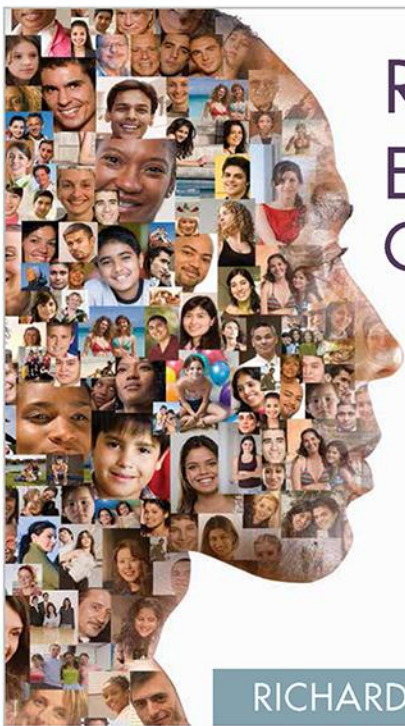


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RACIAL AND ETHNIC GROUPS

FIFTEENTH EDITION

RICHARD T. SCHAEFER

 Pearson

Racial and Ethnic Groups

FIFTEENTH EDITION

Richard T. Schaefer

DePaul University



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Program Manager: Erin Bosco
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*To my grandchildren, Matilda and Reuben,
may they grow to flourish
in our multicultural society*

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Preface

The first two decades of the twenty-first century have witnessed significant social changes. The Latino population in the United States is now larger than the African American population, with the Asian Pacific American population growing faster than either. Meanwhile, White non-Hispanic youth have become a numerical minority when compared to other racial and ethnic groups. Alongside these demographic changes, a series of events have underscored the diversity of the American people.

People cheered on May 1, 2011, upon hearing that Osama bin Laden had been found and killed. However, many American Indian people were troubled to learn that the military had assigned the code name “Geronimo” to the infamous terrorist. The Chiricahua Apache of New Mexico were particularly disturbed to learn that their freedom fighter’s name was used in this manner.

Barack Obama, the son of an immigrant, became the first African American president, but Mr. Obama also recognizes other aspects of his ethnicity. On an official state visit to Ireland while president, he made a side trip to the village of Moneygall in County Offaly. His great-great-grandfather Falmouth Kearney, a shoemaker’s son, came to the United States from County Offaly in 1850.

Race and ethnicity are an important part of the national landscape and the national agenda. Forty years ago, when writing the first edition of this book, I noted that race is not a static phenomenon. Although race is always a part of the social reality, specific aspects of race and ethnicity change. In the first edition, I noted the presence of a new immigrant group, the Vietnamese, and described the early efforts to define affirmative action. Today, in an increasingly diverse society, we seek to describe the growing presence of Salvadorans, Haitians, Nigerians, Tongans, Somalis, Hmong, and Arab Americans in the United States.

Specific issues may change over time, but they continue to play out against a backdrop of discrimination that is rooted in the social structure and changing composition of the population as influenced by immigration and reproduction patterns. In addition, the breakup of the Soviet Union and changes in Middle Eastern governments have made ethnic, language, and religious divisions even more significant sources of antagonism between and within nations. The old ideological debates about communism and capitalism have been replaced by emotional divisions over religious dogma and cultural traditions.

New to the Fifteenth Edition

The fifteenth edition of *Racial and Ethnic Groups* continues to take full advantage of the most recent data releases from the U.S. Census Bureau through the annual American Community Survey (ACS). The ACS allows each new edition of the text to include updated information (without the ACS, data would be updated only once a decade, based on the results of the ten-year census). Thanks to the ACS, readers will find updated and revised tables, figures, maps, and Internet sources throughout the fifteenth edition. As one example of the thorough updating, we note that over 25 percent of the 1,560 references are new to this edition.

Learning Objectives appear at the beginning of each chapter; these objectives correspond with the numbered **Summary of Learning Objectives** at the end of each chapter. Each Learning Objective corresponds to a major heading in the text, providing students with a built-in road map and study plan for each chapter.

Relevant scholarly findings in a variety of disciplines, including economics, anthropology, social psychology, and communication sciences, are incorporated throughout the book. A **Speaking Out** feature appears in every chapter. These selections provide firsthand commentaries on race and ethnicity in America, helping us appreciate racial and ethnic groups’ responses to prejudice and other challenges. The Speaking Out features include excerpts written or spoken by highly regarded members of racial and ethnic groups, including W. E. B. DuBois, Mary Pattillo, Tomás R. Jiménez, and Nelson Mandela.

