CHAPTER 9
Race, Ethnicity, and Immigration

LEARNING OBJECTIVES

After reading this chapter, students should be able to:

1. Define “minority group” from the sociological perspective.
2. Explain how race is socially constructed and scientific arguments that races are not biologically real.
3. Define and describe historical, global examples of the following patterns of racial and ethnic group interaction: genocide, expulsion, colonialism, segregation, acculturation, pluralism, and assimilation, including the distinction between primary and secondary assimilation.
4. Explain the concept of ethnicity, how ethnic groups are distinguished, and the problems with use of racial and ethnic labels.
5. Describe historical trends in U.S. immigration policies and describe guestworker programs and recent changes and problems with these programs.
6. Explain the dysfunctions of racial and ethnic inequality from the structural-functionalist perspective and the manifest functions and latent dysfunctions of the Civil Rights Movement.
7. Explain and give examples of how competition over wealth, power, and prestige contributes to racial and ethnic group tensions, according to the conflict perspective.
8. From the symbolic interactionist perspective, explain the consequences of meanings and labels regarding race and ethnicity, including the power of stereotypes to create self-fulfilling prophecies, and how individuals learn prejudicial attitudes through language.
9. Define the concepts of prejudice, racism and discrimination.
10. Describe the extent of racial and ethnic discrimination and segregation in the United States in employment, housing, and education.
11. Define hate crimes, explain why the FBI data undercounts hate crimes, describe how hate crimes have increased since 9/11, explain the types of motivations for hate crimes, and describe hate crimes on college campuses and in the military.
12. Describe strategies to reduce prejudice, racism, and discrimination, including the Equal Opportunity Commission and affirmative action policies in federal contracts.

KEY TERMS

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LECTURE OUTLINE

I. THE GLOBAL CONTEXT: DIVERSITY WORLDWIDE
   A. Minority Group: a category of people who have unequal access to positions of power, prestige, and wealth in a society and who tend to be targets of prejudice and discrimination
      1. Minority status is not based on numerical representation in society but rather on social status.
   B. The Social Construction of Race and Ethnicity
      1. Race: a category of people who are believed to share distinct physical characteristics that are deemed socially significant.
      2. Race as a Biological Concept: Cultural definitions of race have taught us to view race as a scientific categorization based on biological differences; however, races are not biologically real.
         a. no blood or genetic tests for race
         b. categories are arbitrary
         c. people more similar genetically than different
      3. Race as a Social Concept
         a. race is socially constructed
         b. systems of racial classification change over time
      4. Ethnicity as a Social Construction
         a. Ethnicity refers to a shared cultural heritage, nationality, or lineage
         b. involves language, family forms, food, art and ancestral origin

   a. In the U.S., race is based primarily on skin color, and secondarily on hair texture and the size and shape of eyes, lips, and nose.
      i. Distinctions among human populations are graded, not abrupt.
      ii. Skin color, hair texture, and facial features are only a few of the many traits that vary among human beings.
      iii. There is no scientific reason for selecting certain traits over others.
   3. According to anthropologists, all humans originated in Africa; physical variations in skin tone result from living for thousands of years in different geographic regions with different exposure to ultraviolet radiation
   4. Geneticists also reject the concept of race, reporting that the genes of any two unrelated persons from around the globe are 99.9% alike.
      a. Most human genetic variation—approximately 85%—can be found between any two individuals from the same group (racial, ethnic, religious, etc.); thus, the vast majority of variation is within-group variation.
   5. The American Anthropological Association has passed a resolution stating that differentiating species into biologically defined ‘races’ has proven meaningless and unscientific.
   6. Different societies construct different systems of racial classification and these systems change over time.
      a. At one time in the U.S., Italians, Greeks, Jews, the Irish, and other ethnic groups were not considered to be white.
7. The significance of race is not biological but social and political, because race is used to separate “us” from “them” and becomes a basis for unequal treatment.

C. Patterns of Racial and Ethnic Group Interaction

1. Genocide: the deliberate annihilation of an entire nation or people
   a. The European invasion of the Americas in the 16th century resulted in the decimation of most of the original inhabitants of North and South America.
   b. In the 20th century, Hitler led Nazi extermination of more than 12 million people, including over 6 million Jews, in what has come to be known as the Holocaust.
   c. More recently, in the early 1990s, ethnic Serbs attempted to eliminate Muslims from parts of Bosnia—a process they called “ethnic cleansing.”

2. Expulsion: a dominant group forces a subordinate group to leave the country or live only in designated areas of country
   a. The 1830 Indian Removal Act called for the relocation of eastern tribes to land west of the Mississippi River, referred to as the “Trail of Tears.”
   b. After Japan’s attack on Pearl Harbor in 1941, all people on the West Coast of at least one-eight Japanese ancestry were transferred to evacuation camps surrounded by barbed wire.
   c. In 1979, Vietnam expelled nearly 1 million Chinese from the country as a result of long-standing hostilities between China and Vietnam.

3. Colonialism: a racial or ethnic group from one society takes over and dominates the racial or ethnic group(s) of another society
   a. The European invasion of North America, the British occupation of India, the Dutch presence in South Africa before the end of apartheid are examples.
   b. As a territory of the U.S., Puerto Rico is essentially a colony whose residents are U.S. citizens but cannot vote in presidential elections unless they move to the mainland.

3. Segregation: physical separation of groups in residence, work, and social functions
   a. Segregation can be de jure (by law) or de facto (in fact).
   b. Jim Crow laws that separated blacks from whites, and were upheld by 1896 Plessy v. Ferguson Supreme Court decision.
   c. Although de jure segregation is illegal in the U.S., de facto segregation still exists in the tendency for racial and ethnic groups to live and go to school in segregated neighborhoods.

