Sixth Edition

Understanding Human Differences

Multicultural Education for a Diverse America

Kent L. Koppelman
Professor Emeritus, University of Wisconsin-La Crosse

Pearson

Director and Publisher: Kevin Davis
Portfolio Manager: Rebecca Fox-Gieg
Managing Content Producer: Megan Moffo
Content Producer: Faraz Sharique Ali
Portfolio Management Assistant: Maria Feliberty and Casey Coriell
Digital Development Editor: Krista (Slavicek) McMurray
Executive Product Marketing Manager: Christopher Barry
Executive Field Marketing Manager: Krista Clark
Procurement Specialist: Carol Melville
Cover Design: Pearson CSC, Jerilyn Bockorick
Cover Art: Agsandrew/Shutterstock
Media Producer: Autumn Benson
Full Service Vendor: Pearson CSC
Full Service Project Management: Pearson CSC, Gowri Duraiswamy
Editorial Project Manager: Pearson CSC, Jennylyn Rosiento
Printer-Binder: Menasha
Cover Printer: Phoenix
Text Font: Palatino LT Pro

Copyright © 2020, 2017, 2014 by Pearson Education, Inc. 221 River Street, Hoboken, NJ 07030. All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publisher. Printed in the United States.

Library of Congress Cataloging-in-Publication Data

Names: Koppelman, Kent L., author.
Title: Understanding human differences : multicultural education for a diverse America / Kent L. Koppelman, Professor Emeritus, University of Wisconsin, La Crosse
Description: Sixth edition. | Boston : Pearson Education, 2018.
Identifiers: LCCN 2018041226 | ISBN 9780135196731 | ISBN 0135196736
Subjects: LCSH: Multicultural education—United States. | Discrimination—United States.
Classification: LCC LB1050 .R477 2019 | DDC 370.117—dc23 LC record available at https://lccn.loc.gov/2018041226

ISBN 10: 0-13-519673-6
ISBN 13: 978-0-13-519673-1

Dedicated to
Burt Altman and Dick Rasmussen,
who demonstrated the meaning of the word good
to precede the nouns colleague, mentor, friend,
and human being.

Preface

Why Do We Need to Understand Diversity?

Americans live in the most racially, ethnically, and socially diverse country on earth. Yet too often we live, work, and play as if our own social, gender, or religious group is the only one that matters. To enjoy the advantages of our national diversity, it is necessary that Americans seek as many facts and consider as many issues as possible to enhance their ability to interact effectively with individuals from diverse groups. This text is not a collection of essays providing multiple perspectives on diversity—there are many books that already do that; instead, this text uses research to examine problems, perceptions, misperceptions, and the potential benefits of the diversity that exists in the United States. Understanding diversity is obviously a prerequisite for becoming an individual who values the diversity in American society.

If we are to value and respect the diversity represented by different groups in the United States, we can begin by learning how to value and respect opinions that differ from our own. It is not necessary to agree with everything a person might say, but it is necessary that when we disagree, we are able to express disagreement based upon a consideration of all available information and within a context of mutual respect.

The issues this text addresses are not new: Human beings have struggled with them in one form or another for centuries, as illustrated by the quotations from individuals of different eras that appear in each chapter. The quotations are not placed randomly in the text, but near a section of text that relates to each one. For example, near the section in Chapter 2 addressing the confusion about positive prejudices and explaining why prejudices are always negative, the quotation by Charles Lamb suggests that prejudices involve "likings and dislikings." Because Lamb was a respected writer of his era, his confusion about some prejudices being positive was not based on a lack of education or intellectual ability but instead illustrates how ancient this misperception is.

Since the first edition of *Understanding Human Differences* was published, the rights of various minority groups in the United States have become common topics for debate. The issue of *transgender soldiers* being able to serve openly in the U.S. military has become a controversy affecting the military, the president, and members of Congress. Students used to come to diversity classes oblivious of the issues, but that is less likely now, even though many diversity topics are still misunderstood.

New to This Edition

Two specific goals for this edition were (1) to include content that had not been addressed in previous editions, such as how American Indians are portrayed in K–12 curricula, research on the positive impact of immigrants on urban economies, the consequences for people with a disability of low wages paid to health care workers, and the reaction to the proposed travel ban against Muslims, and (2) to expand the coverage of critical issues such as new developments affecting income inequality, the incarceration of people of color and the school-to-prison pipeline, the ongoing struggle for civil rights for LGBT people, the economic and social consequences of closing urban schools, and the principles and successful practices of restorative justice programs in K–12 schools. Diversity issues are not static as new factors impact ongoing issues and as new issues emerge. It is important for all of us to try to be as knowledgeable as we can to participate in the discussions and debates on these issues.