New **Key Terms** in the fifteenth edition include *blood quantum*, *casual Islamophobia*, *colorism*, *daughter effect*, *eugenics*, *intersectionality*, *microaggressions*, *sanctuary cities*, and *sharing economy*. Instructors who have taught from earlier editions of this book will see an increased effort to reintroduce key terms throughout the book in an effort to make them a part of the reader’s working vocabulary.

Along with the Speaking Out feature, the **Research Focus** and **Global View** boxes offer new insights into the ever-changing nature of race and ethnicity. Twelve of these features are new to the fifteenth edition.

The fifteenth edition adds a new feature, **Relations Across Boundaries**, which describe the interactions between racial, ethnic, and religious groups. This new feature helps readers understand that social relationships in the United States are not necessarily defined and dominated by

White Americans. The Relations Across Boundaries feature is intended to create a dialogue between the student reader and the material in this book.

The **Spectrum of Intergroup Relations** appears in sixteen of the chapters. The Spectrum at the end of the final chapter serves as a summary of the observations made throughout the textbook.

The fifteenth edition includes entirely new sections on contemporary issues related to refugees, the sharing economy and discrimination, ongoing discussions of policy changes for the “DREAMers,” and environmental justice and the water system of Flint, Michigan.

Chapter-by-Chapter Changes

As with all previous editions, every line, every source, and every number has been checked for its currency. The goal of *Racial and Ethnic Groups* has always been to provide the most current information possible to document patterns in intergroup relations both in the United States and abroad. The following list details the major changes in each chapter.

Chapter 1, Exploring Race and Ethnicity

- New opening examples
- Latest American Community Survey 2014–2015 data update all statistics in the chapter
- Expulsion example of Muslim and Nepali-speaking Bhutanese; also noted in their resettling in Manchester, New Hampshire, in chapter opening example
- 2014 report on trends in school segregation
- Resistance example added of #BlackLivesMatter movement
- Intersectionality coverage moved forward from Chapter 15 and expanded to include language spoken and critiques of this approach to social inequality
- Key Terms added: *colorism*, *eugenics*, *Eurocentrism*, *intersectionality*

Chapter 2, Prejudice

- New figure on the rise of hate groups
- Latest census data update all income and wealth statistics
- White privilege illustrated by recent study of bus drivers granting or not granting free bus rides
- Latest reports on racial profiling in traffic stops and New York City ending surveillance program in Muslim neighborhoods

- Recent data on minority representation on television and in motion pictures
- New Speaking Out feature: “What Can I Do at Work?” by Southern Poverty Law Center
- Updated figure on foreign-born workers
- Key Term added: *microaggressions*

Chapter 3, Discrimination

- New material on restricting voting rights through banning ex-felons and requiring photo ID
- Latest data on income and wealth by race, ethnicity, and gender
- Research Focus feature: The Sharing Economy—Another Way to Discriminate
- The water supply in Flint, Michigan, as an example of the need for environmental justice
- 2016 *Fisher v. University of Texas at Austin* Supreme Court decision
- Impact of the Great Recession on Black home ownership
- Key Term added: *sharing economy*

Chapter 4, Immigration

- New opener describing immigration in three towns
- Two figures and map on immigration updated through 2015
- New Speaking Out feature: “My Parents Were Deported,” by Diane Guerrero
- Proposed “DREAMers” policy outlined
- Updated table on immigration benefits and concerns
- New cartoon on immigration reform
- Expanded section on refugees
- Table on refugees updated to 2015 and contrasted with 2005
- Specific suggestions on how one can help refugees
- Key Term added: *sanctuary city*

Chapter 5, Ethnicity, Whiteness, and Religion

- Chapter title rephrased to reflect emphasis on concept of Whiteness
- Initial section “Unpacking Ethnicity” reorganized
- New table on religious groups and political party affiliations
- Impact of recent immigration on Roman Catholicism and Protestantism in the United States
- New section on company exemptions within discussion of the courts and religion