4. Acculturation: adopting the culture of a group different from the one in which a person was originally raised.
   a. May involve learning the dominant language, adopting new values and behaviors, and changing the spelling of the family name.
   b. Acculturation may be forced in some instances, as in the California decision to discontinue bilingual education and force students to learn English in school.

5. Pluralism: a state in which racial and ethnic groups maintain their distinctness, but respect each other and have equal access to social resources
   a. In Switzerland, four ethnic groups—French, Italians, Germans, and Swiss Germans—maintain their distinct cultural heritage and group identity in an atmosphere of mutual respect and social equality.
   b. In the U.S., the political and educational recognition of multiculturalism reflects efforts to promote pluralism.

6. Assimilation: the process by which formerly distinct and separate groups merge and become integrated as one.
   a. Sometimes referred to as the “melting pot” whereby different groups come together and contribute equally to a new, common culture.
i. Although the U.S. has been referred to as a melting pot, in reality, many minorities have been excluded or limited in their cultural contributions to the white Anglo-Saxon Protestant tradition.

b. Secondary assimilation: different groups become integrated in public areas and social institutions, such as neighborhoods, schools, workplace, government.

c. Primary assimilation: members of different groups are integrated in personal, intimate relationships, as with friends, family, spouses

II. RACIAL AND ETHNIC GROUP DIVERSITY IN THE UNITED STATES

A. Racial Diversity in the United States

1. Variations in U.S. census classification of people
   a. The first census in 1790 divided the U.S. population into 4 groups: free white males, free white females, slaves, and other persons (including free blacks and Indians).
   b. To increase the size of the slave population, the “one drop of blood rule” specified that one drop of “Negroid” blood defined a person as black and, therefore, eligible for slavery.
   c. The 1960 census recognized 2 categories: white and nonwhite.
   d. The 1970 census categories were white, black, and “other.”
   e. The 1990 census categories were (1) white, (2) black, (3) American Indian, Aleut, or Eskimo, and (4) Asian or Pacific Islander, and included a category of “other.”
   f. Beginning with 2000 the Office of Management and Budget requires federal agencies to use a minimum of five race categories and give respondents the option of identifying as more than one race.

B. U.S. Census Data on Race and Hispanic Origin

1. U.S. population is becoming increasingly diverse.
   a. from 2000-2010 non-Hispanic whites decreased from 69% of the population to 64%.
   b. 16% of population is Hispanic.

2. The current Census classification system does not allow people of mixed Hispanic or Latino ethnicity to identify themselves as such.
   a. Individuals with one Hispanic and one non-Hispanic parent still must say that they are either Hispanic or not Hispanic.
   b. Hispanics must select one country of origin, even if their parents are from different countries.

3. Hispanic is an ethnicity and not a race

C. Mixed-Race Identity

1. Mixed race population is small but growing.
   a. Only 2.9 percent of population identifies as more than one race.
   b. Mixed race population in U.S. has grown 32 percent between 2000 and 2010.

2. Mixed race marriages have increased over the years.
   b. in 2008, one in seven new marriages were mixed race/ethnicity

D. Race and Ethnic Group Relations in the U.S.

1. The U.S. racial divide sharpened in 2005 in the wake of Hurricane Katrina, which left victims—who were predominantly black and poor—waiting for days to be rescued from their flooded attics or rooftops or to be evacuated from overcrowded “shelters” where there was no food, water, medical supplies, or working toilets.
   a. A national survey found that most blacks (77%) compared to only 17% of whites, believe that the government’s response to the disaster would have been faster if most of Katrina’s victims had been white.
2. More than a third (38%) of U.S. adults said race relations will always be a problem in the U.S.

III. IMMIGRANTS IN THE UNITED STATES

A. The growing racial and ethnic diversity of the U.S. is largely due to immigration as well as the higher birthrates among many minority groups.
   1. Adverse social, economic, and/or political conditions in a given country “push” some individuals to leave that country.
   2. Favorable social, economic, and/or political conditions in other countries “pull” some individuals to those countries.

B. U.S. Immigration: A Historical Perspective
   1. For the first 100 years of U.S. history, all immigrants were allowed to enter and become permanent residents.
   2. The continuing influx of immigrants created fear and resentment among native-born Americans who competed with immigrants for jobs and held racist views toward some racial and ethnic immigrant populations.
      a. Increasing pressure from U.S. citizens led to the end of the open door policy with the Chinese Exclusion Act of 1882, which suspended for 10 years the entrance of Chinese to the U.S. and declared the Chinese ineligible for citizenship.
      b. The Immigration Act of 1917 required all immigrants to pass a literacy test before entering the U.S.
      c. In 1921, the Johnson Act introduced a limit on the number of immigrants who could enter the country in a single year, with stricter limitations for certain countries (including Africa and the Near East).
      d. The 1924 Immigration Act further limited the number of immigrants allowed into the U.S., and completely excluded the Japanese.
   3. In the 1960s, most immigrants were from Europe, but now most are from Central America (predominantly Mexico) or Asia.
      a. In 2007, more than one in 10 U.S. residents (about 12%) were born in a foreign country.

