You will be reading and learning about one of the most interesting, ever-changing, and personally relevant subjects in your academic career, because the area of race and ethnic relations is an exciting, challenging, and dynamic field of study. It touches all of us, directly and indirectly in many ways, and on personal, regional, national, even global levels. Each generation thinks it lives through a unique situation, as shaped by the times or the “peculiarities” of a group’s characteristics. In truth, each generation is part of a larger process that includes behavioral patterns inherited from past generations, who also thought their situation was unique.

Intergroup relations change continually, through alternating periods of quiet and turmoil, of entry of new groups of immigrants or refugees, and of problems sporadically arising between native-born racial or ethnic groups within the country. Often we can best understand these changes within the context of detectable, recurring patterns that are influenced by economic, political, psychological, and sociological factors. This is partly what C. Wright Mills meant when he spoke of the intricate connection between the patterns of individual lives and the larger historical context of society, a concept we discuss in Chapter 1.

To understand both the interpersonal dynamics and the larger context of changing intergroup relations—particularly the reality of historical repetitions of behavior—we must use social science theory, research, and analysis. Moreover, we can only truly appreciate a diverse society like the United States, as well as the broader applications of social science, by examining many groups, rather than focusing only on a few groups.

I am gratified by the continued widespread adoptions of Strangers to These Shores and the favorable response from colleagues and students throughout the United States, Canada, Europe, and Asia. Their helpful comments and suggestions have been incorporated into this eleventh edition to make an even better book.

THE ORGANIZATION OF THIS BOOK
The first four chapters present a conceptual and theoretical overview of the subject area, giving students a basis for examining the experiences of the different minority groups discussed in subsequent chapters. Major sociological perspectives (functionalist, conflict, and interactionist), as well as some middle-range theories, are applied throughout the book, though overall its treatment of topics remains eclectic. Instructors can either follow this approach or emphasize their own theoretical viewpoint, since the book’s structure allows for varying applications.
Following a presentation of some introductory concepts in the first chapter—particularly that of the stranger as a social phenomenon and the concept of the Dillingham Flaw—the first group of chapters examines differences in culture, reality perceptions, social class, and power as reasons for intergroup conflict. They also look at the dominant group’s varying expectations about how minorities should “fit” into its society. Chapters 1 and 2 include coverage of some middle-range conflict and interactionist theories. Chapter 3 explores the dimensions and interrelationships of prejudice and discrimination, and Chapter 4 covers the dominant–minority response patterns so common across different groups and time periods.

Chapters 5 through 14 offer the reader insights into the experiences of a wide array of minority groups. In-depth studies of the cultural orientations and degree of assimilation of each group are not possible, because the intent is to provide a broad comparative scope rather than extensive coverage of only a few groups. Not every racial and ethnic group is discussed, though more than fifty are included to illustrate the diversity of U.S. society. For a more comprehensive examination of any subject or group discussed in this book, the reader should consult the sources listed in the chapter notes and the Internet activities.

Chapter 15 returns to holistic sociological concepts in discussing ethnic consciousness; ethnicity as a social process; current racial and ethnic issues, fears, and reactions; and the various indicators of U.S. diversity now and two generations from now.

**SPECIAL FEATURES IN THIS BOOK**

As in the past, this edition of the book incorporates several features to enhance understanding of the topics.