Chapter 6, Native Americans: The First Americans

- Opener includes controversy over Navajo president election
- Table of major tribal languages updated
- New cartoon on indigenous people welcoming Europeans
- Table on largest American Indian groupings
- Snapshot table of major social indicators updated
- Role of blood quantum in American Indian identity
- New Speaking Out feature: “Kinship in Modern Times,” by Vi Waln
- New Research Focus feature: Economic Impact of Casino Gambling
- New cartoon on casino gambling
- New Relations Across Boundaries feature: Hopi and Navajo Peoples
- Continuing environmental controversy of the Dakota Access Pipeline
- Key Term added: *blood quantum*

Chapter 7, African Americans

- LaCrosse, Wisconsin, as a sundown town in chapter opener
- Virginia city confronts on Martin Luther King, Jr. Day observance of General Lee’s and General Jackson’s birthdays
- Updating to 2015 of U.S. map of proportion of African Americans and figure on religious composition
- Similarity between Black Power and #BlackLivesMatter movements
- New Relations Across Boundaries feature: African Americans and American Indians
- New Speaking Out feature: “Olympic Athletes Who Took a Stand,” by David Davis

Chapter 8, African Americans Today

- New Speaking Out feature: “Black Picket Fences,” by Mary Pattillo
- Research Focus: “Acting White” within new section “The School Environment”
- New figure comparing Black and White educational levels
- “Criminal Justice” section now includes references to “incarceration nation” and #BlackLivesMatter

- Study documenting drops in 911 calls following violent police–Black suspect encounters
- Updated data in figures on family composition and voter turnout
- Updated figure of Black–White voter turnout comparison over time
- Efforts to weaken the Voting Rights Act
- Key Term *color-blind racism* revisited to describe voting restrictions

Chapter 9, Latinos: Growth and Diversity

- Table on most common surnames in the United States
- Issue of Afro-Latinos and colorism
- “Education” section now includes historical perspective, school segregation, and tracking
- Updated figure comparing Hispanics versus White non-Hispanics going to college
- Updated map on Latino population by state
- Mobilization of Latinos over immigration issues 2006–2007 and 2016–2017
- New cartoon on U.S.–Cuba relations
- Religious affiliations of Hispanics versus total population
- New Speaking Out feature: “Reconciling Two Identities,” by Rosie Molinary
- Key Terms revisited: *colorism* and *de jure segregation*

Chapter 10, Mexican Americans and Puerto Ricans

- Reorganized to improve flow from historical to contemporary material
- Lynching of Mexican Americans, 1848–1920
- Elaboration of ethnic paradox in healthcare
- Economic collapse in contemporary Puerto Rico
- Table statistically comparing United States and Puerto Rico
- New Research Focus feature on Mexican hometown associations
- New Relations Across Boundaries feature: Immigrant Mexicans and U.S.-Born Mexican Americans
- New cartoon on congressional indifference toward Puerto Rico’s economic problems
- Key Terms revisited: *colorism* and *ethnic paradox*

Chapter 11, Muslim and Arab Americans: Diverse Minorities

- Chapter opener describing Muslims in Bellevue, Washington
- Section distinguishing the terms *Middle Eastern*, *Muslim*, and *Arab*
- World map updated to show Middle East countries
- U.S. map updated to show most recent data on Arab American population
- 2016 Muslim political party preferences
- 2016–2017 proposals on Muslim immigration
- Figure on Arab American household income data
- New Relations Across Boundaries feature on Muslim, Arab, and Jewish Americans
- New Speaking Out feature: “May America Be True to Her Dream,” by Nihad Awad
- Muslim Americans adjusting to college in the United States
- Key Term added: *casual Islamophobia*; revisited: *ethnocentrism*, *nativism*, and *xenophobia*

Chapter 12, Asian Pacific Americans: An Array of Nationalities

- Chapter reworked to clarify differences among Asian Pacific Americans (APAs)
- Significance of H-1B visas for APAs
- Table listing Asian Pacific American groups
- Updated figure and maps on Asian Pacific Americans
- Given increased hostility, United States being reconsidered as a favorable destination by people in India
- New Relations Across Boundaries feature: Black and Korean Americans
- Review of studies on arranged versus love-based marriages
- Updated figure on APAs in Hawai‘i
- Key Terms revisited: *affirmative action*, *brain drain*, *color-blind racism*, *marginality*

Chapter 13, Chinese Americans and Japanese Americans

- Research on the accuracy of the Tiger Mother model among Asian Americans
- Role of color-blind racism in acceptance of model-minority myth
- New Speaking Out feature: “Statement on Liang Decision,” by Japanese American Citizens League