C. Guestworker Program
   1. The United States has two guestworker programs that allow employers to import unskilled labor for temporary or seasonal work lasting less than a year: the H-2A program for agricultural work and the H-2B program for non-agricultural work.
   2. G.W. Bush changed regulations for the H-2B program.
      a. Changes expanded the types of jobs considered temporary from jobs lasting no more than 1 year to jobs that last up to 3 years.
      b. Employers previously were required to obtain certification from the Department of Labor to certify that there is a shortage of U.S. workers; now employers only need to say they searched for U.S. workers and were unable to find enough.
      c. H-2 visas generally do not permit guestworkers to bring their families to the United States.
   2. The Southern Poverty Law Center report reveals that the guestworker program constitutes a “modern-day system of indentured servitude.”
      a. Guestworkers often incur “debts” to their employers; employers often hold identity documents and use threats to control workers.
      b. Guestworkers are often paid substantially less than minimum wage, and are rarely paid overtime pay.
      c. Guestworkers perform difficult and dangerous jobs, are often injured on the job, and are unable to obtain medical treatment and workers’ compensation benefits.
d. Employers are required to provide free housing, but the quality is often seriously substandard, even dangerous and located in isolated rural areas where workers are dependent on their employers for transportation (for which there is a fee).
e. Guestworkers who are abused and denied their legal rights must endure the abuse or try to escape in a foreign land without passports, money, or tickets home.

D. Illegal Immigration
1. There are an estimated 10.8 million undocumented immigrants in the U.S.; more than half of undocumented immigrants (62%) are Mexican.
2. Border Crossing
   a. The U.S. Customs and Border Patrol is charged with deterring people from illegally crossing the border into the United States and apprehending those who do.
   b. Some groups of U.S. citizens have taken action to prevent illegal border crossings.
      i. A vigilante group called Ranch Rescue stops undocumented Latinos from crossing American ranches.
      ii. As of 2009, 319 nativist organizations that target immigrants—called “nativist extremist” organizations—have sprung up across the country, largely in states that border Mexico.
   c. Illegal border crossing occur every day despite efforts to seal the U.S.-Mexican border.
      i. Some people cross with a coyote, a hired guide who typically charges $200-$300 to lead people across the border.
3. Undocumented Immigrants in the Workforce
   a. An estimated 5.2% of U.S. workers are undocumented immigrants.
   b. Virtually all undocumented men are in the labor force.
   c. Undocumented workers often do work that U.S. workers are unwilling to do.
   d. Workers routinely work 60 or more hours per week and earn less than the minimum wage; they are not paid overtime and have no benefits.
4. Policies Regarding Illegal Immigration
   a. The 1986 Immigration Reform and Control Act made hiring illegal aliens an illegal act punishable by fines and prison sentences.
      i. In 2005, Wal-Mart paid a record $11 million fine to settle illegal worker charges
   c. Terrorism and drug trafficking concerns have heightened fears.
      i. Public opposition to the building of a border fence has come from landowners who do not want to sell their land to the government; environmentalists who are concerned about the damage the fence project will do to endangered plants and animals in the Lower Rio Grande Valley National Wildlife Refuge; and business owners who are concerned about the border fence’s impact on the economy.
      ii. Others say that a fence will not effectively stop illegal immigration, will cost taxpayers more than $2 billion, and will damage diplomatic relations with Mexico.
   d. Some states have taken a hard line approach to immigration
      i. Arizona’s SB 1070 makes failure to carry registration documents a state crime and requires police to verify the legal status of a person during traffic stops, detentions, or arrests if the police suspect that person is in the country illegally.
      ii. There is both fierce opposition to the bill and strong nationwide approval (6 in 10 adults approve)
      iii. Many legal challenges.
   e. In contrast to states that have taken a hard-line approach to illegal immigration, more than 70 major cities, have passed laws that prohibit police from asking about immigrant status without criminal cause.
f. Most Americans (72%) say they favor providing a way for illegal immigrants to gain legal citizenship but also, most Americans favor stronger enforcement of immigration laws and border security (78%).

g. The DREAM Act introduced in Congress in 2009 would provide a path to legal status for undocumented immigrants who were brought to the U.S. as children.

E. Becoming a U.S. Citizen
1. In 2009, 44% of all foreign-born U.S. residents, were naturalized citizens.
2. To become a U.S. citizen:
   a. They have resided continuously as a lawful permanent U.S. resident for at least five years.
   b. They must be able to read, write, speak, and understand basic English (certain exemptions apply).
   c. They must show that they have “good moral character.”
3. To become a U.S. citizen, one must take the oath of allegiance and swear to support the Constitution and obey U.S. laws, renounce any foreign allegiance, and bear arms for the U.S. military or perform services for the U.S. government when required.

F. Myths about Immigration and Immigrants
1. Many foreign born U.S. residents work hard to succeed.
   a. The percentage of foreign born adults with a bachelor’s degree matches that of native-born U.S. adults.
   b. However, many myths remain.
2. Myth #1: Immigrants take jobs away from native workers.
   a. Immigrant employment is concentrated in a small number of sectors.
   b. Immigrants have modest negative effects on the employment of less educated U.S. workers, provide labor in sectors where shortages might otherwise occur, and reduce prices of some products and services.
3. Myth #2: Immigrants hurt the U.S. economy.
   a. The U.S. was built on immigrant labor and the continues to benefit from their labor.
   b. One report concluded that eliminating the undocumented workforce would include an estimated $1.757 trillion in annual lost spending, $651.511 billion in lost output and 8.1 million job losses.
4. Myth #3: Immigrants drain the public welfare system and our public schools.
   a. Although immigrants are more likely to live in poverty, they are less likely than low-income natives to use benefits such as Medicaid, TANF and food stamps.
   b. Children of unauthorized immigrants (73% are U.S. citizens) comprise 6.8% of students in elementary and secondary schools.
   c. States do bear costs of social services, education and medical services for immigrants, however research suggests that economic benefits of immigrants outweigh the costs of supporting them.
   d. Many immigrants pay Social Security taxes, even though the workers will not collect Social Security payments because they are not citizens.
4. Myth #3: Immigrants immigrants do not want to learn English.
   a. The demand for English classes exceeds their availability; 96% of foreign-born Latinos said it is “very important” to teach English to immigrant children.
5. Myth #4: Undocumented immigrants have children in the U.S. as a means of gaining legal status.
   b. Children under age 21 are not allowed to petition for parents’ citizenship.
6. Myth #5: Immigrants have high rates of criminal behavior.
   a. Immigrants are less likely than natives to commit crimes.