As with any new edition, care has been taken to update statistics and sources and to find more current examples of issues, and this edition has expanded the number of examples pertaining to issues in K–12 schools. With regard to specific additions of content, the sixth edition of *Understanding Human Differences* includes the following:

- Update of racial profiling, especially police officers killing unarmed black men (Ch. 2 and 8)
- Impact of the 2016 election on student expressions of prejudice in K-12 schools (Ch. 3)
- Additional content on increased fears of undocumented workers about deportation (Ch. 4)
- New content on need for K-12 schools to prepare immigrant youth for college (Ch. 4)
- Added content on Religious Freedom Restoration Act and arguments for teaching about religion in K-12 public schools (Ch. 6)
- Expanded coverage of economic issues increasingly affecting elderly and young Americans (Ch. 9)
- Expanded coverage of health care issues for low-income families and for people with a disability (Ch. 9 and 12)

- Expanded information on influence of cultural body images on males (Ch. 10)
- Examination of arguments from opponents of same-sex marriage (Ch. 11)
- Added content on implications for people with a disability of low-wages paid to home care workers (Ch. 12)
- Update on Common Core State Standards and the political opposition (Ch. 13)
- Updated information on corporate efforts to promote diversity (Ch. 14)
- New information on gender issues in the military such as the Marine Corps sexist web site scandal (Ch. 14)

e-Text Enhancements

This text is available as an enhanced Pearson e-Text with the following features:

- **Application Exercises,** brand new to this edition, are tied to video and appear in every chapter. Students will be given a video to watch that ties into chapter concepts and theories, and a few short answer questions to respond to, and then, upon submission of their answers, they will be provided with author-written feedback. Application Exercises allow readers to take their understanding of chapter topics one step further with deeper analysis.
- **Video Examples** are available throughout the sixth edition. About three Video Examples are included in most chapters. In these videos, students will listen to experts, watch footage of diverse classrooms, listen to teachers and students from diverse classrooms, and watch videos that challenge biased behaviors and attitudes. Videos are accompanied by reflective questions.
- **Self-Check Quizzes** align with learning outcomes and appear as a link at the end of every major section within a chapter in the e-text edition. Using multiple choice questions, the quizzes allow readers to test their knowledge of the concepts, research, strategies, and practices discussed in each section.

Students should benefit from exploring all of these issues because each is relevant to today's society as well as the future society that they may influence. The first step in problem solving is to understand why a problem exists and how it is perpetuated; with that understanding, a person or a community, a state or a nation can implement solutions to address root causes of persistent problems. Consistent with this text's first five editions, the additional content offers information to enable students to understand problems or issues in society in order to find solutions, or in some cases to describe solutions that have been proposed or implemented.

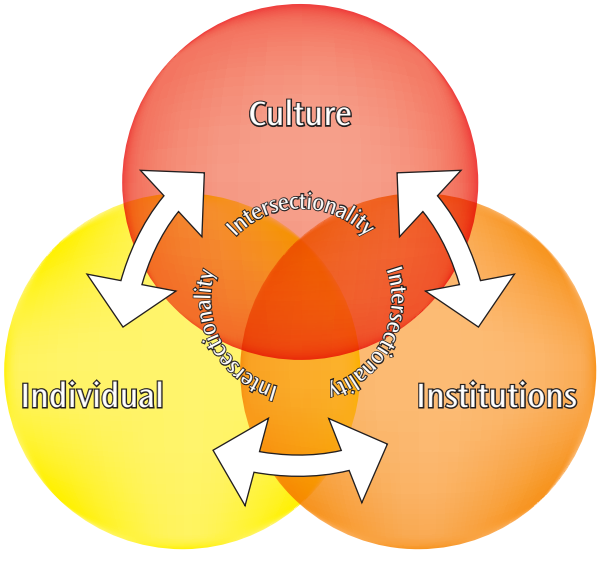
These features are only available in the Pearson e-Text, available exclusively from www.pearsonhighered.com/etextbooks or by ordering the Pearson e-Text plus print (ISBN 0135166926) or the Pearson eText Access Code Card (ISBN 0135170699).