- Emergence of Chinese outside of old Chinatowns
- Closer look at the “No, No” internees
- Four factors explaining persistence of anti-Asian American prejudice
- Speaking Out: “Anti-Bullying,” by Mike Honda
- Key Terms revisited: *familism*, *microaggression*, *principle of third-generation interest*, *xenophobia*

Chapter 14, Jewish Americans: The Quest to Maintain Identity

- Efforts by temples to recruit Jews
- National and world maps of Jewish population updated to 2017
- Figure on anti-Semitic incidents updated with 2016 report
- Section titled “Case Study: Daily Life of the Orthodox”
- New Speaking Out feature: “The Neighborhood as a Moral Obstacle Course,” by Iddo Tavory
- Key Term revisited: *familism*

Chapter 15, Women: The Oppressed Majority

- Data on women CEOs and high earners in S&P 500 in chapter opener
- All tables and figures updated
- Research Focus: Men Doing Women’s Work
- Issue of race in the feminist movement and the 2017 Women’s March
- Updated figure on women’s labor-force participation in selected countries
- Updated figure on ratio of women’s to men’s earnings in selected occupations
- Updated figure on income by sex, holding education constant
- Update figure on Labor Department data on allocation of housework between men and women
- Key Terms reintroduced: *blaming the victim*, *glass escalator*, *intersectionality*
- Key Term added: *daughter effect*

Chapter 16, Beyond the United States: The Comparative Perspective

- Updated table comparing four nations
- Canadian First Nations protest of pipelines
- Unlikelihood of the two-state solution for Israel and Palestine

- Trevor Noah and apartheid
- Key Term revisited: *colorism*

Chapter 17: Overcoming Exclusion

- Updated figures: Actual and Projected Growth of the Elderly Population and Changes in Minority School Population through 2022
- AARP position on 2017 healthcare reform proposals
- Revision of list of famous people with disabilities
- Updated look at LGBT people in television
- Results of 2013 national survey on gays and lesbians
- Issues facing transgender people
- Key Term revisited: *microaggression*

Complete Coverage in Four Parts

Any constructive discussion of racial and ethnic minorities must do more than merely describe events. Part I, “Perspectives on Racial and Ethnic Groups,” includes the relevant theories and operational definitions that ground the study of race and ethnic relations in the social sciences. Specifically, the text presents the functionalist, conflict, and labeling theories of sociology in relation to the study of race and ethnicity. It examines the relationship between subordinate groups and the study of stratification. The text also introduces reference group theory from psychology. The extensive treatment of prejudice and discrimination covers anti-White prejudice as well as the more familiar topic of bigotry aimed at subordinate groups. Discrimination is analyzed from an economic perspective, including the latest efforts to document discrimination in environmental issues (such as the location of toxic waste facilities) and the move to dismantle affirmative action. Part I also discusses the important topics of intersectionality and the matrix of domination.

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

All students need to be familiar with the past to understand present forms of discrimination and subordination. Part III, “Major Racial and Ethnic Minority Groups in the United States,” explains both the history and the contemporary status of Native Americans, African Americans, Latinos, Arab and Muslim Americans, Asian Pacific Americans, and Jews in the United States. Social

institutions such as education, economy, family, housing, the criminal justice system, healthcare, and politics are discussed with respect to each of the subordinate groups. Institutional discrimination, rather than individual action, is often the source of conflict between the subordinate and dominant elements in the United States.

Part IV, “Other Patterns of Dominance,” includes topics related to American racial and ethnic relations. The text recognizes, as Gunnar Myrdal and Helen Mayer Hacker have recognized, that social and institutional relationships between women and men resemble those between Blacks and Whites. Therefore, this book considers women as a subordinate group. Key topics of debate when the first edition of *Racial and Ethnic Groups* was published almost 30 years ago, including equal rights for women and abortion, show no sign of resolution.

Perhaps we can best comprehend intergroup conflict in the United States by comparing it with the ethnic hostilities in other nations. The similarities and differences between the United States and other societies are striking. In Part IV, the text examines the tensions in Mexico, Brazil, Israel, Palestine, and South Africa to document further the diversity of intergroup conflict.

The final chapter highlights other excluded groups: the aged, people with disabilities, gay men, lesbians, bisexual people, and transgender people. This chapter also includes a concluding section that ties together the forces of dominance and subordination and the persistence of inequality that are the subject of this book.