7. Myth #6: Undocumented immigrants should have just “gotten in line” to gain legal entry into the U.S.
   a. Only 5,000 permanent visas for lawful entry of less-skilled workers are available each year, and temporary work is also limited.

IV. SOCIOLOGICAL THEORIES OF RACE AND ETHNIC RELATIONS

A. Structural-Functionalist Perspective
1. Racial and ethnic inequality is dysfunctional for society.
   a. A society that practices discrimination fails to develop and utilize the resources of minority members.
   b. Prejudice and discrimination aggravate social problems, such as crime and violence, war, unemployment and poverty, health problems, family problems, urban decay, and drug use—problems that cause human suffering as well as impose financial burdens on individuals and society.

2. A manifest function of 1960s civil rights legislation was to improve conditions for minorities; latent dysfunctions are that whites became more likely to blame blacks for social disadvantages because civil rights legislation supposedly ended racial discrimination.

B. Conflict Perspective
1. Examines how competition over wealth, power, and prestige contributes to racial and ethnic group tensions.
   a. The “racial threat” hypothesis views white racism as a response to perceived or actual threats to whites’ economic well-being or cultural dominance by minorities.

2. Capitalists profit by maintaining a surplus labor force.
   a. A surplus labor force ensures that wages will remain low, because someone is always available to take a disgruntled worker’s place.
   b. Minorities who are disproportionately unemployed serve interests of business owners by providing surplus labor and keeping wages low.

3. Wealthy/powerful elites foster negative attitudes toward minorities to maintain racial and ethnic tensions among workers.
   a. As long as workers are divided, they are less likely to join forces to advance their own interests at the expense of the capitalists.
   b. The “haves” also perpetuate the racial and ethnic tensions among the “have-nots” to deflect attention away from their own greed and exploitation of workers.

C. Symbolic Interactionist Perspective
1. Focuses on the social construction of race and ethnicity—how we learn conceptions and meanings of racial and ethnic distinctions through interaction with others.

2. Concerned with how meanings and definitions contribute to subordinate status of racial and ethnic groups; according to the Thomas Theorem, people have learned to think of racial categories as real, and they act based on this belief.

3. The labeling perspective considers the role of negative stereotypes in race and ethnicity.
   a. Stereotypes are exaggerations or generalizations about the characteristics and behavior of a particular group.
   b. Negative stereotypes of racial and ethnic groups lead to self-fulfilling prophecy.
   c. Even stereotypes that appear to be positive can have negative effects (e.g., the view of Asian-Americans as a “model minority” masks discrimination and creates high expectations).
4. Individuals learn negative stereotypes and prejudicial attitudes through language (e.g., negative terms associated with black and positive terms associated with white).

V. PREJUDICE AND RACISM
A. Introduction
1. Prejudice: negative attitudes and feelings toward or about an entire category of people: a particular religion, sexual orientation, political affiliation, age, social class, sex, race, or ethnicity.
2. Racism: the belief that race accounts for differences in human character and ability and that a particular race is superior to others.

B. Forms of Racism
1. Compared to traditional, “old fashioned” prejudice, which is blatant, direct, and conscious, contemporary forms of prejudice are often subtle, indirect, and unconscious.
2. Aversive racism represents a subtle, often unintentional form of prejudice exhibited by many well-intentioned white Americans who possess strong egalitarian values and who view themselves as nonprejudiced.
   a. Aversive racists feelings toward blacks and other minority groups are not hostility or hate but rather feelings of discomfort, uneasiness, disgust, and sometimes fear.
   b. Aversive racists may not be fully aware they have these attitudes, and disapprove of individuals who are prejudiced.
   c. One aspect of aversive racism is the presence of pro-white attitudes, as opposed to anti-black attitudes.
3. Modern racism, like aversive racism, involves the rejection of traditional racist beliefs, but a modern racist displaces negative racial feelings onto more abstract social and political issues.
   a. The modern racist believes serious discrimination no longer exists in U.S., any continuing racial inequality is the fault of minority group members, and affirmative action for minorities is unfair and unjustified.
   b. Like aversive racists, modern racists tend to be unaware of their negative racial feelings and do not view themselves as prejudiced.
4. Racism 2.0 is a new form of racism unveiled in the election of President Barack Obama that is characterized by the celebration of achievements of individuals of color, but only because those individuals are seen as different from the less appealing, even pathological black or brown rule. These individuals are seen as having “transcended” their minority status in some way.

C. Learning to be Prejudiced: The Role of Socialization and the Media
1. Psychological theories of prejudice focus on forces within the individual that give rise to prejudice.
   a. Frustration-aggression theory (scapegoating theory) suggests prejudice is a form of hostility that results from frustration and minorities are convenient targets for displaced aggression.
   b. Authoritarian-personality theory: people with an authoritarian personality (who are highly conformist, intolerant, cynical, and preoccupied with power) are prone to being prejudiced.
   c. Sociologists focus on social rather than individual forces that contribute to prejudice.
2. Learning Prejudice through Socialization
   a. Most researchers agree that the majority of children learn conceptions of racial and ethnic distinctions by the time they are about 6 years old, and some suggest that children as young as 3 years old have acquired prejudicial attitudes.
b. In the socialization process, individuals adopt the values, beliefs, and perceptions of their family, peers, culture, and social groups.
c. Prejudice is taught and learned through socialization, although it need not be taught directly and intentionally.