Organization/The Conceptual Framework for this Text

Understanding human differences is an ongoing challenge. Initially, scholars focused on *individual attitudes and behaviors*; later, they described the influence of *cultural expectations* in shaping individual attitudes. Finally, scholars addressed *institutional policies and practices* in which either discrimination was intentional against minority groups or it was an unintentional outcome. Vega (1978) describes a conceptual framework incorporating these three elements to understand human differences and the oppression of minority groups by dominant groups. This conceptual framework provides the basis for the organization of this text as we examine individual attitudes and actions, the evolution of cultural biases, and the establishment of discriminatory institutional practices (see Figure F.1).

To understand human differences, Vega's conceptual framework allows us to analyze American cultural, individual, and institutional behaviors. In exploring culture, the objective is to describe *cultural norms and standards*. What images are associated with the ideal? Any culture

Figure F.1 A Conceptual Framework for the Study of Intergroup Relations



associates particular images with the ideal woman, the ideal man, and the ideal family. For many Americans, those images are primarily White middle-class people living in a nuclear family. Norms and standards are powerful determinants of individual expectations and behaviors, represented by the arrow pointing from culture to individual. Once we understand norms and standards, we can begin to understand what is meant by *cultural biases*. In a multicultural society, cultural biases can be detrimental to minority groups whose norms or standards do not conform to those of the dominant culture.

The influence of culture on individuals is powerful, as can be seen in the analysis of *individual beliefs, attitudes, values, opinions, actions, and inactions*; sometimes what a person chooses *not* to do reveals as much as his or her actions. Although individuals are influenced by their cultural norms and standards, the Vega conceptual framework portrays that arrow as double headed, meaning that when significant numbers of individuals accept cultural norms, express their agreement, and behave in accordance with them, the cultural norms and standards are reinforced. Any analysis of individual behavior must include the influence of prejudice on an individual's choices.

Finally, it is critical to analyze *institutional practices, policies*, and *standard operating procedures* that are influenced by cultural norms and standards as well as by individual attitudes and behavior. To the extent that they reflect cultural norms and standards as well as individual attitudes and behaviors, institutions also reinforce them. To relate institutions to human differences, the analysis must focus on discrimination, identifying both ways in which the institution intentionally discriminates against certain groups and ways in which the institution unintentionally advantages certain groups and disadvantages others. In the late 1980s, the term "intersectionality" was coined to address the social reality of overlapping identities based on factors such as race, gender, sexual orientation and social class and the unique forms of oppression occurring as a consequence of individuals having multiple social identities. The term was intended to expand our understanding of the complexity of oppression and the need for anti-oppressive awareness and activity to go beyond the rigid, established categories (Robertson, 2017). This term is being included in the Vega conceptual framework for the 6th edition of this textbook in recognition of its usefulness in understanding how multiple identities influence oppression. Although the Vega conceptual framework describes the intricate relationship among the three areas—cultural, individual, and institutional—chapter narratives of necessity deal with each discretely. Readers are asked to keep in mind the double-headed arrows signifying that all three areas are interlocked to create the following relationships:

1. Cultural norms and standards influence and are reinforced by individual attitudes and behaviors and institutional policies and procedures.
2. Individual attitudes and behaviors influence and are reinforced by cultural norms and standards and by institutional policies and procedures.
3. Institutional policies and procedures influence and are reinforced by cultural norms and standards and individual attitudes and beliefs.

The four sections of this text that relate to the conceptual framework are as follows.

- Section 1 focuses on the *individual* by exploring personal values, interpersonal communication, and the way an individual develops negative attitudes toward other people based on perceptions of group identity (leading to bias, stereotypes, prejudice, and negative behavior toward members of these groups).
- Section 2 focuses on *culture* by examining the pattern of historical responses in American society toward immigration and the increased racial and religious diversity that has always been a consequence of this immigration. The final chapter of this section describes how those who are pluralism advocates are engaged in efforts to reject this historical pattern of discrimination, but as the following section illustrates, discrimination remains a problem in our society.
- Section 3 describes interrelationships among culture, individuals, and institutions to produce discrimination based on race, gender, social class, sexual orientation, and disability, with institutional issues being a major focus of this section.
- Section 4 addresses changes that have been implemented to reduce levels of individual prejudice and institutional discrimination, focusing on major institutions in our society such as K–12 schools, higher education, business, the media, and the military; their pluralistic policies and practices are designed to benefit from the diversity that exists in our society. This conceptual framework helps us to appreciate not only the changes that are occurring but also the ongoing issues that illustrate how much further we have to go.

