

# CHAPTER 9

## Inequalities of Race and Ethnicity



# U S I N G

## Your Sociological Imagination

“The Four Americas” is a report published by a major think tank, a national newspaper, and a prestigious university (Brodie, 1995). These organizations used an extensive national survey to investigate race in the United States. The survey asked people to respond to such questions as “Do you think the average African American is better off, worse off, or as well off as the average white person in terms of jobs, education, housing, and health care?”

Most Asians and Latinos answered that African Americans are doing less well than whites. But most whites thought blacks were doing about equally well.

The evidence shows that the average income of African American households is considerably less than that of white households. Moreover, at each level of education—the gateway to good jobs—African American males earn less than white males. On average, for example, white high school graduates can expect to earn annually nearly as much as African American college graduates with associate degrees. The report concluded that while most minorities understand each other’s real-life difficulties, “whites stand alone in their misperceptions of the problems facing minorities in America today.”

Whites, of course, are not the only group of people who would benefit from a better understanding of the issues facing all Americans. This chapter will take a close look at how race and ethnicity have affected the ability of people to achieve the American dream.

### Sections

1. Minority, Race, and Ethnicity
2. Racial and Ethnic Relations
3. Theories of Prejudice and Discrimination
4. Minority Groups in the United States

### Learning Objectives

After reading this chapter, you will be able to

- ❖ describe what sociologists mean by the terms *minority*, *race*, and *ethnicity*.
- ❖ discuss patterns of racial and ethnic relations.
- ❖ discuss the difference between prejudice and discrimination.
- ❖ explain how functionalists, conflict theorists, and symbolic interactionists view racial inequalities.
- ❖ compare the condition of American minorities with that of the white majority.



#### Chapter Overview

Visit the *Sociology and You* Web site at [soc.glencoe.com](http://soc.glencoe.com) and click on **Chapter 9—Chapter Overviews** to preview chapter information.

## Section

## 1

## Minority, Race, and Ethnicity

## Key Terms

- minority
- race
- ethnic minority

## Section Preview

Sociologists have specific definitions particular to their field of study for *minority*, *race*, and *ethnicity*. Ethnic minorities have historically been subjected to prejudice and discrimination.

**minority**  
a group of people with physical or cultural traits different from those of the dominant group in the society

## Minorities

Imagine that one evening, you and eight friends are unable to decide whether to go bowling or to the movies. Being a democratic group, you decide to put the question to a vote. If only three of you vote for the show, the movie fans—being fewer in number—will make up a minority.

But numbers alone are not the basis of the sociological definition of minority. Women in the United States outnumber males, and yet they are still referred to as a minority. Blacks in South Africa and in many large cities in the United States are minority populations even though they outnumber the white population. For sociologists, then, a minority population is defined by something more than size or number.

**What are the characteristics of a minority?** In 1945, sociologist Louis Wirth offered the following definition of **minority**:

*We may define a minority as a group of people who, because of their physical or cultural characteristics, are singled out from the others in the society in which they live for differential and unequal treatment, and who therefore regard themselves as objects of collective discrimination. The existence of a minority in a society implies the existence of a corresponding dominant group with higher social status and greater privileges. Minority carries with it the exclusion from full participation in the life of the society.*

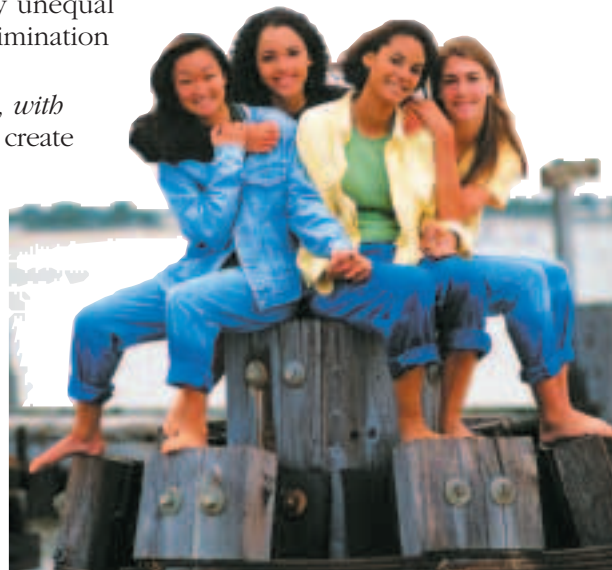
A minority, then, has several key features.



Which of these teens are members of a minority group? Explain why.

1. *A minority has distinctive physical or cultural characteristics which can be used to separate it from the majority.* Physical characteristics may include such things as skin color, facial features, and disabilities. Cultural characteristics may include accent, religion, language, and parentage. In the past, some people have been forced to carry papers or wear badges that marked them as members of a minority. For example, during the Nazi regime, Jews in German-occupied countries were forced to wear yellow stars to separate them from non-Jewish citizens.
2. *The minority is dominated by the majority.* Because the majority is the dominating group, it holds an unequal share of the desired goods, services, and privileges. Further, minority members have fewer opportunities to get these goods and services. The best jobs are hard for minorities to get because of a lack of education or unfair hiring practices.

3. *Minority traits are often believed by the dominant majority to be inferior.* This presumed inferiority can be used to justify unequal treatment. For example, a majority may justify job discrimination by depicting a minority as shiftless or lazy.
4. *Members of the minority have a common sense of identity, with strong group loyalty.* Efforts to keep the minority isolated create empathy among those suffering discrimination. Within the minority, there is a “consciousness of kind.” Because of this sense of common identity, members of the minority accept a “we” and “they” vocabulary.
5. *The majority determines who belongs to the minority through ascribed status.* People become members of the minority at birth. Thus, membership is an ascribed status and is not easily changed. This is especially true when physical characteristics such as *race* are involved.



*How many races are represented in this photo? On what basis did you make that determination?*

## Defining Race

Members of a **race** share certain biologically inherited physical characteristics that are considered equally important within a society. Biologists use characteristics such as skin color, hair color, hair texture, facial features, head form, eye color, and height to determine race. The most common system classifies races into three major divisions—Negroid, Mongoloid, and Caucasian.

**Is there a scientific basis for race?** Although certain physical features have been associated with particular races, scientists have known for a long time that there is no such thing as a “pure” race. Features, or markers, typical of one race show up in other races quite frequently. For example, some people born into African American families are assumed to be white because of their facial features and light skin color. Most scientists consider racial classifications arbitrary and misleading. For students of sociology, social attitudes and characteristics that relate to race are more important than physical differences.

**But aren’t some physical characteristics superior?** It has sometimes been argued that certain physical characteristics often associated with race are superior and others are inferior. In fact, physical characteristics are superior only in the sense that they provide advantages for living in particular environments. For example, a narrow opening between eyelids protects against bright light and driving cold such as found in Siberia or Alaska. A darker skin is better able to withstand a hot sun. But these physical differences are controlled by a very few genes. In fact, geneticists claim that there may be more genetic difference between a tall person and a short person than between two people of different races who are the same height. Only about six genes in the human cell control skin color, while a person’s height is affected by dozens of genes. Thus a six-foot white male may be closer genetically to a black male of the same height than to a five-foot white male. What is important to remember is that there is no scientific evidence that connects any racial characteristic with innate superiority or inferiority (Hurley, 1998). There is, for example, no evidence of *innate* differences in athleticism or intelligence among the various races.

**race**  
people sharing certain inherited physical characteristics that are considered important within a society

## Ethnicity

**ethnic minority**  
group identified by cultural,  
religious, or national  
characteristics

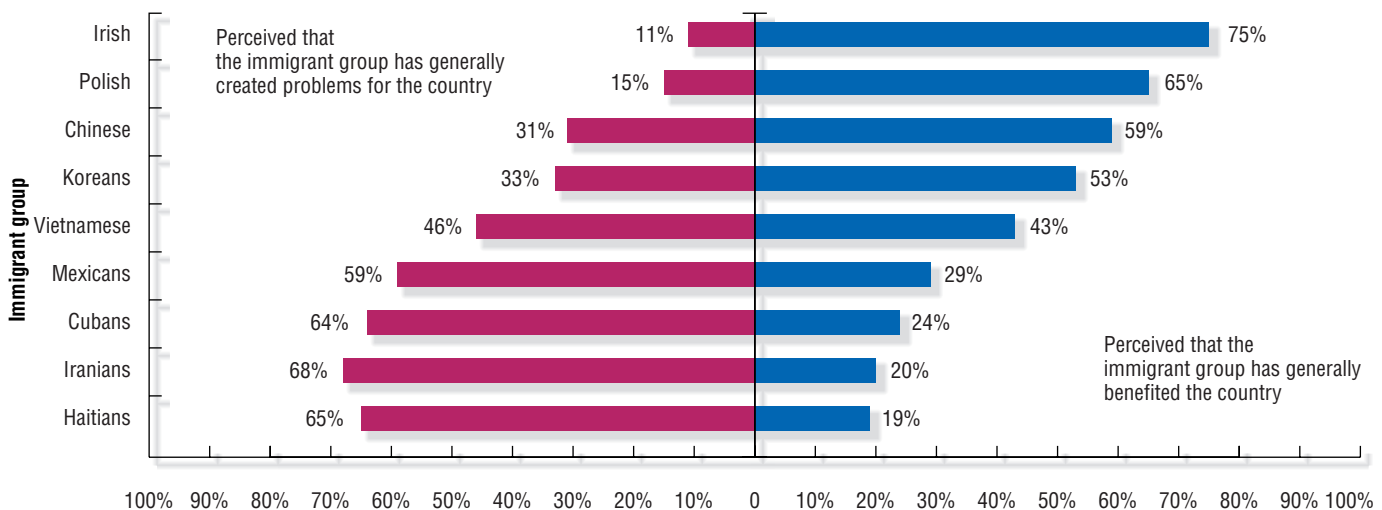
The term *ethnicity* comes from the Greek word *ethnos*, originally meaning “people” or “nation.” Thus, the Greek word referred to cultural and national identity. Today, an **ethnic minority** is socially identified by unique characteristics related to culture or nationality. Just as physical characteristics define racial minorities, cultural differences define ethnic minorities.