3. Prejudice and the Media
   a. Media contribute to prejudice by portraying minorities in negative and stereotypical ways, or by not portraying them at all.
   b. Examples include television portrayals of minorities in low-status occupations, news shows such as “Lou Dobbs Tonight,” “white power music,” and white supremacist and hate group websites.

VI. DISCRIMINATION AGAINST RACIAL AND ETHNIC MINORITIES
   A. Discrimination: actions or practices that result in differential treatment of categories of individuals.
   B. Individual versus Institutional Discrimination
      1. Individual discrimination occurs when individuals treat persons unfairly or unequally because of their group membership.
         a. Overt discrimination: individual discriminates because of his or her own prejudice
         b. Adaptive discrimination: discrimination based on prejudice of others (e.g. landlord doesn’t rent to Cuban family because prejudiced white tenants might move out)
      2. Institutional discrimination occurs when normal operations and procedures of social institutions result in unequal treatment of minorities.
         a. Institutional discrimination is covert and insidious and maintains the subordinate position of minorities in society (e.g., the practice of businesses moving out of inner-city areas results in reduced employment opportunities for minority groups).
         b. Institutional discrimination also occurs in education (e.g., use of standard intelligence tests that are culturally biased; unequal school funding).
         c. Institutional discrimination is also found in the criminal justice system (heavier penalties for crimes more likely to be committed by minorities).
   C. Employment Discrimination
      1. When a national sample of U.S. adults was asked, “Do you feel that racial minorities in this country have equal job opportunities as whites?” nearly half (46%) said “No.”
      2. Despite laws against it, discrimination against minorities occurs today in all phases of the employment process, from recruitment to interview, job offer, salary, promotion, and firing decisions.
      3. Discrimination in hiring may be unintended (e.g., relying on existing employees to refer new recruits when a position opens up).
      4. Employment discrimination contributes to the higher rates of unemployment and lower incomes of blacks and Hispanics compared with whites.
      5. Workplace discrimination also includes unfair treatment (e.g., one workplace selected Hispanic workers to clean the lunchroom each week without being paid).
   D. Housing Discrimination and Segregation
      1. Before the 1968 Federal Fair Housing Act and the 1974 Equal Credit Opportunity Act, discrimination against minorities in housing and mortgage lending was rampant and blatant.
         a. Banks and mortgage companies commonly engaged in redlining—the practice of denying loans for the purchase of houses in minority neighborhoods on the premise that the financial risk was too great.
         b. Realtors practiced geographic steering, whereby they discourage minorities from moving into certain areas by showing them homes only in minority neighborhoods.
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2. Housing discrimination today is illegal but not uncommon.
3. Home ownership rates among minorities and low-income groups increased substantially in the 1990s, reaching record rates in many central cities, but they still lag behind the overall home ownership rate.
   a. Many of the gains in minority and low-income home ownership rates are due to increases in subprime lending—higher-fee, higher-interest-rate loans offered to borrowers who have poor or nonexistent credit records.
4. Residential segregation of racial and ethnic groups persists.
   a. Almost ¼ of all census tracts within the largest U.S. metropolitan areas are more than 90% white and 12% are more than 90% minority.

E. Educational Discrimination and Segregation
1. Both institutional and individual discrimination in education negatively affect racial and ethnic minorities and help to explain why minorities (with the exception of Asian Americans) tend to achieve lower levels of academic attainment and success.
2. Inequality in school funding disproportionately hurts minority students, much of which results from nearly half of school funding coming from local taxes.
3. Policies that give preference to college applicants whose parents or grandparents are alumni is advantageous to whites.
4. Minorities also experience individual discrimination in schools as a result of continuing prejudice among teachers.
5. Educational materials (e.g. textbooks) distort the history and heritages of people of color.
6. Racial and ethnic minorities are largely isolated from whites in an increasingly segregated school system.
   a. A study found that U.S. schools in the 2000-2001 school year were more segregated than they were in 1970.

F. Hate Crimes
1. Hate crimes: acts of violence motivated by prejudice or bias.
   a. These crimes are also known as bias-motivated crimes and ethnoviolence.
   b. They include intimidation (e.g. threats), destruction/damage of property, physical assault, and murder.
2. Since 1992, the majority of hate crimes have been based on racial bias.
3. In 2009, there were 6,604 hate crime incidents in the U.S.
   a. FBI hate crime data undercounts the actual number of hate crimes, because:
      i. Not all U.S. jurisdictions report hate crimes to the FBI.
      ii. It is difficult to prove that crimes are motivated by hate or prejudice.
      iii. Law enforcement agencies shy away from classifying crimes as hate crimes because it makes their community “look bad.”
      iv. Victims are often reluctant to report hate crimes to the authorities.
4. After the terrorist attacks of September 11, 2001, hate crimes against individuals perceived to be Muslim or Middle Eastern increased significantly.
5. Motivations for hate crimes are of three distinct types: thrill, defensive, and mission.
   a. Thrill hate crime: most common hate crime; committed by offenders who are looking for excitement and attack victims for the “fun of it.”
   b. Defensive hate crimes: offenders view their attacks as necessary to protect their community, workplace, or college campus from outsiders or to protect their racial and cultural purity from being contaminated by interracial marriage and childbearing.
   c. Mission hate crimes: perpetrated by white supremacist group members of other offenders who have committed their lives to bigotry.
6. According to the FBI, one in ten hate crimes occurs at schools or colleges.
a. More common than hate crimes are “bias incidents,” which are events that are not crimes (e.g., name-calling, e-mails, verbal aggression, etc.) but still can have the same negative and divisive effects.