Features to Aid Students

Several features are included in the text to facilitate student learning. **Learning Objectives** at the start of each chapter provide a road map for previewing and mastering chapter content, and an introductory section alerts students to important issues and topics to be addressed in the chapter. Periodically throughout the book, the **Spectrum of Intergroup Relations**, first presented in Chapter 1, is repeated to reinforce major concepts while addressing the unique social circumstances of individual racial and ethnic groups.

Each chapter ends with a **Conclusion** and a **Summary of Learning Objectives**. **Key Terms** are highlighted in boldface when they are introduced and are listed again at the end of each chapter. This edition also includes Review Questions and Critical Thinking Questions at the end of each chapter. The **Review Questions** test students on their understanding of the chapter’s major points; the **Critical Thinking Questions** encourage students to think more deeply about some of the major issues raised in the chapter. An extensive illustration program, which includes maps and political cartoons, expands the text discussion and provokes thought. An end-of-book **Glossary** provides definitions of Key Terms.

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Ancillary Materials

This book is accompanied by an extensive learning package to enhance the experience of instructors and students.

INSTRUCTOR'S MANUAL AND TEST BANK Each chapter in the Instructor's Manual offers a variety of resources: Chapter Summary, Chapter Outline, Learning Objectives, Critical Thinking Questions, Activities for Classroom Participation, Key Terms, Suggested Readings, and Suggested Films. Designed to make your lectures more effective and to save preparation time, this extensive resource gathers useful activities and strategies for teaching your course.

Also included in this manual is a test bank offering multiple-choice, true/false, fill-in-the-blank, and/or essay questions for each chapter. The Instructor's Manual and Test Bank are available to adopters at www.pearsonhighered.com/irc.

MYTEST This computerized software allows instructors to create their own exams, to edit any or all of the existing test questions, and to add new questions. Other special features of MyTest include random generation of test questions, creation of alternate versions of the same test, scrambling question sequence, and test preview before printing.

For easy access, this software is available at www.pearsonhighered.com/irc.

POWERPOINT PRESENTATIONS The PowerPoint presentations are informed by instructional and design theory. You have the option in every chapter of choosing from Lecture and Illustration (figures, maps, and images) PowerPoints. The Lecture PowerPoint slides follow the chapter outline and feature images from the textbook integrated with the text. They are available to adopters via www.pearsonhighered.com.

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Richard T. Schaefer
schaefertr@aol.com

About the Author

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

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

Dr. Schaefer went on to become a professor of sociology. He has taught sociology and courses on multi-

culturalism for 30 years. He has been invited to give special presentations on racial and ethnic diversity to students and faculty in Illinois, Indiana, Missouri, North Carolina, Ohio, and Texas.

Dr. Schaefer is the author of *Racial and Ethnic Diversity in the USA* (Pearson, 2014) and *Race and Ethnicity in the United States*, ninth edition (Pearson, 2019). He is the general editor of the three-volume *Encyclopedia of Race, Ethnicity, and Society* (2008). He is also the author of the thirteenth edition of *Sociology: A Brief Introduction* (2019), the fourth edition of *Sociology: A Modular Approach* (2015), and the seventh edition of *Sociology Matters* (2018). He coauthored with William Zellner the ninth edition of *Extraordinary Groups* (2015). Schaefer's books have been translated into Chinese, Japanese, Portuguese, and Spanish, as well as adapted for use in Canadian colleges. His articles and book reviews have appeared in many journals, including *American Journal of Sociology*, *Phylon: A Review of Race and Culture*, *Contemporary Sociology*, *Sociology and Social Research*, *Sociological Quarterly*, and *Teaching Sociology*. He served as president of the Midwest Sociological Society from 1994 to 1995. In recognition of his achievements in undergraduate teaching, he was named Vincent de Paul Professor of Sociology in 2004.

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Chapter 1

Exploring Race and Ethnicity



Nature Collection/Alamy Stock Photo



Learning Objectives

- 1.1 Explain how people are placed in groups.
- 1.2 Explain the social construction of race.
- 1.3 Describe how sociology helps us understand race and ethnicity.
- 1.4 Explain how subordinate groups are created.
- 1.5 Summarize the consequences of subordinate-group status.
- 1.6 Describe how resistance and change occur in racial and ethnic relations.
- 1.7 Define and describe intersectionality.

