key term identification exercises, discussion questions, topics for class discussion, audio-visual resources and test questions in both multiple choice and essay format.

WIN/MAC Prentice Hall Test Manager This computerized software allows instructors to create their own personalized exams, to edit any or all test questions, and to add new questions. Other special features of this program, which is available for Windows and Macintosh, include random generation of an item set, creation of alternate versions of the same test, scrambling question sequence, and test preview before printing.

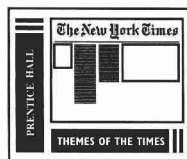
ABCNEWS ABC News/Prentice Hall Video Library for Race and Ethnic Relations Selected video segments from award-winning ABC News programs such as *Nightline*, *ABC World News Tonight*, and *20/20* accompany topics featured in the text. An Instructor's Guide is also available. Please contact your Prentice Hall representative for more details.

FOR THE STUDENT

Census 2000 CD-ROM In the back of every new copy of *Racial and Ethnic Groups, 9/E*, is a CD-ROM offering a fun, easy-to-use learning tool that allows the students to view and think critically about the most relevant Census documents as they relate to the key concepts and racial and ethnic groups discussed in the text.

The easily accessible format enhances the information with video and audio clips, photos, and detailed maps from the U.S. Census Bureau. Students are given the opportunity to draw conclusions and answer questions about the data.

Companion Website™ In tandem with the text, students can now take full advantage of the World Wide Web to enrich their study of material found in the text. This resource correlates the text with related material available on the Internet. Features of the Website include chapter objectives, study questions, Census updates, as well as links to interesting material and information from other sites on the Web that can reinforce and enhance the content of each chapter. **Address:** www.prenhall.com/schaefer



The New York Times/Prentice Hall Themes of the Times for Race and Ethnic Relations The New York Times and Prentice Hall are sponsoring *Themes of the Times*, a program designed to enhance student access to current information relevant to the classroom. Through this program, the core subject matter provided in this text is supplemented by a collection of timely articles from one of the world's most distinguished newspapers, *The New York Times*. These articles demonstrate the vital, ongoing connection between what is learned in the classroom and what is happening in the world around us.

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Sociology: Evaluating Online Resources This guide provides a brief introduction to navigating the Internet and teaches the students how to be critical consumers of online resources. It includes references related specifically to the discipline of sociology, a full chapter on how to use the *Companion Website*TM more effectively, and access to the *Research Navigator*TM website.

Research NavigatorTM The easiest way for students to start a research assignment or research paper, *Research Navigator*TM comes complete with extensive online help on the research process as well as three exclusive databases:

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- **ContentSelect**TM Academic Journal Database powered by EBSCO
- “**Best of the Web**” Link Library

Access to *Research Navigator*TM is available via an access code that is found on the inside front cover of the *Evaluating Online Resources* guide. If you do not have a copy of this guide, an access code for *Research Navigator*TM can be purchased from the Prentice Hall online catalog at www.prenhall.com

10 Ways to Fight Hate Brochure Produced by the Southern Poverty Law Center, the leading hate-crime and crime-watch organization in the United States, it walks students through ten steps that they can take on their own campus or in their own neighborhood to fight hate every day. Free when packaged with *Racial and Ethnic Groups*, 9/E.

Acknowledgments

The ninth edition benefited from the thoughtful reaction of my students in classes. John Tenuto of College of Lake County (Illinois) developed many of the Internet Exercises and contributed to the Internet Resource Directory. Data analysis of the General Social Survey was provided by my faculty colleague Kiljoong Kim of DePaul University. Todd Fuist and Jennifer Michael, students at DePaul, assisted with special tasks related to the preparation of the manuscript.

The ninth edition was improved by the suggestions of Karen A. Callaghan, Barry University; Abby Ferber, University of Colorado, Colorado Springs; James Litwin, Owens Community College; Flavio F. Marsiglia, Arizona State University, and Scott Swearingen, Austin Community College.

I would also like to thank my editors, Sharon Chambliss and Nancy Roberts, for developing this ninth edition. They make a great team in the production of academic books. Diane Austin facilitated the development of the photograph program for this edition. Cheryl Keenan guided me through the production process.

The task of writing and researching is often a lonely one. I have always found it an enriching experience, mostly because of the supportive home I share with my wife, Sandy. She knows so well my appreciation and gratitude, now as in the past and in the future.

Richard T. Schaefer

About the Author



Richard T. Schaefer grew up in Chicago at a time when neighborhoods were going through transitions in ethnic and racial composition. He found himself increasingly intrigued by what was happening, how people were reacting, and how these changes were affecting neighborhoods and people's jobs. In high school, he took a course in sociology. His interest in social issues caused him to gravitate to more sociology courses at Northwestern University, where he eventually received a B.A. in sociology.

"Originally as an undergraduate I thought I would go on to law school and become a lawyer. But after taking a few sociology courses, I found myself wanting to learn more about what sociologists studied and fascinated by the kinds of questions they raised," Dr. Schaefer says. "Perhaps the most fascinating and to me relevant to the 1960s was the intersection of race, gender, and social class." This interest led him to obtain his M.A. and Ph.D. in sociology from the University of Chicago. Dr. Schaefer's continuing interest in race relations led him to write his master's thesis on the membership of the Ku Klux Klan and his doctoral thesis on racial prejudice and race relations in Great Britain.

Dr. Schaefer went on to become a professor of sociology. He has taught sociology and courses on multiculturalism for 30 years. He has been invited to give special presentations to students and faculty on racial and ethnic diversity in Indiana, Missouri, North Carolina, Ohio, and Texas.

Dr. Schaefer is author of *Race and Ethnicity in the United States*, Second Edition (Prentice Hall). Dr. Schaefer is also the author of the eighth edition of *Sociology* (2003) and the fifth edition of *Sociology: A Brief Introduction* (2004). His articles and book reviews have appeared in many journals, including *American Journal of Sociology*, *Phylon: A Review of Race and Culture*, *Contemporary Sociology*, *Sociology and Social Research*, *Sociological Quarterly*, and *Teaching Sociology*. He served as president of the Midwest Sociological Society from 1994–1995.

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