7. Hate Group Members in the Military
a. In December 1995, two members of the 82nd Airborne at Fort Bragg, NC who belonged to a white supremacist skinhead gang shot and killed a black couple in a random, racially motivated double murder that shocked the nation.
   i. These hate crime murders led to congressional hearings and a major investigation of extremism in the military.
   ii. The killers were sentenced to life in prison, and 19 other members of the 82nd Airborne were dishonorably discharged for neo-Nazi gang activities.

b. According to investigations by the Southern Poverty Law Center, the military’s tough stance against hate group affiliations among military personnel has relaxed since the recent war in Iraq and Afghanistan and the pressure to maintain enlistment numbers.

VII. STRATEGIES FOR ACTION: RESPONDING TO PREJUDICE, RACISM, AND DISCRIMINATION

A. The Equal Employment Opportunity Commission
   1. The Equal Employment Opportunity Commission (EEOC), a U.S. federal agency charged with ending employment discrimination in the United States, is responsible for enforcing laws against discrimination, including Title VII of the 1964 Civil Rights Act that prohibits employment discrimination on the basis of race, color, religion, sex or national origin.
      a. The EEOC investigates, mediates, and may file lawsuits against private employers on behalf of alleged victims of discrimination.
   2. The most frequently filed claims with the EEOC are allegations of race discrimination, racial harassment, or retaliation from opposition to racial discrimination.
   3. In 2007, the EEOC launched a national initiative to combat racial discrimination in the workplace
      a. The goals of this initiative are called E-RACE (Eradicating Racism And Colorism from Employment)
      b. The goals are to:
         i. identify factors that contribute to race and color discrimination.
         ii. explore strategies to improve the administrative processing and litigation of race and color discrimination cases.
         iii. increase public awareness of race and color discrimination in employment.

B. Affirmative Action: policies and practices in the workplace and educational institutions to promote equal opportunity for as well as diversity.
   1. Affirmative action is an attempt to compensate for the effects of past discrimination and prevent current discrimination against women and racial and ethnic minorities.
      a. Vietnam veterans and people with disabilities may also qualify under affirmative action policies.
      b. The largest category of affirmative action beneficiaries is women.
   2. Federal Affirmative Action
      a. Affirmative action policies developed in the 1960s from federal legislation that required any employer receiving contracts from the federal government to make “good faith efforts” to increase the pool of qualified minorities and women, such as by expanding recruitment and training programs.
      b. Hiring decisions are to be made on a nondiscriminatory basis.
   3. Affirmative Action in Higher Education
a. The Supreme Court’s 1974 ruling in *University of California Board of Regents v. Bakke* marked the beginning of the decline of affirmative action.
b. In the *Hopwood v. Texas* case, in which Cheryl Hopwood and three other white individuals were denied admission to the University of Texas Law School, the Fifth Circuit Court of Appeals ruled that the University of Texas could no longer use race as a factor in awarding financial aid, admitting students, and hiring or promoting faculty.
c. In 2003, the U.S. Supreme Court again affirmed the right of colleges to consider race in admissions, but rejected a point system used by the University of Michigan.

4. Attitudes toward Affirmative Action
   a. Affirmative action remains a divisive issue among Americans: nearly half of first-year college students agree that “affirmative action in college admissions should be abolished.”
   b. Public opinion on the issue depends on how the survey question is worded and framed.
      i. Survey questions that ask whether respondents favor “affirmative action programs for women and minorities” elicit more favorable responses than questions that ask about affirmative action for minorities only.
      ii. Using terms like “affirmative action,” “equal,” and “opportunity” yields more support, while using “special preferences,” “preferential treatment,” and “quotas” tends to lessen support.

5. Arguments for affirmative action:
   a. A review of over 200 studies of affirmative action found that it produces benefits for women, minorities, and the overall economy.
   b. Employers adopting affirmative action increase the number of women and minorities by an average of 10 to 15 percent.
   c. Since the early 1960s, Affirmative action in education has increased percentage of blacks attending college by a factor of three and percentage of blacks in medical school by a factor of four.
      i. Black doctors more likely to practice medicine in inner cities and rural areas serving poor or minority patients.
      ii. Increasing minorities in educational and professional positions provides positive role models for younger minorities.

6. Arguments against affirmative action:
   a. Opponents argue that affirmative action is reverse discrimination.
   b. Some critics argue that affirmative action undermines the self-esteem of women and minorities; however, in many cases it raises the self-esteem of women and minorities by providing them with opportunities for educational advancement and employment.
   c. Another criticism is that affirmative action fails to help the most impoverished of minorities—those whose deep and persistent poverty impairs their ability to compete not only with whites but with other more advantaged minorities.

C. Educational Strategies
1. One way to improve the educational system is to reduce or eliminate disparities in school funding.
2. Multicultural Education in Schools and Communities
   a. Multicultural education encompasses a broad range of programs and strategies that work to dispel myths, stereotypes, and ignorance about minorities; promote tolerance and appreciation of diversity; and include minorities in the school curriculum.
   b. With multicultural education the school curriculum reflects the diversity of U.S. society and fosters an awareness and appreciation of the contributions of different racial and ethnic groups to U.S. culture.
c. Many colleges and universities offer courses and degree programs in racial and ethnic studies, and multicultural events and student organizations.

3. Whiteness Studies
   a. Courses in Whiteness Studies, which are being offered in many colleges and universities, focus on increasing awareness of white privilege—an awareness that is limited among white students.
   b. Whiteness studies serve to rectify something wrong with the way we study race in America: by traditionally focusing on minority groups, the implicit message that scholarship projects is that nonwhites are “deviant” and that is the reason they are studied.

4. Diversification of College Student Populations
   a. Recruiting and admitting racial and ethnic minorities in institutions of higher education can foster positive relationships among diverse groups and enriches the education of all students—minority and nonminority alike.
   b. Gordon Allport’s “contact hypothesis” suggests that contact between groups is necessary for the reduction of prejudice between group members.