An ethnic minority is a subculture defined by its own language, religion, values, beliefs, norms, and customs. (See page 98 in Chapter 3 for an introduction to subcultures.) Like any subculture, it is part of the larger culture—its members work in the majority, or host, economy, send their children through the host educational system, and are subject to the laws of the land. Ethnic minorities are also separate from the larger culture. The separation may continue because the ethnic minority wishes to maintain its cultural and national origins or because the majority erects barriers that prevent the ethnic group from blending in with the larger culture. For example, Michael Novak (1996) makes a case that members of white ethnic minorities from southern and eastern Europe—Poles, Slavs, Italians, Greeks—have not been able to blend completely into American society. Compared with other white European immigrant groups, such as German immigrants, groups from southern and eastern Europe were more culturally different from the white Anglo-Saxon Protestant (WASP) majority and thus mixed less easily with the majority culture.

**Why are ethnic minorities seen as inferior?** Negative attitudes toward ethnic minorities exist in part because of *ethnocentrism*. As you read in Chapter 3, ethnocentrism involves judging others in terms of one’s own cultural standards. Ethnocentrism creates the feeling of “us,” the group one belongs to, versus “them,” the other groups that are out there.

People in the majority, out of loyalty to and preference for their own values, beliefs, and norms, may consider other views to be inferior. Because members of ethnic minorities do not measure up to the majority’s conception of appropriate ways of behaving, it may be assumed that something is wrong with them. Ethnocentric judgments are often expressed as prejudice and discrimination. Figure 9.1 shows American attitudes toward specific immigrant groups. In general, European immigrants are viewed more positively than non-European immigrants.

**Figure 9.1. Attitudes of Americans Toward Immigrant Minorities.** The results of a Gallup poll are displayed in this graph of attitudes toward various immigrant groups in the United States. What pattern is reflected in this graph among the groups that are most favored as helping the country?



# Another Place

## The Travelling People

**The following excerpt describes the Irish “Travelling People,” who are viewed by mainstream Irish as inferior.**

They are Ireland’s unrecognized minority—homeless and ostracized. Despite public disapproval, their family groups wander the Irish countryside. Other than a limited number of official halting sites they have no place to stop. Most live by the side of the road. They bathe, eat, and sleep in public. They live without electricity or permanent running water, bathing facilities, or toilets. Their child-mortality rate is similar to those in Third World countries, and there is a 98 percent illiteracy rate among adults. According to the Economic and Social Research Institute’s 1985 report, “The circumstances of the Irish Travelling People are intolerable. No humane and decent society once made aware of such circumstances could permit them to persist.”

But although local political groups and organizations have expressed the need to create permanent housing for the Travellers (most commonly described as “gypsies” or “tinkers”), the settled community prefers what Traveller Nell McDonough calls an “unspoken segregation.” Travellers are evicted from areas not designated as official halting sites, and grassy lanes that Traveller groups have frequented for years are blocked and barred. Most official halting sites are located in undesirable, often industrial, areas.

Most settled people want nothing to do with Travellers. Popular belief has it that Travellers draw the dole [welfare] in more than one county at a time, are troublemakers, and leave piles of garbage in their wake. Many local people are opposed to having halting sites in their vicinity. Why should “respectable” people support itinerants?

But these “homeless” outcasts have filled a social niche in Ireland for centuries. Theirs may be a distinct lifestyle, and their traditions are unlike those of other Irish, but they are, nonetheless, Irish. In a traditionally rural society, Travellers served acceptable social purposes as itinerant farm workers, metal craftsmen, lace makers, and storytellers. But in today’s settled urban society, this integrated group of nomads are a people displaced by and at odds with contemporary expectations. They are a community without a place in its own homeland and a cultural group in danger of losing its identity.

Source: Excerpted and reprinted with permission from *The World & I*, Amy Seidman, June 1993, *The Washington Times Corporation*, © 1993, pp. 250, 252.

### Thinking It Over

Use either functionalism or conflict theory to explain this attitude toward the Travellers.

## Section 1 Assessment

1. Summarize the five main characteristics of a minority.
2. What is the difference between race and ethnicity? Between race and nationality?

### Critical Thinking

3. **Summarizing Information** Identify the main racial or ethnic minorities in your area. Are you a member of any minority groups? What are they?



I know of no rights of race superior to the rights of man.

**Frederick Douglas**  
American abolitionist



## Section

## 2

## Racial and Ethnic Relations

## Key Terms

- assimilation
- cultural pluralism
- genocide
- subjugation
- de jure segregation
- de facto segregation

## Section Preview

Patterns of racial and ethnic relations take two forms: assimilation and conflict. Patterns of assimilation include Anglo-conformity, melting pot, cultural pluralism, and accommodation. Conflict patterns include genocide, population transfer, and subjugation.

**assimilation**  
the blending or fusing of minority groups into the dominant society



## Patterns of Assimilation

Generally, minority groups are either accepted—which leads to *assimilation*—or rejected—which leads to *conflict*. Within these two broad approaches, however, is a wide range of outcomes.



*Anglo-conformity has been the most common form of assimilation in U.S. society.*

traditional American institutions are maintained. Immigrants are accepted as long as they conform to the “accepted standards” of the society. Anglo-conformity is the least egalitarian pattern of assimilation because the immigrant minority is required to conform. By implication, it must either give up or suppress its own values.

**Is America more like a melting pot or a tossed salad?** A second pattern of assimilation is the *melting pot*, in which all ethnic and racial minorities voluntarily blend together. Older history textbooks, in describing the immigrant experience in the United States, often referred to a melting pot of cultures. However, there is some question about how much fusing of cultures has really taken place.

Instead of a melting pot, many sociologists are now using the idea of a “tossed salad,” in which traditions and cultures exist side by side. The cultures of the Tejanos in Texas and the Creoles of New



**Assimilation** refers to the blending or fusing of minority groups into the dominant society. When a racial or ethnic minority is integrated into a society, its members are given full participation in all aspects of the society. Assimilation has taken several forms in the United States: *Anglo-conformity*, *melting pot*, *cultural pluralism*, and *accommodation*.

**What is the most common pattern of assimilation?** Anglo-conformity

has been the most prevalent pattern of assimilation in America. *Anglo* is a prefix used to indicate an American of English descent. In Anglo-conformity,

Orleans are examples. This pattern of assimilation is called **cultural pluralism**. It recognizes immigrants' desire to maintain at least a remnant of their "old" ways. In so doing, however, the immigrants have an impact on institutions in the United States. Because of the large numbers of Hispanic immigrants, for example, many states have instituted bilingual education programs in public schools. The government now routinely makes official forms available in both English and Spanish, many churches throughout the country conduct services in both languages, and cable television stations offer English and Spanish audio tracks.

*Accommodation* is an extreme form of cultural pluralism. It occurs when a minority maintains its own culturally unique way of life. The minority learns to deal with, or accommodate, the dominant culture when necessary but remains independent in language and culture. The Cubans in Miami and the Amish in Pennsylvania are examples of distinct groups within larger communities that have kept separate identities.

### cultural pluralism

desire of a group to maintain some sense of identity separate from the dominant group

## Patterns of Conflict

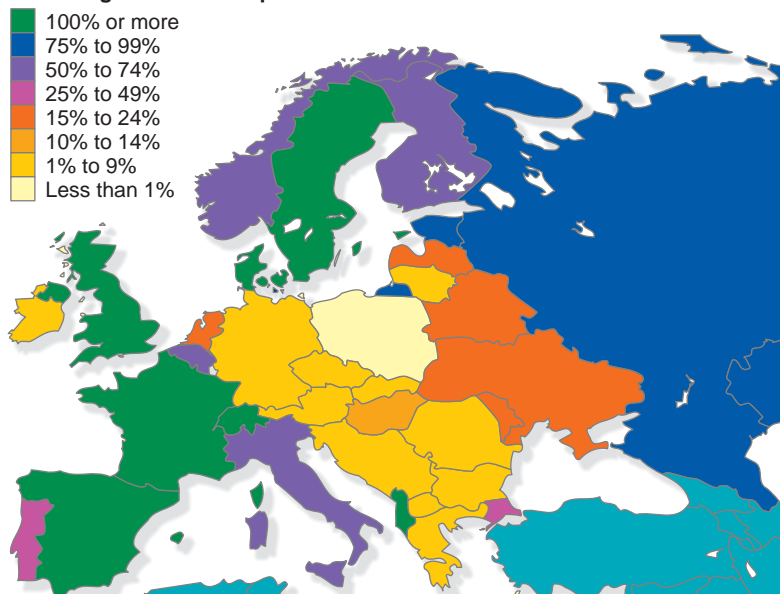
In looking for broad patterns of conflict, sociologists examine historical records and analyze current events. Three basic patterns have emerged that describe approaches that dominant cultures take in their rejection of minority groups. These are *genocide*, *population transfer*, and *subjugation* (Mason, 1970).

**What is the most extreme pattern of conflict?** At the extreme, conflict takes the form of **genocide**, the systematic effort to destroy an entire population. One of the best-known examples is the Holocaust, Adolf Hitler's attempt to destroy all European Jews during the 1930s and 1940s. (See Figure 9.2 below.) Less well known is the "Rape of Nanking," begun in

### genocide

the systematic effort to destroy an entire population

**Jewish Population in 1992 As a Percentage of Jewish Population in 1930**



### Figure 9.2. Impact of the Holocaust.

One of the worst examples of genocide was the Nazis' attempt, in the 1930s and 1940s, to exterminate the European Jewish population. This map shows the decline in Jewish population in European countries as a result of the Holocaust.





The Cherokees were not the only Native American population transferred from their homes. The Creeks and the Seminoles were also forcibly removed by U.S. troops.

### subjugation

process by which a minority group is denied equal access to the benefits of a society

### de jure segregation

denial of equal access based on the law

### de facto segregation

denial of equal access based on everyday practice



We're not where we want to be. And we're not where we're going to be. But we are sure a long way from where we were.

Rev. M. L. King, Jr.  
civil rights leader



1937, during which the Japanese massacred an estimated 260,000 to 350,000 Chinese men, women, and children (Chang, 1998).

Tragically, genocide campaigns are more common in world history than might be supposed. Recently, the Serbians have been accused of conducting campaigns of “ethnic cleansing” against the Muslims in Bosnia and Kosovo. In 1994, the Tutsi tribe of Rwanda slaughtered 500,000 to 800,000 of the minority Hutu tribe.

**What is population transfer?** In *population transfer*, a minority is forced either to move to a remote location or to leave entirely the territory controlled by the majority. This

was the policy most often used against Native Americans. For example, in 1838, sixteen thousand Cherokees from the southeastern United States were set on a forced march along the “Trail of Tears” to Oklahoma reservations, where they became dependent on the U.S. government. An estimated four thousand Cherokees (nearly a fourth of the tribes) died because of harsh conditions along the Trail of Tears.