- As the first text in its field to begin chapters with a sociohistorical perspective for the study of specific groups, and to close each chapter with a sociological analysis of the groups’ experiences using the functionalist, conflict, and interactionist perspectives, we again do so in this edition.
- Sociological concepts of the stranger, the Dillingham Flaw, and the interrelationship of personal and societal issues (Mills) offer students with insights into the study of race and ethnic relations.
- Furthermore, in examining intergroup relations among nearly 60 minority groups, this book remains the most comprehensive one in its sociological coverage of U.S. diversity.
- Use of tables, graphics, and text on social indicators provide clear insights into the socioeconomic status of contemporary minority groups.
- **The Ethnic Experience** boxed features give firsthand accounts by immigrants of their experiences.
- **The International Scene** boxes offer cross-cultural parallels and include critical thinking questions.
- The **Reality Check** boxes provide applications to everyday life or geo-political profiles.
- The **Students Speak** boxes provide comments from recent readers of this book about some aspect in that chapter provoking their reaction, a feature new to this edition.
- **What’s in a Name?”** boxes in Chapters 7 and 10 explain changes over the years in accepted terms to identify American Indians and Black Americans.
- An extensive, up-to-date array of photo, map, and line-art illustrations give an appealing visual complement to the text material.
- Review questions and Internet activities appear at the end of each chapter, along with a list of key terms.
At the end of the book, students will find all chapter research notes, a glossary, and an appendix giving immigration statistics for the period 1820–2011.

HELPFUL FEATURES FOR STUDENTS

- Use of endnotes instead of parenthetical citations enhances readability as words and thoughts flow smoothly from one sentence or paragraph to the next.
- Learning objectives at the beginning of the chapter enable students to focus on themes and key topics.
- The closing Retrospect section in each chapter provides an opportunity for students to review and retain the main points covered.
- Key terms—in bold type when they first appear and page-numbered in the summary list at the end of the chapter—also have brief explanations in the page margins.
- Discussion questions stimulate reflection and critical thinking.
- Internet activities offer opportunities for exploring other dimensions of the subject matter.
- The “Students Speak” boxes reveal how other readers reacted to parts of the book.
- The “Reality Check” boxes—many of them about student behavior—offer a recognizable example that relates to material in the chapter.
- The “International Scene” boxes help students develop a wider perspective.
- The “Ethnic, Racial, or Gender Experience” boxes help to humanize the text content.
- Numerous photos, historical political cartoons, graphs, and maps enrich the text material by bringing appealing visual components to the pages.
WHAT’S NEW IN THE ELEVENTH EDITION

First, and most important, this new edition continues our policy to provide a thorough updating to supply the most recent data and information throughout the book and the inclusion of the most current and relevant studies not only in sociology but in many other related fields as well. Of the nearly 1,200 reference citations in this edition, 38 percent are either new or updated since the previous edition. In the Notes section in the back of the book, these new references appear in blue for easy identification.

Second, this book—often imitated by competitors—has always been the content leader and the most comprehensive in the field and the leader in including new focus areas, and we continue that proud tradition. For example, in this edition you will find a new boxed feature, “Students Speak,” appearing 49 times throughout the book and offering reactive comments from recent readers.

Third, another new boxed feature, “What’s in a Name?” appears in Chapters 7 and 10 to explain the accepted name changes over the years to identify American Indians and Black Americans.

Fourth, we’ve added two new pedagogical elements: learning objectives at the beginning of each chapter serve as a guide to upcoming topics, and key term definitions in page margins to aid in the mastery of their meanings.

Changes in each chapter:

As always, each chapter in this new edition contains the latest data and research findings. In addition, here is a detailed list of additions and updates:

Chapter 1
- 2012 largest-ever national social distance study
- Students Speak: social distance, ethnocentrism, and the Dillingham Flaw

Chapter 2
- 2012 racial and ethnic demographics in profession sports
- Students Speak: chain migration and parallel social institutions

Chapter 3
- Affirmative action and universities, updated
- Reality Check: college student TV watching
- Students speak: prejudice, stereotyping, and racial profiling

Chapter 4
- 2011 Hate crime statistics (Chapter 4);
- 2012 map of hate groups in the United States
- International Scene: 2012 minority youth riot in France
- Students Speak: middleman minorities, segregation, and hate groups

Chapter 5
- Matriarchal role of the Irish-American mother
- 2011 European ancestry table
- 2010 map, North and West European ancestry
- Students Speak: functionalist, conflict, and interactionist theories

Chapter 6
- 2010 map, South, Central, and East European ancestry
- Students Speak: “America fever,” working conditions, and literacy bills