D. Retrospective Justice Initiatives: Apologies and Reparations

1. In 2003, Brown University President Ruth J. Simmons appointed a Steering Committee on Slavery and Justice to investigate and issue a public report on the University’s historical relationship to slavery and the transatlantic slave trade.
   a. The committee’s final report included various recommendations for ways that Brown University should acknowledge and make amends for its past ties to the slave trade.

2. Various governments around the world have issued official apologies for racial and ethnic oppression (e.g., West Germany after the Holocaust).

3. In the United States:
   a. Various forms of reparations were offered to Indian tribes to compensate for land that had been taken by force or deception; however, the U.S. government has never issued an official apology to Native Americans for the atrocities committed against them.
   b. President Gerald Ford and Congress apologized to Japanese Americans for their internment during World War II, and reparations of $20,000 were granted to each surviving internee who was a U.S. citizen or legal resident alien at time of internment.
   c. In 1993, President Bill Clinton apologized to native Hawaiians for overthrowing their nation.
   d. In 1994, the state of Florida offered monetary compensation to the survivors and descendents of the 1923 murders and destruction of a black town.
   e. In 1997, the U.S. government offered monetary reparations to surviving victims of the Tuskegee Syphilis Study, in which Blacks suffering from syphilis were denied medical treatment.

4. The growing movement to redress past large-scale violations of human rights is based on moral principles of taking responsibility for and attempting to rectify past wrongdoings.
   a. Supporters of the reparative justice movement believe that the granting of apologies and reparations to groups that have been mistreated promotes dialogue and healing, increases awareness of present inequalities, and stimulates political action to remedy current injustices.
   b. Some who are opposed to this movement argue that “the quest for historical redress, and for monetary reparations in particular, is just one more symptom of the ‘culture of complaint,’ of the elevation of victimhood and group grievance over self-reliance and common nationality,” while others claim that preoccupation with past injustice is a distraction from the challenge of present injustice.
VIII. UNDERSTANDING RACE, ETHNICITY AND IMMIGRATION

A. Achieving Racial and Ethnic Equality Requires Alterations in the Structure of Society.
   1. Opportunities must be increased.
   2. Wealth gap must be decreased.
   3. Issues of race and ethnic inequality must not obscure the larger issue of social class.

ACTIVITIES AND ASSIGNMENTS

STUDENT PROJECTS

Racial or Ethnic Stereotypes in the Media

Request the students to choose a kind of media, such as TV or movies, and to select a particular race or ethnicity to analyze how this race or ethnicity is portrayed in the media. Instruct the students to watch at least two different programs or movies and describe the traits, positions, and actions of a racial or ethnic character, e.g., if the character is shown as deviant or law abiding, as a leader or follower, in a high or low status job, married or single, and so forth. The students can then share their findings with the class.

Studying Race

The American Sociological Association has released a statement about why it is important to continue doing research about race even though some critics have suggested that drawing attention to race perpetuates racial inequality. Have students read the statement here: www2.asanet.org/media/asa_race_statement.pdf and write a short essay responding to whether or not students support the ASA statement.

Analyzing Textbooks

Instruct students to analyze portrayals of racial and ethnic minorities in textbooks. Each student should analyze at least three textbooks and report their findings. Students can analyze their own college textbooks, their friends’ textbooks, and/or any children’s textbooks they have access to—including those available in the campus or local libraries. Instruct students to pay particular attention to the pictures that have minority group members in them as well as the portrayals of minorities throughout the content of the textbooks (e.g., are any minorities represented as significant contributors to the discipline?). Instruct students to share their findings with the class.

CLASSROOM ACTIVITIES

Does Prejudice toward Racial and/or Ethnic Groups Exist on Our College Campus?

Divide the class into small groups and ask each group to answer the following questions: Does racial and/or ethnic prejudice exist on our college campus? What evidence suggests there is hostility towards or non-acceptance of racial and ethnic diversity on campus? What evidence do students see that suggests that there is appreciation of racial and ethnic diversity on campus? What kinds of organizations, events, or services are provided on your campus and in the local community to support the racial and ethnic diversity? What could be done on campus to promote a nondiscriminatory, nonhostile environment for all
racial and ethnic groups? Then have the groups share their answers and reasoning regarding each of the questions in a class discussion.

**Immigration Debate**

Request each student to search for information about a recent legislative bill related to illegal immigration that has been proposed or passed in the U.S. Congress and to take a stance for or against the legislation. (Appropriate legislation at the time of this writing is the Secure Fence Act of 2006 or the Comprehensive Immigration Reform Act of 2007.) Then divide the class into groups based on the particular legislation they have researched and their pro or con stance. Instruct the groups to develop logical arguments with supporting evidence for their stance. Then have the groups debate the pros and cons of the legislation in class.

**Stereotypes of Racial and Ethnic Groups**

**PART ONE:** Write five incomplete sentences on the board in the following format:

1. Mexicans are ____________.
2. Italians are ____________.
3. Koreans are ____________.
4. Blacks are ____________.
5. Cubans are ____________.

The minority groups above are only a sample: you may choose any five racial and ethnic groups for this exercise. (Note: the sentence “Whites are ____________” may also be used.)

**PART TWO:** Instruct students to take out a piece of paper and number it one to five. Tell students not to write their name on the paper. Then ask students to fill in the blanks in the sentences written on the board. Students may fill in the blank with a single word or phrase. Tell students to simply write whatever comes to mind. Collect the papers and read the responses to the class. Follow up with class discussion regarding stereotypes in their responses.

**White Privilege**

Using Peggy McIntosh’s “White Privilege: Unpacking the Invisible Knapsack,” have students work in small groups to generate three lists: 2 items they would eliminate because they are no longer relevant, 2 items they would definitely want to keep, and 2 items to add to the list. Write these on the board in three columns and discuss the rationale behind the decisions.