**What conflict pattern appears most often?** **Subjugation** is the most common pattern of conflict. A subjugated minority is denied equal access to the culture and lifestyle of the larger society. Subjugation may be based on the law, or *de jure*. An example was the **de jure segregation** of public schools in the United States during the latter part of the nineteenth century and the first half of the twentieth century. In *Brown vs. Board of Education of Topeka* (1954) the Supreme Court overturned previous case law that had made racial segregation legal in the U.S.

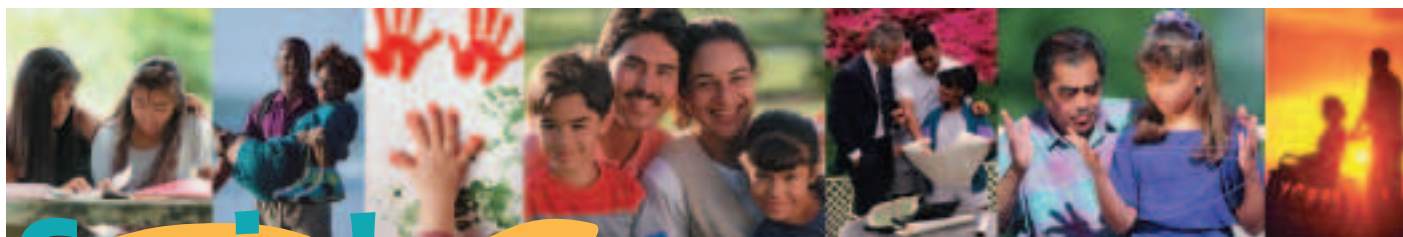
Subjugation may also arise from the everyday practices of people, even when specific laws do not exist to deny opportunities to minority groups. *De facto* is a term used in case law that describes the actual, or real, situation regardless of what the law is. **De facto segregation** is operating when, for example, neighboring homeowners agree among themselves not to sell to members of certain ethnic groups or races. De facto discrimination exists when people of certain backgrounds are not promoted to important positions in local government or in businesses because of widely held stereotypes. Although illegal, the difficulty of proving bias can make this type of subjugation a very effective tool for controlling a minority.

## Section 2 Assessment

1. Identify and define four patterns of assimilation.
2. What is the difference between de jure and de facto segregation?

### Critical Thinking

3. **Evaluating Information** Work with one or more of your classmates to research and evaluate the impact that the assimilation of Latinos is having on American institutions such as public schools, churches, and government agencies.



# Sociology Today

## Bridging the Digital Divide

In 2000, Delta Airlines and Ford Motor Company both publicly announced their multimillion-dollar (hundreds of millions, in fact) bet they are placing on their employees (Miller and Silverstein, 2000). Each intends to provide home computers and Internet access to all of their 422,000 workers. It is a new company benefit costing each employee as little as \$5 per month.

The bet is that employees become more efficient and effective when they are proficient with computers. Expected payoffs for the companies is improved communication with their workforces, heightened employee morale, and increased employee loyalty. Employees at Ford and Delta enthusiastically welcomed the new benefit.

There is a possible downside for employees. When workers can be reached instantaneously at home day or night, the traditional boundaries between the home and the workplace could erode. And Ford and Delta do have plans to communicate with workers at home. According to sociologist Arlie Hochschild, this apparent gift could be a Trojan horse by extending the “long arm of the workplace.” Even worse, some workers fear that companies might intrude on their private lives by monitoring their Internet activities.

There could also be a social upside to wide-scale on-line access. Sociologists have recognized computer literacy as a key to social mobility in the twenty-first century. (See the *Enrichment Reading* entitled “Falling Through the Net” in Chapter 17.) Since those nearer the bottom of the social class structure lack the resources necessary to be computer literate, sociologists fear they will be hopelessly left behind.

Given this situation, widespread exposure of less-skilled workers to computer technology could have benefits Ford and Delta employees may not have considered. Since both companies are encouraging workers’ families to use the technology, the spouses and children of a significant number of individuals will have access to an indispensable tool for occupational advancement. While Ford and Delta may be concerned only about keeping their employees out of the digital divide, their action may unintentionally enable many more Americans to cross this divide. Company-provided computer technology at home may become a staple in most future corporate benefit packages.

### Doing Sociology

1. Do you believe that computer literacy is a key element in today’s job market? Tomorrow’s?
2. Evaluate your own capabilities regarding computer technology.
3. Go to your library and examine the employment page of the Sunday edition of a major newspaper. Write a brief report on the extent to which computer literacy appears to be an important qualification in today’s urban marketplace.

# Section 3

## Theories of Prejudice and Discrimination

### Key Terms

- prejudice
- racism
- discrimination
- hate crime
- stereotype
- self-fulfilling prophecy

### Section Preview

Prejudice involves attitudes, while discrimination is about behavior. Prejudice usually leads to discrimination. Conversely, in some instances, discrimination creates prejudiced attitudes through stereotyping. Each of the three major perspectives looks at different aspects of prejudice.

**prejudice**  
widely held negative attitudes toward a group (minority or majority) and its individual members

**racism**  
an extreme form of prejudice that assumes superiority of one group over others

### Prejudice, Racism, and Discrimination

Individuals hold prejudices of many types. To a sociologist, though, **prejudice** has a very particular meaning. It refers to widely held preconceptions of a group (minority or majority) and its individual members. Prejudice involves a generalization based on biased or insufficient information. Prejudiced attitudes are based on strong emotions, so they are often difficult to change, even in the face of overwhelming evidence. It is easier to explain individuals who don't fit the stereotype as exceptions than it is to reexamine a whole set of established beliefs. For example, many people believe that Asian students have a particular "gift" for mathematics. Suppose that Susie is one of these people. In algebra class, she sits next to an Asian student who is not doing well. Will Susie change her idea about the mathematical abilities of Asian people as a result of this? Probably not. It will be less trouble for her to think that this one Asian student is the exception to the rule.

**Racism** is an extreme form of prejudice, because it not only involves judging people unfairly, but it assumes that a person's own race or ethnic group is superior. Racists believe that discrimination or exclusion is morally justified because of their own natural superiority.



*When prejudice is used as a basis for making decisions—as in denying minorities advancement—then it becomes discrimination.*

**How is discrimination different from prejudice?** While prejudice involves holding biased opinions, **discrimination** involves acting upon those opinions by treating people unfairly. Prejudice does not always result in discrimination, but it often does.

Discrimination takes many forms, including avoiding social contact with members of minority groups, denying them positions that carry authority, and blocking their access to the more exclusive neighborhoods. It can also involve such extremes as attacking or killing minority members.

**discrimination**  
treating people differently based on ethnicity, race, religion, or culture

## Hate Crimes

In 1998, James Byrd, Jr., an African American from Texas, was chained to a pickup truck, then dragged to death. That same year saw Matthew Shepard, a gay college student, tied to a fence and beaten to death. Both incidents fell under a special kind of crime called *hate crimes*.

**How are hate crimes different?** A **hate crime** is a criminal act that is motivated by extreme prejudice (Lawrence, 1999). Hate crimes involve bias related to race, religion, sexual orientation, national origin, or ancestry (Levin and McDevitt, 1993). Victims include, but are not limited to, African Americans, Native Americans, Latinos, Asian Americans, Jews, gay men, lesbian women, and people with disabilities. While the term *hate crime* is relatively new, the behavior is not. The federal government has kept statistics since 1900. Hate crimes still occur in relatively small numbers, but the frequency is increasing. Just under 8,000 cases were reported to the FBI in 1999. By 2000, forty-three states had passed hate-crime laws.

**How does sociology interpret hate crimes?** Each of the theoretical perspectives discussed below can help us understand hate crimes. The functionalist might notice that members of a group are bolstering their sense of unity against a common enemy. Some hate crimes, consistent with conflict theory, are based on the belief that the victim is somehow threatening the person's livelihood or self-interest. This is the case when immigrants are attacked out of fear that they will take the jobs of the white majority. Finally, hate crimes always involve labeling. People who commit hate crimes have vocabularies filled with demeaning stereotypes that attempt to justify violence directed against the victims.



*These federal agency employees are searching through the ashes of an African American church in Mississippi. What would make this case of arson a hate crime?*

**hate crime**  
a criminal act motivated by prejudice

## Stereotypes

A **stereotype** is a set of ideas—based on distortion, exaggeration, and oversimplification—that is applied to all members of a group. Stereotypes appear throughout any society. In the United States, examples of stereotypes include that athletes are “all brawn and no brain” and that politicians are corrupt.

Stereotypes are sometimes created to justify unethical behavior against minority groups. For example, very early relationships between the colonists and

**stereotype**  
a distorted, exaggerated, or oversimplified image applied to a category of people



Native Americans in early colonial times were relatively peaceful and cooperative. As the population of the colonies grew, however, conflicts over land and resources became more frequent and intense. To justify expansion onto Indian territory, the colonists began perceiving Native Americans as “lying, thieving, un-Christian savages” who did not deserve the rights accorded to white settlers. This image helped the colonists defend their otherwise unjustifiable treatment of the Native American population.



*Even marching band members suffer from stereotyping.*

## SOCIOLOGY Online

### Student Web Activity

Visit the *Sociology and You* Web site at [soc.glencoe.com](http://soc.glencoe.com) and click on **Chapter 9—Student Web Activities** for an activity on examples of stereotypes.



## The Functionalist Perspective

In studying prejudice and discrimination, functionalists focus on the dysfunctions caused by these practices. (We will look at this topic in greater detail in Section 4.) When minorities are exploited or oppressed, the social, political, educational, and economic costs to society are extremely high. Furthermore, the safety and stability of the larger society are at risk, because violence periodically erupts between the groups.

Functionalists recognize, however, that by fostering prejudice, a dominant group can create a feeling of superiority over minority groups. This feeling can strengthen its members’ own self-concepts. Strangely, then, for the majority culture, functionalists can see a positive aspect to discrimination.

## The Conflict Perspective

According to conflict theory, a majority uses prejudice and discrimination as weapons of power to control a minority. The majority does this to increase its control over property, goods, and other resources. The example about stereotypes used by colonists to portray Native Americans is based on the conflict perspective.