Before concluding this explanation of Vega's conceptual framework, consider this example to illustrate how interreliant culture is with individual and institutional behaviors. Although many forms of family exist in the United States, our cultural bias is for the nuclear family (the norm). Influenced by this cultural bias, Americans tend to form nuclear families. Even when people with a cultural tradition of extended families immigrate to the United States, they tend to form nuclear families within a few generations,

sometimes reversing convention with older adult parents receiving care in nursing homes rather than at home.

American institutions have encouraged the formation of nuclear families because they are more able to relocate in an age in which mobility of workers is highly desirable. In an analysis of discrimination, problems may emerge for minority subcultures that value extended families if they maintain that value rather than adjust to the cultural norm. As this example illustrates, Vega's conceptual framework helps clarify the complexity of intergroup relations by describing the related factors involved in the oppression of minority groups by a dominant group.

Inquiry Approach/ Discussion Exercises

Chapter narratives in this text are presented in an inquiry format. After a brief introduction, each chapter consists of related questions with responses based on research from a variety of disciplines and on author expertise. As references illustrate, information for this text has been collected from studies in a broad array of behavioral sciences, including education, psychology, sociology, anthropology, history, science, and literature. Although sources cited are from relatively recent publications, some older sources are also included either because they are still highly regarded in the field or simply because an author expressed a conclusion replicated by other research but not stated with as much clarity.

Discussion Exercises

To reinforce the inquiry approach, exercises for group discussion are provided at the end of each chapter to examine serious ethical questions. Based on specific issues, activities encourage readers to reflect on and discuss aspects of issues that involve ethical or moral dilemmas. The exercises are not designed to manipulate readers into finding a "politically correct" solution; rather, they enable students to hear the variety of responses from others and appreciate the complexity of individual, institutional, and cultural issues in America today.

The Intent of This Text

The information provided in this text is intended to challenge readers to think and talk about issues that each of us must consider as citizens in a multicultural society; this text is not necessarily intended to change reader values but to challenge attitudes based on incomplete or erroneous information (see Chapter 1 for a description of the difference between *values* and *attitudes*). Diversity brings benefits as well as challenges, but the surest way to enjoy the benefits is to meet the challenges with a firm foundation of knowledge and insight that is based on research from all behavioral sciences. Once students have read this text, the primary goal will be realized if they have gained a better understanding of the issues addressed. Whether or not that is accompanied by changes in attitudes is up to each individual; and there is an Attitude Inventory in the Instructor's Manual that accompanies this text. Your instructor may ask for your cooperation in taking this inventory before, during, or on completion of the course.

The intent of this text is to clarify our understanding of human differences and the role they play in interpersonal and intergroup relations. The Vega conceptual framework allows us to recognize how the interlocking circles of cultural biases, individual attitudes and actions, and institutional policies and practices have produced inequities that continue to polarize and all too often prevent Americans from achieving ideals first expressed over two centuries ago when dreamers imagined a radical new concept: a nation where each person would be given the freedom to be whoever he or she wanted to be.

Support Materials for Instructors

The following resources are available for instructors to download on www.pearsonhighered.com/educators. Instructors enter the author or title of this text, select this particular edition of the text, and then click on the "resources" tab to log in and download textbook supplements.

Instructor's Resource Manual and Test Bank (0135170567)

The Instructor's Resource Manual and Test Bank includes a wealth of interesting ideas and activities designed to help instructors teach the course. Each chapter contains learning outcomes and a comprehensive test bank containing multiple choice questions, discussion questions, exercises, and suggested readings. There is also an Attitude Inventory and instructions for its potential use.

PowerPoint™ Slides (0135170575)

Designed for teachers using the text, the PowerPoint™ Presentation consists of a series of slides that can be shown as is or used to make handouts. The presentation highlights key concepts and major topics for each chapter.

Acknowledgments

I want to thank Tess Cameron for her assistance in revising Chapter 10 on sexism, and Alison Leonard for assisting with resources for the e-text. I am also grateful to Robin DiAngelo for her contributions to individual and cultural racism in Chapter 8. I also want to extend a special thanks to Jan Koppelman for her assistance on numerous aspects of revising this text and improving both content and illustrations. I am grateful to my editor, Rebecca Fox-Gieg, for her advice and assistance. Thanks also to the reviewers for this edition: E. Jean Swindle, Unversity of Alabama; Kelly Jennings-Towle, University of Central Florida; Mary Frances Mattson, Georgia State University.