Chapter 7
- What’s in a Name? from American Indian to Native American and back again
- 2011 social indicators of American Indian progress
- 2011 American Indian and White occupations, updated
- 2011 cities with largest American Indian populations
2010 class-action suit settlements with U.S. government
2011 water rights settlements
Reality Check: American Indian politicians
Students Speak: media images, being an Indians, and the Cleveland Indians mascot

Chapter 8
- 2011 Asian American occupational distribution by sex
- 2011 cities with Largest Asian American populations
- 2011 social indicators of Asian American progress
- Higher percentage of married couples among Asian foreign-born
- 2011 Asian subgroup populations
- 2010, map Asian ancestry
- International Scene: Japanese Brazilians living in Japan today
- Students Speak: cultural similarities, Japanese camps, miscegenation laws

Chapter 9
- 2011 social indicators of Arab American progress, including subgroups
- New and expanded discussion on Iranian Nowruz and Sizdah Behar celebrations
- 2011 Middle Eastern and North African immigration
- 2010 map, Arab ancestry
- Students Speak: social isolation, visiting Turkey, and theoretical perspectives

Chapter 10
- 2010 black-white segregation changes
- 2011 social indicators of black progress
- Expanded discussion of color-blindedness
- 2010 map, Detroit segregation
- 2010 map, black geographic distribution
- Critical race theory
- Re-election of President Obama and race relations
- Students Speak: being black, being labeled, or being African

Chapter 11
- Hispanic influence on the 2012 presidential election
- Catholicism and Pentecostalism among Latinos
- 2011 social indicators of Hispanic progress
- Table, Hispanic immigration through 2011
- Table, 2011 Hispanic subgroup populations
- 2011 occupational distribution
- 2011 married-couple families, by national origin
- 2011 leading Western countries for immigrants
- Students Speak: culture, speaking English, assimilating

Chapter 12
- Court ruling on Santerián animal sacrifice
- Students speak: interreligious marriage, Amish, Hinduism

Chapter 13
- Why women are considered a minority group
- Intersectionality of race, ethnicity and class with gender
- International Scene: gender discrimination in Japan
- 2011 data on educational attainment, occupational distribution
- Increase of women in the 113th Congress
- Students Speak: past rights, gender role socialization, income disparity

Chapter 14
- 2012 national study on LGBT self-identification
- Changing public opinion on same-sex marriage
- State law changes on same-sex marriages
SUPPLEMENTARY MATERIALS

For Instructors

- Instructor's Manual/Test Bank  This combined manual/test bank contains chapter summaries, learning objectives, suggestions for class activities and media materials, and over 1,000 test questions (multiple choice, true/false, fill-in, short answer, and essay). The Instructor's Manual/Test Bank is available to adopters within the Instructor section of the MySocLab for Strangers to These Shores, Tenth Edition at www.pearsonhighered.com/irc.
- MyTest  This 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 Strangers to These Shores, Eleventh Edition, or at www.pearsonhighered.com/irc.
- PowerPoint Presentations  The PowerPoint presentations are informed by instructional and design theory. Lecture PowerPoint slides follow the chapter outline and the Clicker Response System allows you to get immediate feedback from your students regardless of class size. Additionally, all of the PowerPoints are uniquely designed to present concepts in a clear and succinct way. They are available to adopters within the Instructor section of the MySocLab for Strangers to These Shores, Eleventh Edition, or at www.pearsonhighered.com/irc.

For Instructors and Students

MYSOCLAB™

MySocLab is a state-of-the-art interactive and instructive solution for the Social Problems course, 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:
- MySocLab for Strangers to these Shores  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 Etext lets students access their textbook anytime, anywhere, and anyway they want, including listening online. The eText for Strangers to these Shores 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**
Three 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 eText 200 classic and contemporary articles that enable 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 STRANGERS TO THESE SHORES, 11TH EDITION**
Correlations to the many resources in MySocLab with topics within the each chapter are included within the text to connect resources and content and make the integration of MySocLab even more flexible and useful for making assignments and for engaging students by giving them the opportunity to explore important sociological concepts, and enhance their performance in this course.