In the conflict perspective, despite being common targets, different minorities tend to view one another as competitors rather than as allies in their struggle against the majority (Olzak and Nagel, 1986). Conflict among minorities, particularly African Americans and Latinos, is increasing in the United States as whites leave cities and African Americans assume political power. To many urban blacks, Latinos appear to be benefiting from the civil rights movement waged by African Americans. Many Latinos, on the other hand, believe that African Americans are using their political clout to push an agenda that favors their own community at the expense of others. It remains to be seen if urban African Americans and Latinos will become allies for their mutual welfare or if they will engage in fierce conflict over the scarce resources available to them.



Prejudice is what fools use for reason.

**Voltaire**  
French philosopher

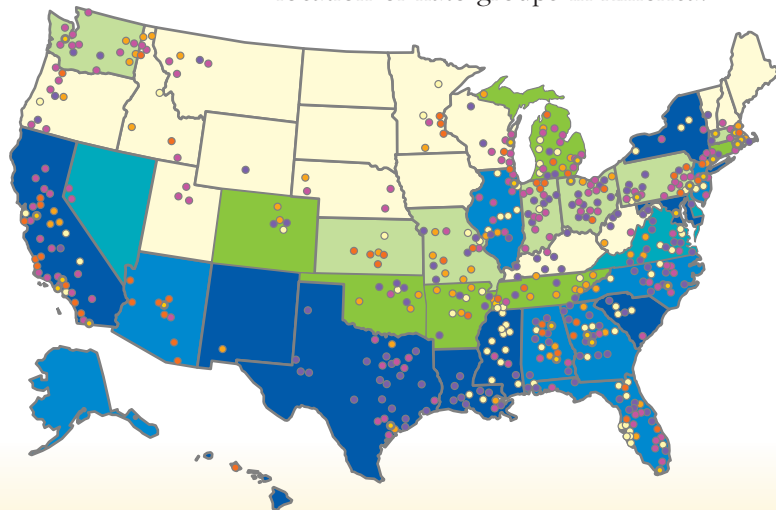
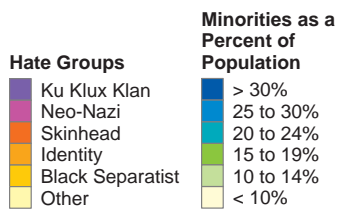


## Snapshot of America



## Minority Populations and Hate Groups

Race in the United States is no longer a “black and white” issue. Our population is becoming more complex, with many different races and ethnicities represented in increasingly large numbers. This map shows the percentage of the largest minorities in each state, as well as the location of hate groups in America.



### Interpreting the Map

1. Do you see any relationship between the location of hate groups and the location of minority populations? Explain.
2. Do you see a pattern in the location of U.S. minority populations? Why might U.S. minority populations be distributed as they are?
3. Create a question for your classmates to answer regarding the geographic distribution of U.S. minority populations.

Adapted from the *The State of the U.S.A. Atlas*, New York and Southern Poverty Law Center.

## The Symbolic Interactionist Perspective

According to the symbolic interactionist perspective, members of a society learn to be prejudiced in much the same way they learn to be patriotic. Sociologist Gordon Allport (1958) described two stages in the learning of prejudice. In the *pregeneralized learning period*, children may overhear parents make racist or prejudiced statements, but they have not yet learned to separate people by race or ethnic group. By the time children reach the *total rejection stage*, however, they are able to use physical clues to sort people into groups. If children repeatedly hear parents malign a minority, they will reject all members of the group, on all counts and in all situations.

Symbolic interactionists also point out that language itself can reflect prejudices. For example, in Anglo culture, many terms that include *black* are negative. Such terms as *blackball*, *blacklist*, *black mark*, and *black eye* illustrate the negative slant associated with the word *black*.

## Figure 9.3 Focus on Theoretical Perspectives

**Prejudice and Discrimination.** This table illustrates how a particular theoretical perspective views a central sociological concept. Switch the concepts around and illustrate how each theoretical perspective would view a different concept. For example, discuss some functions and dysfunctions of the self-fulfilling prophecy.

Theoretical Perspective	Concept	Example
Functionalism	Ethnocentrism	White colonists used negative stereotypes as a justification for taking Native American land.
Conflict Theory	Competition for power	African Americans accuse Latinos of using their political clout to win advantages for themselves.
Symbolic Interactionism	Self-fulfilling prophecy	Members of a minority fail because of the low expectations they have for their own success.

**self-fulfilling prophecy**  
an expectation that leads to behavior that causes the expectation to become reality

Symbolic interactionism underlies the concept of the **self-fulfilling prophecy**—an expectation that leads to behavior that then causes the expectation to become a reality. For example, if a student is continually encouraged and told that she is capable of succeeding at a task, she will likely act as if she can succeed. If, however, she is discouraged from trying and told she will probably fail, that same student will likely act in a manner that will cause her to fail. Similarly, if members of any minority are continually treated as if they are less intelligent or less competent than the majority, they may eventually accept this limitation. This acceptance, in turn, may lead them to place less emphasis on education as a way of succeeding. Given this negative interaction, and the lack of opportunity to develop their abilities, members of minorities may become locked in low-level jobs.

### Section 3 Assessment

1. Can you hold a prejudice about a group without discriminating against that group? Why or why not?
2. Why do you think most stereotypes are negative? Can you think of any positive stereotypes?
3. Why does conflict exist between African Americans and Latinos?

### Critical Thinking

4. **Evaluating Information** Discuss specific ways in which African Americans and Latinos have attempted to resolve their role conflicts.



# Tech Trends

## Spinning a Web of Hate

**W**hite supremacists, neo-Nazis, and other hate groups have discovered the Internet as a channel to spread hatred of Jews, African Americans, homosexuals, and fundamentalist Christians, among others (Sandberg, 1999). From one hate site in 1995, the Anti-Defamation League estimates that there are now thousands of web sites advocating racism, anti-Semitism, and violence. Aryan Nation identifies Jews as the natural enemy of whites; White Pride Network offers a racist joke center; Posse Comitatus defends alleged abortion-clinic bomber Eric Robert Rudolph; World Church of the Creator is violently anti-Christian.

Organized racists use high technology to deliver their message to a mass audience. While members of hate groups used to be recognized by their white hoods or neo-Nazi swastikas, they can now just as easily be wearing business suits instead of brown shirts. The Southern Poverty Law Center is especially concerned about the repackaging of hate-based ideologies to make them appear more respectable to mainstream America. To reach the young, hate web sites offer such child-friendly attractions as crossword puzzles, jokes, cartoons, coloring books, contests, games, and interactive comic strips.

Not all hate-group activity comes from white supremacists who target African Americans. The Southern Poverty Law Center also tracks the activities of Black Separatists and documents several recent hate crimes committed by blacks against whites. In addition, the continued immigration of Asians and Central and South Americans is drawing the angry attention of hate groups of all types. More information on hate group activities can be found at the Southern Poverty Law Center web site, <http://www.splcenter.org>.

### Analyzing the Trends

When the economy is not performing well, membership in hate groups rises, and membership declines when the economy is doing well. Relate this fluctuating membership pattern to scapegoating and conflict theory.

How is propaganda used by hate groups to deliver their message?



*Young people today may grow up to be "Internet policemen." This software company CEO designs and markets programs that prevent children from accessing web sites their parents think unsuitable.*



# Section 4

## Minority Groups in the United States

### Key Terms

- institutionalized discrimination
- hidden unemployment
- underclass

### Section Preview

Discrimination in the United States has caused some ethnic and racial groups to lag behind the white majority in jobs, income, and education. Progress is being made, but gains remain fragile. African American, Latino, Asian American, Native American, and white ethnics are the largest minority groups in this country.

### Institutionalized Discrimination

Many people believe that discrimination in the United States ended when civil rights legislation was passed in the 1960s. These laws did stop many discriminatory practices. Nevertheless, minorities in this country still suffer from what sociologists call **institutionalized discrimination**. This type of discrimination results from unfair practices that are part of the structure of society and that have grown out of traditional, accepted behaviors.

Seniority systems, in which promotion and pay increase with years of service, for example, can discriminate against minority workers. Because they were shut out of jobs in the past, members of minorities are just now beginning to enter seniority systems. Having fewer years of service than majority members who have been in the system for years, minority members' chances for quick promotion are slight, even though the seniority systems may not have been intentionally designed to obstruct their progress.

Another example of institutionalized discrimination exists in public education. Schools with large numbers of minority students are more likely to be located in large urban areas than in wealthier suburbs. This is the case in part

**institutionalized discrimination** unfair practices that grow out of common behaviors and attitudes and that are a part of the structure of a society



*Institutionalized discrimination has contributed to the deterioration of some inner-city public schools.*

because of white flight to the suburbs. As a result, minority children in many states are more concentrated in school districts with a tax base too low to provide resources equal to those in the suburbs. This lack of funding means that teachers in minority schools receive fewer opportunities for training. Textbooks, when students have them, are outdated. Parental and community support is generally not as strong. There is little, if any, money for new technology, and buildings are badly in need of repair.

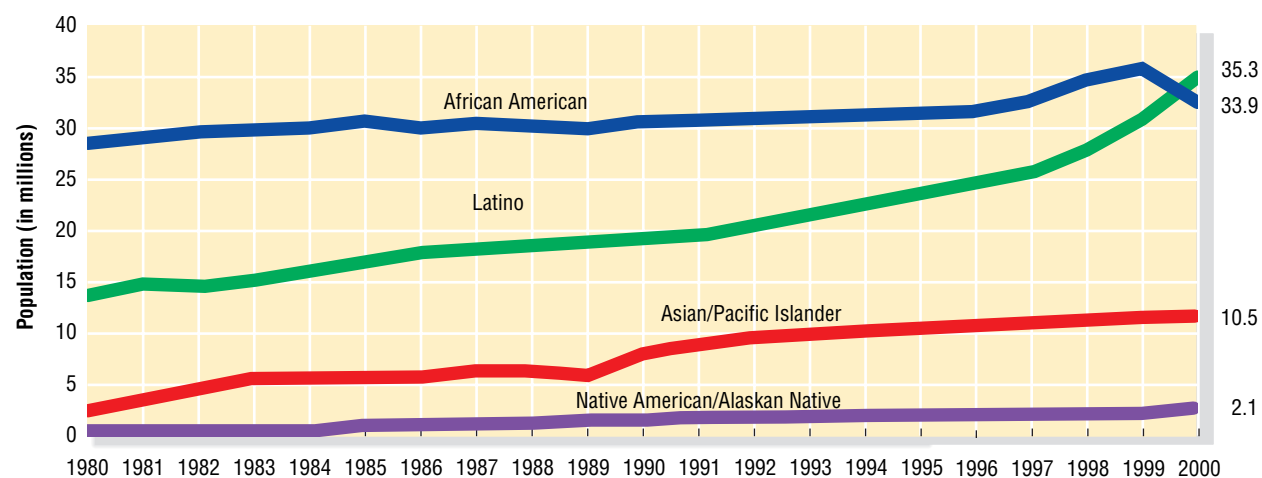
Institutionalized discrimination in the United States is reflected in the experiences of minorities—African Americans, Latinos, Native Americans, Asian Americans, white ethnics, and Jewish Americans. For each minority, the social and economic costs of discrimination have been enormous.

