The continuing and growing diversity in the United States emerges every day. People cheered on May 1, 2011, upon hearing that Osama bin Laden had been found and killed. However, the always-patriotic 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 the name of their freedom fighter was used in this manner.

Barack Obama may be the son of an immigrant and the first African American president, but that is not the end of his ethnicity. On an official state visit to Ireland, the president made a side trip to the village of Moneygall in County Offaly, from where his great-great-grandfather Falmouth Kearney, a shoemaker’s son, came to the United States in 1850.

Race and ethnicity are an important part of the national agenda. The contents of this agenda are constantly changing. Just one generation ago, the presence of a new immigrant group, the Vietnamese, was duly noted, and the efforts to define affirmative action were described. Today, we seek to describe the growing presence of El Salvadorans, Haitians, Tongans, and Arab Americans, all overseen by an African American president in the White House. The two-race White–Black paradigm that seemed to inform “race relations” in the twentieth century has now given way to a much more complex pattern and a rise to a growing proportion of biracial and multiracial individuals who actively embrace their heritages.

Specific issues may change over time, but they continue to play out against a backdrop of discrimination that is rooted in the social structure and changing population composition as influenced by immigration and reproduction patterns. One unanticipated change is that the breakup of the Soviet Union and erosion of power of totalitarian leaders in the Middle East have made ethnic, language, and religious divisions even more significant sources of antagonism between and within nations. Emotional divisions over religious dogma and cultural traditions have largely replaced the old ideological debates about communism and capitalism. These “foreign” issues impact migration patterns to and from the United States and become a focus of nationality groups in the United States following events in their home country.

Comprehensive Coverage

The objective of this book is to provide in just nine chapters broad coverage of race and ethnicity in the United States. Sufficient historical context is offered to place contemporary events in focus. Any constructive discussion of racial and ethnic minorities must do more than merely describe events. We begin by including the relevant theories and operational definitions that ground the study of race and ethnic relations in the social sciences. We specifically present the functionalist, conflict, and labeling theories of
sociology in relation to the study of race and ethnicity. We show the relationship between subordinate groups and the study of stratification.

The extensive treatment of prejudice and discrimination covers anti-White prejudice as well as the more familiar topic of bigotry aimed at subordinate groups. Discrimination is analyzed from an economic perspective, including the latest efforts to document discrimination in environmental issues such as location of toxic waste facilities and the move to dismantle affirmative action. Immigration and the long history of White ethnic groups are advanced as ways to understand contemporary race and ethnicity. We consider how religion provides another layer of identity for a variety of groups in the United States.

Four separate chapters focus on the largest racial and ethnic groupings—American Indians, African Americans, Latinos, and Asian Americans. The continuing theme of diversity is reaffirmed in the concluding chapter that looks at the argument that we now live in a post-racialism era despite persistent prejudice and discrimination. Does success of some minority groups as some sort of “model minority” mean equality has been achieved? Why do people of different racial and ethnic backgrounds seem to talk past one another? By covering such topics in this book’s closing sections, we are better equipped to understand the unpredictable future of diversity in a nation of more than three hundred million people.

Features to Aid Students

Several features are included in the textbook to facilitate student learning:

- A series of chapter opening questions appears at the beginning of each chapter to alert students to important issues and topics to be addressed.
- Key Terms are highlighted in bold when they are first introduced in the book.
- Research Focus and Speaking Out boxes help broaden understanding of text material.
- Inserts throughout the book point to students to further material found on MySocLab.
- To help students review, each chapter ends with a Conclusion and a numbered Summary list. The Key Terms are listed with page numbers at the end of each 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. The Spectrum of Intergroup Relations in Chapter Nine offers a comprehensive review of the entire book.
- Review Questions and Critical Thinking Questions at the end of each chapter are intended to remind the reader of major points and encourage students to think more deeply about some of the major issues raised in the chapter.
- An end-of-book Glossary includes full definitions of Key Terms highlighted throughout the text and is referenced to text page numbers to help students locate the term in the book from the glossary and the end of the chapter.

Ancillary Materials

This book is accompanied by an extensive learning package to enhance the experience of both instructors and students.
Supplementary Material for Instructors

Instructor’s Manual and Test Bank  Each chapter in the Instructor’s Manual offers a variety of the following resources: Chapter Summary, Chapter Outline, Learning Objectives, Critical Thinking Questions, Activities for Classroom Participation, 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 and short answer questions for each chapter. The Instructor’s Manual and Test Bank is available to adopters for download at www.pearsonhighered.com/irc.

MyTest  This computerized software allows instructors to create their own personalized exams, to edit any or all of the existing test questions, and to add new questions. Other special features of this program 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 within the instructor section of the MySocLab for Racial and Ethnic Diversity in the USA or at www.pearsonhighered.com/irc.

PowerPoint Presentation  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 the MySocLab website for the text or at www.pearsonhighered.com.

Supplementary Material for Instructors and Students

MySocLab™

MySocLab is a state-of-the-art interactive and instructive solution designed to be used as a supplement to a traditional lecture course or to completely administer an online course. MySocLab provides access to a wealth of resources all geared to meet the individual teaching and learning needs of every instructor and every student. Highlights of MySocLab include the following:

- MySocLab for Racial and Ethnic Diversity in the USA provides all the tools you need to engage every student before, during, and after class. An assignment calendar and gradebook allow you to assign specific activities with due dates and to measure your students’ progress throughout the semester.

- The Pearson e-text lets students access their textbook anytime, anywhere, and any way they want, including listening online. The e-Text for Racial and Ethnic Diversity in the USA features integrated videos, Social Explorer activities, additional readings, and interactive self-quizzes.

- A Personalized Study Plan for each student, based on Bloom’s Taxonomy, arranges activities from those that require less complex thinking—like remembering and understanding—to more complex critical thinking—like applying and analyzing. This layered approach promotes better critical-thinking skills, helping students succeed in the course and beyond.
New Features of MySocLab

Two exciting new features of MySocLab are Social Explorer and MySocLibrary.

- **Social Explorer** activities connect with topics from the text, engaging students with data visualizations, comparisons of change over time, and data localized to their own communities.

- **MySocLibrary** available in the Pearson e-Text 200 classic and contemporary articles enables students to explore the discipline more deeply. Multiple-choice questions for each reading help students review what they’ve learned—and allow instructors to monitor their performance.

MySocLab and Racial and Ethnic Diversity in the USA

Correlations of the many resources in MySocLab are now included through icons in the margins that connect resources and content, making the integration of MySocLab even more flexible and useful to instructors for making assignments and for engaging students by giving them the opportunity to explore important sociological concepts and enhance their performance in this course.

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