“Please pass the momos.” That’s not something you hear very often, unless you’re in Bhutan, a small Asian country tucked in the Himalayas—or in Manchester, New Hampshire. In that New England state capital, one finds a growing population of Bhutanese who love their momos—steamed dumplings filled with pork or chicken, which substitutes for the yak or water buffalo meat used back in Bhutan. This refugee group and their children in Manchester are followers of Hinduism and speakers of Nepali. They were forced out of Bhutan in the 1990s by the Buddhist-controlled monarchy.

It was not a quick journey. Most of the over 100,000 Bhutanese refugees spent 20 years in refugee camps before being relocated, with the majority coming to the United States in 2008, just in time for the Great Recession. Initial adjustment in Manchester was challenging, and the reception by locals was not always warm. Within just three years, the 2,000 new arrivals had higher employment rates, higher high-school graduation rates, and lower welfare rates than long-term residents in this city of 110,000. On a rundown street, the Himalayan General Store sells cracked corn, mango pickles, flattened rice, and bags of shiny black kalonji seeds. These Bhutanese Americans will never be the same, and neither will Manchester.

St. Paul, the capital of Minnesota, would seem an unlikely place for racial strife—after all, isn't Minnesota supposed to be the home of liberals and easygoing, friendly people? Yet, in 2016, Philando Castile, a 32-year-old African American school nutritionist, was shot dead in his car by a police officer named Jeronimo Yanez, a 28-year-old Mexican American. Castile's death came after he told the officer he was licensed to carry a weapon and was carrying one in his pants pocket. Castile's girlfriend, who was a passenger in the car, along with their four-year-old daughter, recorded much of the incident. Eventually the officer was charged with manslaughter, but not before many protest marches, some of which came close to the governor's mansion. During the period of protests, many were surprised to learn that neighborhood and school segregation in St. Paul have escalated over the past 20 years. Rates of Black incarceration were among the highest in the nation. The number of African Americans living in high-poverty areas in St. Paul increased by 50 percent from 2000 to 2012.

Trying to make sense of the divide and calm frantic people, African American artist Jeremiah Ellison stepped in. The night after the shooting, he mobilized community residents to create murals on the side of an abandoned warehouse to honor the slain Castile. Deciding to become even more involved in finding solutions, he decided to run for city council in 2017. He grew up in a politically aware household—his father is U.S. Congressman Keith Ellison, the first Muslim to be elected to the House of Representatives.

Hamdi Ulukaya is a Turkish immigrant of Kurdish descent. He arrived in the United States in 1994 and started to make and sell feta cheese based on a family recipe. In 2005, using a Small Business Administration loan, he took over a shuttered yogurt plant in upstate New York and transformed and expanded it into the company now known as Chobani. The company employs 2,000 people and has annual sales of \$1.5 billion. It is estimated that Ulukaya, the CEO, is worth close to \$2 billion.

At a time when many people in the United States were growing suspicious of Muslims—especially Muslim immigrants—Ulukaya decided that he and his company would facilitate immigrant resettlement. His company actively recruits refugees and offers them English-language classes, along with translators in 11 languages. Despite strong criticism from anti-immigrant activists, Ulukaya has held to his position, pointing to the success of the immigrants working for him. Ulukaya joined Bill Gates and other wealthy people in 2015 by signing the Giving Pledge, which commits them to giving away at least half their money to philanthropic causes (Gelles 2016; Halpern and McKibben 2014; Rhee 2016).

Households upended, suspicion of newcomers, starting over in a new land, violence, community action, hard work, and economic success for immigrants are all aspects of race and ethnicity in the United States today.

Hamdi Ulukaya has made a name for himself both as a successful businessman (he is the founder and CEO of Chobani yogurt) and for being an outspoken supporter of immigrants and refugees.



Diane Bondareff/Invision/AP Images

One aspect of the struggle for equality is the continuing effort to identify strategies and services to assist minorities in their struggle to overcome prejudice and discrimination. Among the beneficiaries of programs aimed at racial and ethnic minorities are White Americans, many of whom are far from affluent and have also experienced challenges in their lives.

The election and reelection of the nation's first African American president, Barack Obama (who incidentally carried three states of the former Confederacy), presents the temptation to declare that racial inequality is a thing of the past or that racism in the United States is limited to a few troublemakers. Progress has been made, and expressions of explicit racism are rarely tolerated, yet challenges remain for immigrants of any color and for racial, ethnic, and religious minorities (Massey 2011).

The United States is a diverse nation and is becoming even more so, as Table 1.1 shows. In 2015, approximately 41 percent (more than one-third) of the U.S. population were racial minorities or Hispanic.