## African Americans

African Americans make up the largest racial minority group in the United States, numbering almost 34 million, or about 12 percent of the total population. (See Figure 9.4.) They are also one of the oldest minorities, first brought to America as indentured servants and slaves in the early 1600s.

**What are the barriers to African American assimilation?** There are many reasons for the lack of acceptance of African Americans into the mainstream of U.S. society. Skin color and physical features make it possible to identify at a glance people of African American lineage. This makes it easy for the dominant white ethnic group to create negative stereotypes based on physical characteristics.

A second reason for the continuing minority status of African Americans has its roots in early American history. Brought into the country to labor on plantations, African Americans were immediately assigned to the lowest class status. Even when freed, ex-slaves and their descendants in the United States



**Figure 9.4 U.S. Resident Minority Populations, 1980–2000.** This graph shows the increase in the larger minority populations in the United States since 1980. Are you surprised by the growth of any group?

Source: U.S. Bureau of the Census, 2000.





Could institutionalized discrimination help to account for the near absence of African Americans in this corporate merger meeting?

were rarely accepted as equal to free whites. Upward social mobility for freed slaves (or any African Americans) was virtually impossible.

Slavery was legally abolished by the Thirteenth Amendment (1865), but the legacy of prejudice and discrimination that grew out of slavery affects African Americans to this day. Practices and laws that segregated the races became institutionalized, especially in the South, but also throughout the country. Such practices continued until the late 1960s, when they were made illegal by the passage of civil rights legislation and by key Supreme Court decisions. In a very real sense, then, African Americans have experienced barely forty years of constitutional equality. The gap between African Americans and whites in education, income, and employment represents the legacy of centuries of prejudice and discrimination.

### What are average income levels for African Americans?

As noted in the Sociological Imagination feature opening this chapter, average African American income in the United States is far from equal to the average income for whites. Specifically, African American income is approximately 64 percent that of whites. This means that for every \$100 an average white family earns, an average African American family earns \$64. Figure 9.5 shows differences in household income for various minority groups.

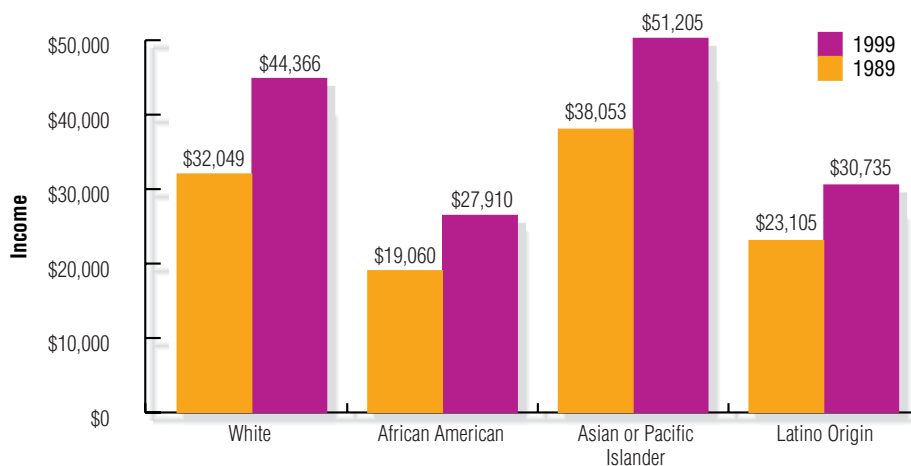
Not surprisingly, African Americans and whites also differ in wealth (home and car, business assets, and the like). The average African American family holds less than one-quarter of the wealth of the average white family (U.S. Bureau of the Census, 1999e).

**How do African Americans fare in the job market?** Part of the reason for the economic differences can be traced to employment patterns. Compared with white men and women, a lower percentage of African American men and women are employed in professional, managerial, technical, and administrative occupations. African Americans are almost twice as likely as whites to work in low-level service jobs (U.S. Department of Labor, 1997).

### Figure 9.5 Majority and Minority Median Household Incomes.

Explain why sociologists consider Asian Americans a minority group despite their relatively high annual income.

Source: U.S. Bureau of the Census, 2000.



New long-term economic trends threaten to make matters even worse. These trends include a shift from higher-paying manufacturing jobs to lower-paying service jobs and replacement of workers because of the transfer of high-wage jobs to low-wage countries.

Patterns of unemployment also affect the economic status of African Americans. Jobless rates among African Americans are double those of whites, and these rates do not account for all unemployed persons. Traditional unemployment rates are based on the number of unemployed people who are looking for jobs. They do not include so-called **hidden unemployment**—discouraged workers who have stopped looking or part-time workers who would prefer to have full-time jobs. When hidden unemployment is considered, the jobless rate for African Americans exceeds one in four workers, the national unemployment rate during the Great Depression of the 1930s (Swinton, 1989; Wilson, 1997).

The greatest unemployment problem exists among African American teenagers. According to official statistics, about one out of every three African American teenagers is unsuccessfully looking for work. With hidden unemployment taken into account, it is estimated that over 40 percent of all African American teenagers are unemployed. Consequently, thousands of African American youths are becoming adults without the job experience vital to securing good employment in the future (*World Without Work*, 1999).

**Have African Americans made advances?** Education is the traditional American path to economic gain and occupational prestige. The educational story for African Americans is mixed. As of 1999, 84 percent of whites had finished high school, compared with 77 percent of African Americans. Similarly, where 25 percent of whites had completed college, only 15 percent of African Americans had done so.

Moreover, higher educational attainment doesn't pay off for African Americans as it does for whites. Although income tends to rise with educational level for all races, it increases much less for African American men (and for women of both races) than for white men. White male high school graduates, on the average, earn nearly as much each year as African American men with college associate degrees. At each level of schooling, black men tend to gain less than their white peers.

While these figures may seem discouraging, real gains have been made. Since the 1960s, the number of African Americans in professional and technical occupations—doctors, engineers, lawyers, teachers, writers—has increased by 128 percent. The number of African American managers or officials is more than twice as high as in 1960. As a result of the recent upward mobility of educated African Americans, some sociologists predict the emergence of two black Americas—a growing black middle class and a black **underclass** composed of unemployed people who come from families that have been poor for generations (Wilson, 1984; Landry, 1988; Kilson, 1998).

African Americans have seen their political power grow since 1970. More than 5,300 African Americans are serving as city and county officials, up from 715 in 1970. There are nearly 9,000 African American elected officials in the United States, a sixfold increase since 1970 (Yorke, 2000). The emergence of “biracial politics”—election of African Americans in predominantly

**hidden unemployment**  
unemployment that includes people not counted in the traditional unemployment categories



*This African American congressman has made providing quality education a top priority.*

**underclass**  
people typically unemployed who come from families that have been poor for generations



white areas—is a hopeful sign. African Americans, though still vastly underrepresented, have entered the “power elite” of America:

*Although the power elite is still composed primarily of Christian white men, there are now . . . blacks . . . on the boards of the country’s largest corporations; presidential cabinets are far more diverse than was the case forty years ago; and the highest ranks of the military are no longer filled solely by white men (Zweigenhaft and Dombhoff, 1998:176).*

## Latinos

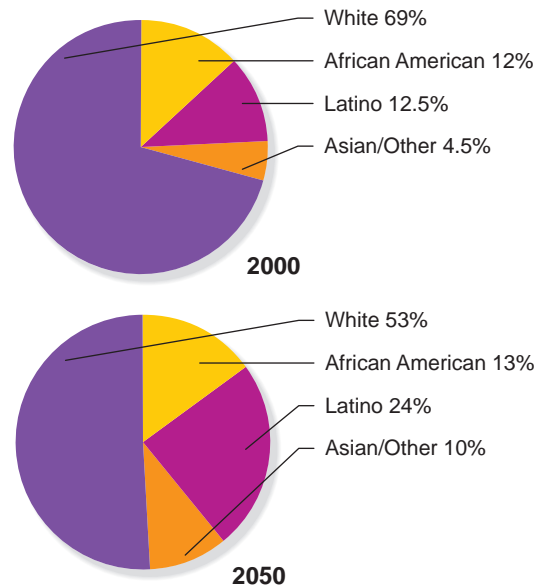
*Latino* is a term that refers to ethnic minorities from Latin America, a region that includes Mexico, Central America, South America, and the islands of the Caribbean. High birth rates and immigration rates make Latinos (along with Asian Americans) one of the fastest-growing minorities in the United States. In fact, early in the twenty-first century, Latinos overtook African Americans as America’s largest minority group (U.S. Bureau of the Census, 2000). By the time you retire—about the year 2050—it is predicted that nearly one out of every four Americans will be Latino. (See Figure 9.6.)

### What are the largest Latino groups in the United States?

Nearly 60 percent of Latinos today are of Mexican descent. Puerto Ricans make up a little less than one-tenth of the total

Latino population. Most Puerto Ricans are concentrated in or near New York City, although the population is beginning to shift to the outlying areas. Cubans make up the third most populous group of Latinos, with about one million people. Most Cuban Americans are located in the Miami, Florida, area (U.S. Bureau of the Census, 1998a).

Like Anglos, Native Americans, and African Americans, Latino peoples are diverse. Each group came to the United States under different circumstances and retains a sense of its own identity and separateness. In addition, there are significant internal differences within individual Latino minorities. For example, the first large group of Cuban immigrants to enter the United States were successful middle- and upper-class people who fled from Cuba when Fidel



Percentages do not total 100% due to rounding.  
Note: The White, African American, and Asian/Other categories exclude Latinos, who may be of any race.

**Figure 9.6 The U.S. Population by Race and Ethnicity, 2000 and 2050.** *The racial and ethnic composition in the U.S. is expected to look very different by 2050. Discuss some social consequences of this changing composition.*

Source: U.S. Bureau of the Census, 2000.