**Affirmative Action**

Request the students to get into small groups to discuss the advantages and disadvantages of Affirmative Action. After each group has made a list of both advantages and disadvantages, assign half the groups the position of supporting Affirmative Action and half the groups the position of opposing Affirmative Action. Facilitate a class debate based on students’ assigned positions.

**INTERNET ASSIGNMENTS**

**Racial/Ethnic Hate Crime Statistics**
Race, Ethnicity, and Immigration

Request the students to go to the website for the FBI Uniform Crime Reports (http://www.fbi.gov/ucr/ucr.htm) and click on or search for “Hate Crime Statistics.” Instruct the students to review hate crime statistics for the most recent year for which data is available and to report the percentage of hate crimes that were racially motivated, what racial groups were most likely to be targeted, what ethnic groups were most likely to be targeted, the kinds of racially motivated hate crimes, how hate crimes in their state compares to that in other states, and how hate crimes in their city or a city near them compares to that in the state in general.

Hate Groups

Instruct students to go to the following website of the Southern Poverty Law Center: www.splcenter.org/intel/map/hate.jsp

Request the students to click on their home state. Instruct them to identify the hate groups in or near their home town and, for each hate group they identify, have them click on the link with that groups name on the website. This will give them a brief description of the history and beliefs of the group and the numbers and geographic distribution of these groups in the U.S. Have the students report their findings to the class.

Multicultural Education

Request the students to use an internet search engine to find one or more web sites that support multicultural education and one or more web sites that oppose it. Instruct the students to describe the arguments for and against multicultural education presented on these sites and evaluate the arguments.

Racism as a Disease

Racism is often defined as an all or nothing status. You either are or you are not a racist. And if you are a racist, then you are a bad person. Jay Smooth, a popular video blogger, illustrates this point succinctly in his TEDx video here: http://colorlines.com/archives/2011/11/jay_smooths_ted_talk_on_how_he_learned_to_stop_worrying_and_love_discussing_race.html.

Have students watch this video (or watch it as a class) and discuss their reaction to it. Do they agree with Jay Smooth?

Bi-Racial

The number of multiracial Americans is up 33% since 2000. What does this mean to a country that is used to describing its citizens in single race terms? What kinds of challenges do multi-racial individuals face in the U.S.? What does race mean when we have a society that includes so many multi-racial people? How has being multi-racial changed over time? Have students watch the clip at http://college.cengage.com/sociology/shared/videos/template157.html and respond to the questions above.

VIDEO SUGGESTIONS

A Class Divided
Documentary of the famous blue eyed/brown eyed experiment, where an elementary school teacher first told students that individuals with blue eyes were smarter than those with brown. The students quickly internalized their labels, performed in accordance with the teacher’s expectations, and treated each other unequally. The next day, the teacher reversed the student roles, and the same behavior patterns emerged. The experiment demonstrates unequal treatment between groups of students and the self-fulfilling prophecy.

Discussion Questions:
1. How did the children behave when they were labeled superior and inferior?
2. How does this experiment relate to the self-fulfilling prophecy?
3. The purpose of the experiment was to demonstrate race inequality in schools. What did the students learn about race inequality?

**Hate.Com: Extremists on the Internet**

Documentary that examines racist, anti-Semitic, and heterosexist hate websites and their consequences. Also interviews individuals who promote these websites, including adults and children.

1. How do you feel about the perspectives portrayed in the video? What are your reactions?
2. What are some of the consequences of hate websites?
3. Do you think the websites shown in the video should be censored? Why or why not?
4. What impact do you think these websites have on race relations in the U.S.?

**Hotel Rwanda**

Dramatization based on a true story of a man who housed Tutsi refugees during their struggle against the Hutu militia in Rwanda.

1. Which pattern of interaction between racial/ethnic groups is represented in this movie?
2. How did the two groups (the Tutsis and the Hutus) view each other? How do these group perceptions relate to the social construction of race/ethnicity?

**Separate but Equal**

A dramatization of the events that led up to the famous *Brown v. Board of Education* case, showing the hardships experienced by African Americans during segregation, particularly in their efforts to obtain an education.

Discussion Questions:
1. What were schools like for white students and African American students during legal segregation?
2. What kind of evidence was used to show that separate is not equal?
3. What kinds of efforts could be put in place today to reduce school segregation?

**Race: The Power of an Illusion**

This three part series from PBS is an outstanding social history of race in the United States. It traces the development of the concept from the earliest writings on the topic up to modern conceptions.

Discussion Questions:
1. Do you agree with the statement by Melvin Oliver that things would have been better if people in the U.S. had just been upfront about the fact that they were enslaving Africans because they could and they needed the labor rather than creating an elaborate scientific and cultural justification?

2. How has the official treatment of Black Americans and Native American Indians been different?

3. What was the most surprising thing to you about the genetic basis of race?

RELATED SOCIAL MOVEMENTS
The NAACP (www.naacp.org) and The Southern Christian Leadership Conference (http://www.sclcnational.org/), are organizations that work for racial equality in the U.S. They continue to work on behalf of racial and ethnic minorities in post-civil rights era because we have not reached true equality among the races. The sentencing project (http://www.sentencingproject.org/template/index.cfm) addresses one of the more modern issues with race, the disparity in prison and jail sentences across the country.

SOLVING SOCIAL PROBLEMS
The NAACP and ACLU are two national organizations that often have local or even campus chapters that you could get involved with. Paul Kivel’s book entitled, Uprooting Racism: How White People Can Work for Racial Justice, has a number of suggestions for things people can do. One of the biggest barriers to racial equality is that people often do not want to talk about race because they do not know how. You can organize a panel discussion of faculty members and other people on campus to talk about how to talk about race.