Castro instituted a communist government there in the late 1950s. These Cuban Americans differ substantially from later Cuban immigrants, who were relatively uneducated members of the lower class.

**What is the general level of education among Latinos?** Latinos fall behind white Americans in formal education. Just over half of adult Latinos have completed high school, compared with 84 percent of non-Latinos. Mexican Americans have the lowest levels of educational attainment. Cubans have the highest, owing to the fact that many Cuban immigrants to the United States were middle- and upper-class people, as explained earlier (Stefancic and Delgado, 1998).

**How much money do Latinos earn?** Average income for Latinos (\$30,735) is higher than that of African Americans but significantly lower than that of non-Latino whites (\$44,366). Cubans are the most affluent Latinos, but their median income is only about 75 percent that of whites. The poorest among the large Latino groups are the Puerto Ricans, whose income is only half that of whites. Almost one-fourth of Latino families live below the poverty level, compared with about one-tenth of white non-Latinos (U.S. Bureau of the Census, 1999).

From the data above, it should come as no surprise that many Latinos work in low-paying and low-status jobs as semiskilled workers and unskilled laborers. Mexican Americans make up the majority of migrant workers in the country. Cuban men belong to the only Latino minority with occupations similar to those of the white Anglo majority (Moore and Pachon, 1985). The numbers of Latino-owned homes and businesses are increasing rapidly, but they still fall far behind the national averages.

**How do Latinos stand politically?** Politically, Latinos are becoming a force in shaping American politics. As of 2000, there were no Latino U.S. senators, but seventeen seats in the U.S. House of Representatives were held by Latinos. Of these members of Congress, thirteen were Mexican Americans, three were of Cuban descent, and one was of Puerto Rican ancestry. Issues of education and immigration, as well as income and the quality of life, promise to keep Latinos politically active.



*The meager wages earned by migrant farm laborers still keep many Latino children in the fields and out of schools where they could receive an education.*

“No one can make you feel inferior without your consent.”

**Eleanor Roosevelt**  
American humanitarian

## Native Americans

Today, Native Americans number just over two million. About five hundred separate tribes and bands have been identified in the United States. This great diversity is generally unrecognized because of stereotyped images of Native Americans based on old Hollywood films and paperback adventures of the Old West. In fact, however, tribal groups such as the Navajo and Sioux are as different from one another as Anglo Americans are from Italians or Brazilians.



*Some Native American tribes are becoming more economically independent through the gaming industry. Not everyone agrees that this will result in long-term gains.*

### What is the current situation of Native Americans?

Native Americans, perhaps more than any other minority, are suffering today from the effects of hundreds of years of discrimination. Abject poverty remains a major fact of life among Native Americans, especially on reservations. Just over one-fourth of the Native American population live below the poverty line. Fewer Native Americans graduate from high school than any other major minority group.

Native Americans have the lowest annual income of any minority group in the United States (\$21,619). Only 20 percent of all employed Native American men and women hold professional, managerial, or administrative positions. One-third are in blue-collar jobs (craftworkers, supervisors, machine operators, and nonfarm laborers). In 2001 there were two Native Americans in Congress—one in the Senate and one in the House of Representatives.

### Are conditions on reservations better or worse?

About one-fourth of Native Americans live on reservations. For these Native Americans,

the situation is considerably worse than for those living off the reservations. Fully 50 percent of those on reservations live below the poverty level, compared with over 25 percent of the total Native American population. Reservation dwellers earn only \$16,000 per year on average. The rate of college education for Native Americans living on reservations is only about half that for those living off reservations—5 percent versus 9.3 percent (U.S. Bureau of the Census, 1993e, 1993i).

A recent development on reservations is the introduction of casino-type gaming establishments. Native American gaming both on and off reservations has grown unexpectedly into an enormous, rapidly expanding industry. In 1999, over 184 tribes were operating more than 300 gaming facilities. Gaming revenues had exceeded \$10 billion. Most tribal governments use this revenue to promote services and to promote economic and community development. Over half the tribal revenues, however, had gone to only ten of the tribes. Given the poor social and economic conditions on reservations, it is not surprising that the gaming industry has been embraced by many Native Americans as a source of money. The long-term effects, however, are yet to be seen.

## Asian Americans

More than 10 million Asians live in the United States, comprising 4 percent of the total population. Like Latinos, Asians come from many different national and ethnic backgrounds. The largest groups are from China, the Philippines, Japan, India, Korea, and Vietnam.

If a success story can be told for any minority group in America, those groups are Chinese and Japanese Americans. Even for them, however, the road has not been smooth.



**How have Chinese Americans fared over the years?** Attracted at first by the California gold rush, Chinese immigrants arrived in large numbers during the 1850s. They worked as agricultural laborers, on railroad crews, and in low-paying industrial jobs. When hard times hit in the 1870s, unemployed European Americans began to compete for jobs that the Chinese had held. Race riots erupted, and the children of Chinese immigrants were barred from attending schools in San Francisco. Chinese Americans were driven into large urban ghettos known as Chinatowns, where they are still concentrated today. Pressure by congressmen from California led to the Chinese Exclusion Act of 1882, which virtually ended Chinese immigration to the United States for nearly a hundred years.

Although Chinese Americans, in many ways, remain isolated from American life, their situation began to improve after 1940. American-born Chinese college graduates began to enter professional occupations, and Chinese American scholars and scientists began to make publicly recognized contributions to science and the arts. Most Americans today recognize Chinese Americans' willingness to work hard, their dedication to education, and their contributions to American society.

**What has been the history of Japanese Americans in the United States?** Early diplomatic relations between the United States and Japan were warm and cordial. But beginning in 1885, large numbers of Japanese men immigrated to the West Coast of the United States. Their arrival coincided with the attempt described above to exclude Chinese immigrants. The Japanese suffered prejudice and discrimination during these early years. Nevertheless, they moved from being laborers in certain industries (railroads, canning, logging, mining, meat packing) to being successful farmers.

When the Japanese began to compete with white farmers, however, anti-Japanese legislation was passed. The California Alien Land Bill of 1913, for example, permitted Japanese to lease farmland for a maximum of three years; it did not allow land they owned to be inherited by their families. In 1924, the U.S. Congress halted all Japanese immigration, and the 126,000 Japanese already in the United States became targets for still more prejudice, discrimination, stereotyping, and scapegoating.

In 1941, Japan attacked the Pearl Harbor naval base in Hawaii, an act that brought the United States into World War II. Wartime hysteria generated a fear of a possible Japanese invasion that led President Franklin Roosevelt to issue Executive Order 9066. This emergency law moved more than 110,000 Japanese people into internment camps away from the West Coast. Historians later agreed that the Japanese Americans had posed no security threat during World War II. (Immigrants from Germany and Italy were not relocated, even though their countries were also at war with the United States.) Eventually, in the 1980s, the U.S. government formally apologized to Japanese American internees and paid them \$20,000 each in compensation.



*Over 100,000 Japanese residents in America were sent to internment camps during World War II. Many lost homes and businesses as a result.*





# Focus on Research

## Survey Research: The Legacy of Racism

According to many scholars, African Americans today suffer more from low economic class than from racism. In a well-known study of the early 1990s, one sociologist, Joe Feagin, challenged this line of argument. Feagin set up a study that looked at African Americans' access to public accommodations, including restaurants, hotels, and motels.

Feagin interviewed middle-class African Americans in several cities. He wished to study African Americans in the middle class because they would have the economic resources needed to take advantage of public accommodations. His research was guided by several questions:

Do middle-class African Americans still experience racism in public accommodations?

If so, how is it manifested?

What means do middle-class African Americans use to handle discrimination?

What are the effects of discrimination on its victims?

Feagin conducted 37 in-depth interviews. Those interviewed were drawn from a larger group of 135 middle-class African Americans in several large cities.

The interviewees were representative of the larger sample based on such characteristics as occupation, age, income, education, sex, and location. The initial participants in the study were identified as middle class by city-based consultants. Names of additional participants were suggested by the first people interviewed. (This is known as “snowball” sampling.) Middle class was defined as “those holding a white-collar job (including those in professional, managerial, and clerical jobs), college students preparing for white-collar jobs, and owners of successful businesses.”

Middle-class African Americans, Feagin concluded, still experience discrimination based on race. Several types of discrimination were reported by the respondents, including avoidance, verbal attack, physical abuse, and subtle slights. Rejection and poor service were the most common forms of discrimination, however.

According to Feagin, the most tragic cost of this continuing discrimination is the ongoing physical and psychological drain felt by the victims. Isolated discriminatory acts may appear insignificant to whites, but years of being the target of discriminatory actions have a cumulative effect. Many African Americans report having developed a “second eye” to analyze interracial situations. As one respondent said:

*I think that it causes you to have to look at things from two different perspectives. You have to decide whether things that are done or slights that are made are made because you are black or they are made because the person is just rude, or unconcerned and uncaring. So it's kind of a situation where you're always kind of looking to see with a second eye or a second antenna just what's going on (Feagin, 1991:115).*

Feagin concluded that what may appear to American whites as “black paranoia,” then, is actually a developed sensitivity to continuous discriminatory encounters. Despite decades of legal protection, Feagin says, African Americans have not attained the full promise of the American dream. Although middle-class African Americans work hard for their success, it is too often overshadowed by the legacy of past racist actions.



*Because of decades of racism and discrimination, this obviously successful African American couple may still have trouble getting a cab driver to stop for them.*

### Working with the Research

1. Do you agree that disadvantages related to economic class are currently more harmful to African Americans than racism and discrimination? Why or why not?
2. Do you believe that Feagin adequately tested his hypothesis? Explain your conclusion.
3. Which of the three major theoretical perspectives best fits Feagin's research study? Defend your choice.

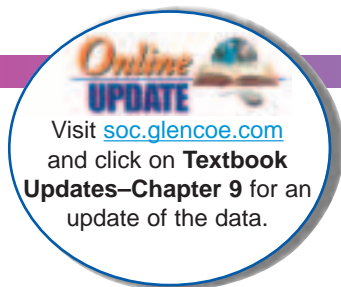


## Figure 9.7 Socioeconomic Characteristics of Minorities

This figure presents some important social and economic characteristics of the majority and larger minorities in the U.S. Can you make sociological generalizations about income level and education based on these data?

	Whites	African Americans	Latinos	Native Americans	Asian Americans
Percent of Families in Poverty	7.7%	23.6%	22.8%	25.9%	10.7%
Median Income	\$44,366	\$27,910	\$30,735	\$21,619	\$51,205
Percent with High School Diploma	84.3%	77.0%	56.1%	66%	84.7%
Percent with College Degree	25.9%	15.4%	10.9%	9.4%	42.4%

Source: U.S. Bureau of the Census, 2000.



Japanese Americans have not had to deal with the centuries of prejudice and discrimination endured by African Americans and Native Americans. Nevertheless, they have overcome great hardship and have become one of the most successful racial minorities in the United States (Zwiegenhaft and Domhoff, 1998).

**Why have so many Asian Americans been successful?** In large part, Asian Americans have been successful because they have used the educational system for upward mobility. This is reflected in the academic achievement of school-aged Asian Americans, whose average SAT scores are 45 points higher than the general high school population. Furthermore, over 42 percent of Asian Americans have completed four years of college, compared with about 26 percent of whites and 11 percent of Latinos (U.S. Bureau of the Census, 2000c).

### White Ethnics

White ethnics are the descendants of immigrants from Eastern and Southern European nations, particularly Italy and Poland. They also include Greek, Irish, and Slavic peoples. The majority are blue-collar workers living in small communities surrounding large cities in the eastern half of the United States.

During the 1960s, white ethnics gained the undeserved reputation of being conservative, racist, pro-war “hardhats.” In fact, surveys conducted during the 1960s showed white ethnics to be more against the Vietnam War than white Anglo-Saxon Protestants. Catholic blue-collar workers were found to be more liberal than either Protestant blue-collar workers or the country as a whole. They were more likely to favor a guaranteed annual wage, more



likely to vote for an African American presidential candidate, and more concerned about the environment. Finally, white ethnics tended to be more sympathetic to government help for the poor and more in favor of integration.

White ethnics have not traditionally been the victims of occupational or income discrimination. Despite their relative success, many white ethnics have in recent years become very conscious of their cultural and national origins. There is, in fact, a white ethnic “roots” movement. The new trend toward white ethnic identity began with the black power movement of the 1960s. Just as many African Americans decided that they wanted to preserve their cultural and racial identities, many white ethnics now believe that “white ethnicity is beautiful.” Many think that the price of completely abandoning one’s cultural and national roots is simply too high.

Lillian Rubin (1994) links the continuing accent on white ethnicity to the rising demands of ethnic minorities. White ethnics, she believes, are attempting to establish a public identity that enables them to take a seat at the “multicultural table.”



*Why do many of these descendants of European immigrants wish to be identified as a minority group?*

## Section 4 Assessment

1. How are general discrimination and institutionalized discrimination different?
2. In what ways have white ethnics influenced American culture?
3. What does the level of Latino participation at the top of the American political structure suggest about the relationship between cultural group membership and political power in the United States?
4. Does the economic situation of Native Americans today help or hurt the economy?

### Critical Thinking

5. **Drawing Conclusions** Do you think that affirmative action has affected American culture positively or negatively? Explain.



Choose your friends by their character and your socks by their color. Choosing your socks by their character makes no sense, and choosing your friends by their color is unthinkable.

**Anonymous**



# CHAPTER 9 ASSESSMENT

## Summary

### Section 1: Minority, Race, and Ethnicity

**Main Idea:** Sociologists have specific definitions particular to their field of study for minority, race, and ethnicity. Ethnic minorities have historically been subjected to prejudice and discrimination.

### Section 2: Racial and Ethnic Relations

**Main Idea:** Patterns of racial and ethnic relations take two forms: assimilation and conflict. Patterns of assimilation include Anglo-conformity, melting pot, cultural pluralism, and accommodation. Conflict patterns include genocide, population transfer, and subjugation.

### Section 3: Theories of Prejudice and Discrimination

**Main Idea:** Prejudice involves attitudes, while discrimination is about behavior. Prejudice usually leads to discrimination. Conversely, in some instances, discrimination creates prejudiced attitudes through stereotyping. Each of the three major perspectives looks at different aspects of prejudice.

### Section 4: Minority Groups in the United States

**Main Idea:** Discrimination in the United States has caused some ethnic and racial groups to lag behind the white majority in jobs, income, and education. Progress is being made, but gains remain fragile. African American, Latino, Asian American, Native American, and white ethnics are the largest minority groups in this country.



#### Self-Check Quiz

Visit the *Sociology and You* Web site at [soc.glencoe.com](http://soc.glencoe.com) and click on **Chapter 9—Self-Check Quizzes** to prepare for the chapter test.

## Reviewing Vocabulary

Complete each sentence, using each term once.

- |                                     |                         |
|-------------------------------------|-------------------------|
| a. minority                         | j. assimilation         |
| b. stereotype                       | k. de jure segregation  |
| c. hate crime                       | l. de facto segregation |
| d. self-fulfilling prophecy         | m. prejudice            |
| e. race                             | n. discrimination       |
| f. institutionalized discrimination | o. cultural pluralism   |
| g. ethnic minority                  | p. racism               |
| h. underclass                       | q. genocide             |
| i. subjugation                      | r. hidden unemployment  |

1. An expectation that leads to behavior that causes the expectation to become a reality is called \_\_\_\_\_.
2. \_\_\_\_\_ is a group identified by cultural, religious, or national characteristics.
3. A set of ideas based on distortion, exaggeration, and oversimplification is called \_\_\_\_\_.
4. \_\_\_\_\_ is a group of people with physical or cultural characteristics different from the dominant group.
5. People living in poverty and either continuously unemployed or underemployed are known as \_\_\_\_\_.
6. The denial of equal access based on law is called \_\_\_\_\_.
7. A criminal act that is motivated by prejudice is called \_\_\_\_\_.
8. \_\_\_\_\_ is a type of subjugation that takes place outside the law.
9. People who share certain inherited physical characteristics are known as \_\_\_\_\_.
10. \_\_\_\_\_ are unfair practices that are part of the structure of a society.
11. Treating people differently because of their ethnicity, race, religion, or culture is called \_\_\_\_\_.

12. \_\_\_\_\_ is the denial of equal access based on everyday practice.
13. \_\_\_\_\_ is best described as negative attitudes toward some minority and its individual members.
14. \_\_\_\_\_ is the blending or fusing of minority groups into the dominant society.
15. Extreme prejudice is called \_\_\_\_\_.
16. \_\_\_\_\_ is assimilation that maintains element of ethnic roots.
17. \_\_\_\_\_ is unemployment that includes people who are not counted in traditional work categories.
18. The systematic effort to destroy a population is known as \_\_\_\_\_.

## Reviewing the Facts

1. What is the name given to people who have some distinctive characteristic, are dominated by the majority, and are denied equal treatment?
2. What is a feature that is characteristic of a minority group?
3. Name the three patterns of assimilation.
4. What is the name of the process that occurred throughout American history when waves of immigrants came to this country and eventually became full members of the dominant class?
5. What does the lyric of the following song suggest about prejudice? "You've got to be taught to hate and fear, it's got to be drummed in your dear little ear."
6. How would sociologists explain the fact that on average, African Americans earn \$64 for every \$100 earned by whites?
7. What sociological perspective focuses on the majority's subjugation of minorities as a weapon of power and domination?
8. Examine Figure 9.7 on page 300. Which racial minority has come the closest to achieving mainstream white status?
9. How have white ethnics affected business in American society?

10. From what part of the world did the ancestors of white ethnics emigrate?

## Thinking Critically

1. **Making Inferences** Several years ago, a high school principal canceled his school's senior prom when it was brought to his attention that perhaps a dozen students were planning to bring dates from other races. A reaction this extreme is rare, but strong cultural norms about interracial dating do exist. These norms vary by class and region. Recent studies have shown that over half of all teens in the United States have dated someone of another race, but interracial marriages are not common. Why do you think people might be willing to date but not marry outside their race?
2. **Applying Concepts** Recently, the students and administration at a largely Latino high school wanted to change the name of the school to honor a deceased Hispanic community leader. When the school had been built, the neighborhood had been primarily Anglo. Many of the old graduates protested the name change, and the original name was kept. Can you use what you have learned in this chapter about the relationship between cultural group membership and political power to explain why the decision was made to keep the school's old name?
3. **Drawing Conclusions** A recent documentary examined a suburb in the Midwest where the racial balance had gradually changed from mostly white to mostly African American. Even though statistics proved that school scores had not dropped and that the quality of government services remained the same, the perception was that property values had declined. What do you think was responsible for this perception? What can be done to avoid this type of thinking?
4. **Applying Concepts** Many businesses, colleges, and schools have banned "hate speech" and "fighting words" that express views based on bigotry or racism. Some people believe that this ban is the same as censorship and that it vio-

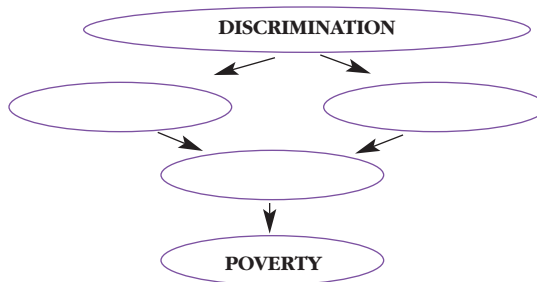
# CHAPTER 9 ASSESSMENT

lates First Amendment rights to freedom of speech. Others say that the right to free speech ends when speech causes psychological or emotional harm, or when society may be endangered. What is your opinion on hate speech? How would you handle an individual who was routinely offensive about your race, gender, or nationality?

- 5. Implementing Solutions** Read the following scenario, and then answer the questions that follow based on your best instincts and reasoning: Two people are in a twenty-mile race. The winner will receive a prize of \$100,000. Two of the competitors—Lynn and Tony—are very good runners, and both are in good physical condition. At the beginning of the race Tony is told to put a set of ten-pound ankle weights on each leg, but Lynn is not. In fact, Lynn does not even know about the weights. When Lynn reaches the thirteen-mile marker, Tony is two miles behind. He is not only exhausted but is also experiencing a shortened running stride and is off-rhythm because of the weights. The judges decide to remove the ankle weights from Tony.
- Is it fair to continue the race with each runner finishing from his or her present position, or should Tony be moved forward in the race?
  - What is fair to both parties?
  - Assume that the race cannot be restarted. How do we compensate the runner who had to carry extra weights for over half of the race?
  - Are there solutions to the problem?
  - Since the problem is difficult to solve, would it be fair simply to ignore it and conclude that things will eventually work out?
- 6. Analyzing Information** Suppose there was a third competitor in the race described above. Ayesha is almost as good a runner as Tony and Lynn. Ayesha does not have to wear ankle weights, but both Tony and Lynn have high-quality professional running shoes, and Ayesha has to run in cheap “tennies.” At the time the

race is stopped, Ayesha has run twelve miles. If you compensate Tony by moving him forward, Ayesha is likely to feel that the race is still not fair.

- Is there a way to make the race fair for all three runners? Remember, you cannot restart the race.
  - How is institutional discrimination similar to the race described in these questions? What are the issues in both?
- 7. Evaluating Information** Explain how the experiences of various Native American tribes have been different from other racial and ethnic minority groups in the United States. Discuss whether you think allowing gaming on Indian reservations is a long-term benefit or disadvantage for Native Americans.
- 8. Making Comparisons** How has the African American experience in the United States been different from that of other racial and ethnic minority groups?
- 9. Understanding Cause and Effect** Use the diagram below to show the cause-and-effect relationship between discrimination and poverty. Incorporate the elements of unequal educational opportunity, unfair hiring practices, and low-level jobs to complete your diagram.



- 10. Evaluating Information** Have any of the methods of role conflict resolution used by African Americans and Latinos worked?

## Sociology Projects

- Race and Ethnicity** Write a brief answer to each of the following questions.

- a. How would you describe yourself racially or ethnically?
- b. How do you think others would describe you?
- c. How important is your race or ethnicity to you personally?
- d. Do you believe that race or ethnicity is a factor in how your friends relate to you?
- e. Is your community (neighborhood) a reflection of your race or ethnicity?
- f. Do you place much importance on race or ethnicity?
- g. Do you think others put a lot of importance on your race or ethnicity?
- h. Is race an important issue in society, or do we make too much of it? Is ethnicity an important issue?

After you have answered these questions, form a group with two or three of your classmates and share your responses to questions a–h. Do you believe their assessments were accurate?

2. **Ethnic and Racial Heritage** This project will give you an opportunity to create a family tree. Ask parents and other relatives about your ethnic/racial heritage, going back as far as you can. Chances are you have relatives who have old photos with dates and other pieces of information. As you trace your family tree, note when new cultures, races, or ethnicities join the family. If this has happened several times in your family, consider how it complicates assigning yourself to a specific racial and ethnic category. You might want to turn this project into an album that your whole family can enjoy and pass on.
3. **Native Americans and Immigrant Cultures** This chapter deals extensively with the effects of American culture on various racial and ethnic groups. Minorities, of course, also affect American culture. For example, Mexican Americans play a pivotal role throughout the Southwest, including in Texas, where Mexican restaurants serving enchiladas and fajitas compete with those serving traditional Texas barbecue. In many parts of the nation, Native Americans have opened tourist-based businesses. The profits from these businesses have benefited

the economies of the surrounding areas as well. Asian Americans have a significant presence in California, where sushi bars serve fresh fish and Chinese groceries cater to a large clientele. Businesses, in attempts to win new customers among these many ethnic groups, often tailor their print, radio, and television advertising to cater to immigrant tastes. To do so, advertising companies often employ ethnic Americans as models and consultants. Work with one or two of your classmates to find information about immigrant and Native American cultures in your community. Analyze changes such as those in advertising, food, and business in your local culture that have resulted from adaptations to various immigrant or Native American cultures.

4. **Native Americans and White Ethnics** This chapter deals extensively with the effects of American culture on various racial and ethnic groups. Minorities, of course, also affect American culture. How have Native Americans and white ethnics influenced American advertising and food? Which of the two minorities has had the greatest influence on each of these two aspects of American culture? Information may be found in print, online, in documentaries, and through interviews with a Native American and a white ethnic.

## Technology Activity



1. The textbook describes a stereotype as a set of ideas based on distortion, exaggeration, and oversimplification that is applied to all members of a social category. Popular media often use stereotypes to convey assumed meanings about characters and situations. The Movies Cliché List at <http://www.moviecliches.com/> provides an abundant list of stereotypes used in films.
  - a. Select “Women” from the Cliché Topics. Name some of the stereotypes about women suggested by the list.
  - b. Do the same for “Men” and “Minorities.”
  - c. Based on what you have read in the text and on these lists, do you think stereotypes are helpful in understanding social categories?



## Chapter 9

Enrichment Reading

## The Skin Color Tax

*Patricia J. Williams*

Several years ago, at a moment when I was particularly tired of the unstable lifestyle that academic careers sometimes require, I surprised myself and bought a real house. Because the house was in a state other than the one where I was living at the time, I obtained my mortgage by telephone. I am a prudent little squirrel when it comes to things financial, always tucking away stores of nuts for the winter, and so I meet the **criteria** of a quite good credit risk. My loan was approved almost immediately.

A little while later, the contract came in the mail. Among the papers the bank forwarded were forms documenting **compliance** with the Fair Housing Act, which outlaws racial discrimination in the housing market. The act monitors lending practices to prevent banks from redlining—redlining being the phenomenon whereby banks circle certain neighborhoods on the map and refuse to lend in those areas. It is a practice for which the bank with which I was dealing, **unbeknownst** to me, had been cited previously—as well as since. In any event, the act tracks the race of all banking customers to prevent such discrimination. Unfortunately, and with the **creative variability of all illegality**, some banks also use the racial information disclosed on the fair housing forms to engage in precisely the discrimination the law seeks to prevent.

I should repeat that to this point my entire mortgage transaction had been conducted by telephone. I should also note that I speak a Received Standard English, regionally marked as Northeastern perhaps, but not easily identifiable as black. With my credit history, my job as a law professor and, no doubt, with my accent, I am not

only middle class but apparently match the cultural stereotype of a good white person. It is thus, perhaps, that the loan officer of the bank, whom I had never met, had checked off the box on the fair housing form indicating that I *was* white.

Race shouldn't matter, I suppose, but it seemed to in this case, so I took a deep breath, crossed out "white" and sent the contract back. That will teach them to presume too much, I thought. A done deal, I assumed. But suddenly the transaction came to a screeching halt. The bank wanted more money, more points, a higher rate of interest. Suddenly I found myself facing great resistance and much more debt. To make a long story short, I threatened to sue under the act in question, the bank quickly backed down and I **procured** the loan on the original terms.

What was interesting about all this was that the reason the bank gave for its new-found **recalcitrance** was not race, heaven forbid. No, it was all about economics and increased risk: The reason they gave was that property values in that neighborhood were suddenly falling. They wanted more money to buffer themselves against the snappy winds of projected misfortune.

The bank's response was driven by demographic data that show that any time black people move into a neighborhood, whites are overwhelmingly likely to move out. In droves. In panic. In concert. Pulling every imaginable resource with them, from school funding to garbage collection to social workers who don't want to work in black neighborhoods. The imagery is awfully catchy, you had to admit: the neighborhood just tipping on over like a terrible accident, whoops! Like a pitcher, I suppose. All that fresh wholesome milk spilling out running away . . .

leaving the dark echoing, upended urn of the inner city.

In retrospect, what has remained so fascinating to me about this experience was the way it so exemplified the problems of the new rhetoric of racism. For starters, the new rhetoric of race never mentions race. It wasn't race but risk with which the bank was so concerned.

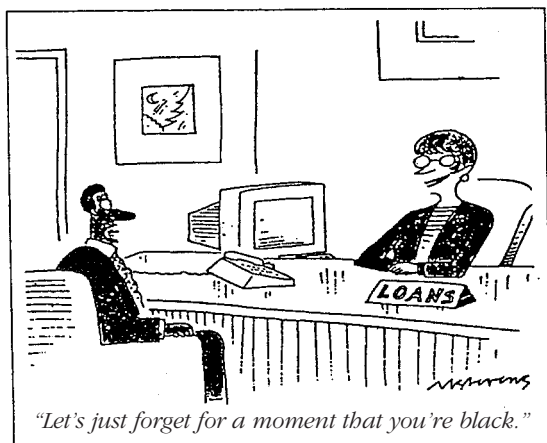
Second, since financial risk is all about economics, my exclusion got reclassified as just a consideration of class. There's no law against class discrimination, goes the argument, because that would represent a restraint on that basic American freedom, the ability to contract or not. If schools, trains, buses, swimming pools and neighborhoods remain segregated, it's no longer a racial problem if someone who just happens to be white keeps hiking up the price for someone who accidentally and purely by the way happens to be black. Black people end up paying higher prices for the attempt to integrate, even as the integration of oneself threatens to lower the value of one's investment.

By this measure of mortgage-worthiness, the ingredient of blackness is cast not just as a social toll but as an actual tax. A fee, an extra contribution at the door, an admission charge for the high costs of handling my dangerous propensities, my inherently unsavory properties. I was not judged based on my independent attributes or financial worth; not even was I judged by statistical profiles of what my group actually does. (For in fact,

anxiety-stricken, middle-class black people make grovelingly good cake-baking neighbors when not made to feel defensive by the unfortunate historical strategies of bombs, burnings or abandonment.) Rather, I was being evaluated based on what an abstraction of White Society writ large thinks we—or I—do, and that imagined “doing” was treated and thus established as a self-fulfilling prophecy. It is a dispiriting message: that some in society apparently not only devalue black people but devalue *themselves* and their homes just for having us as part of their landscape.

“I bet you'll keep your mouth shut the next time they plug you into the computer as white,” laughed a friend when he heard my story. It took me aback, this postmodern pressure to “pass,” even as it highlighted the intolerable logic of it all. For by “rational” economic measures, an investment in my property suggests the selling of myself.

Source: Patricia J. Williams, “Of Race and Risk,” *The Nation* (December 29, 1997):10.



© 1996 *The New Yorker* Collection, Mick Stevens. (Reprinted with permission.)

## What Does it Mean?

### compliance

agreement with; following the terms of

### creative variability of all illegality

cleverness of wrongdoers to get what they want

### criteria

standards on which judgments or decisions are made

### procured

obtained

### recalcitrance

reluctance; unwillingness

### unbeknownst

not knowing; unaware

## Read and React

1. What does the author mean when she writes “All that fresh wholesome milk spilling out running away . . . leaving the dark echoing, upended urn of the inner city”?
2. What are the main issues of what the author calls the “problems of the new rhetoric of racism”?
3. Why has the author titled this article *The Skin Color Tax*?