Brief Contents

SECTION 1

Individual Attitudes and Interpersonal Relations

1 Understanding Ourselves and Others: Clarifying Values and Language 1

2 Understanding Prejudice and Its Causes 22

3 Communication, Conflict, and Conflict Resolution 45

SECTION 2

Cultural Foundations of Oppression in the United States

4 Immigration and Oppression: The Assault on Cultural and Language Diversity 67

5 Race and Oppression: The Experiences of People of Color in America 97

6 Religion and Oppression: The Struggle for Religious Freedom 134

7 Rejecting Oppressive Relationships: The Logic of Cultural Pluralism for a Diverse Society 159

SECTION 3

Contemporary Dilemmas for Intergroup Relations

8 Racism: Confronting a Legacy of White Domination in America 179

9 Classism: Misperceptions and Myths About Income, Wealth, and Poverty 203

10 Sexism: Where the Personal Becomes Political 238

11 Heterosexism: Challenging the Heterosexual Assumption 262

12 Ableism: Disability Does Not Mean Inability 287

SECTION 4

The Challenge of Diversity to American Institutions

13 Pluralism in Schools: The Promise of Multicultural Education 313

14 Pluralism in Society: Creating Unity in a Diverse America 339

Contents

Preface v

SECTION 1
Individual Attitudes and Interpersonal Relations

1 Understanding Ourselves and Others: Clarifying Values and Language 1

The Role of Beliefs and Values in Human Differences 2
- What is the relationship between values and behaviors? 2
- What inconsistencies exist between American values and American behaviors? 4
- Are values individually chosen, or are we taught to accept certain values? 5
- How does the way values are taught explain the inconsistency between values and behavior? 6
- Why should anyone be concerned about inconsistencies between values and behavior? 6
- Should parents rather than schools teach values to children? 7
- What problems can interfere with making ethical decisions? 8

Defining Terms Related to Human Differences 8
- How do negative attitudes develop? 9
- How does confirmation bias influence people, and can it be overcome? 10
- What are the differences among race, ethnicity, and nationality? 11
- What are minority groups and why are they called minority groups? 13
- How have minority groups been perceived by the majority? 14
- How have labels been used to define and control subordinate groups? 15
- What is the impact of labels on individuals who are labeled? 16
- How are negative bureaucratic terms as harmful as social derisive terms? 17
- How has our society responded to social problems experienced by minority groups? 18

Afterword 19 • Summary 19 • Terms and Definitions 20 • Discussion Exercises 20

2 Understanding Prejudice and Its Causes 22

Conceptions and Misconceptions of Prejudice 23
- What are examples of misconceptions about prejudice? 23
- How widespread is prejudice? 24
- How are prejudices reflected in American media? 24
- What examples of prejudice exist in our language? 25
- How does gender prejudice in our language promote sexist attitudes? 26
- What sexist terms for men could be considered derisive? 27
- Aren't some prejudices positive? 27

The Perpetuation of Prejudice 28
- How are prejudices perpetuated? 28
  - DENIAL RATIONALIZATIONS 28 • VICTIM-BLAMING RATIONALIZATIONS 29 • AVOIDANCE RATIONALIZATIONS 30

Causes and Consequences of Prejudice and Discrimination 31
- What are the major causes promoting the development of prejudice? 31
- How does frustration cause prejudice? 31
- What do stereotypes have to do with uncertainty, and how do they cause prejudice? 32
- How does threat to self-esteem cause prejudice? 34
- How does competition for status, wealth, and power cause prejudice? 35
- What is racial profiling? 36
- What other forms of discrimination are a consequence of prejudice? 37
- Is prejudice the main cause of discrimination in society? 37
- How does the interest theory explain discrimination? 38
- How is discrimination explained by the institutionalized discrimination theory? 39
- What can schools do to reduce prejudice? 40

Afterword 41 • Summary 42 • Terms and Definitions 42 • Discussion Exercises 43

3 Communication, Conflict, and Conflict Resolution 45

Communication and Conflict 46
- What is an appropriate definition of communication? 46
- How does assigning meaning lead to conflict? 46
- How does nonverbal communication lead to conflict? 47
- What are other misconceptions about communication? 49
  - COMMUNICATION IS A NATURAL HUMAN ABILITY 49 • COMMUNICATION IS A GOOD THING AND SHOULD BE ENCOURAGED 50 • COMMUNICATION WILL SOLVE ALL OUR PROBLEMS 50 • COMMUNICATIONS CAN BREAK DOWN 51 • COMMUNICATION COMPETENCE IS EQUAL TO COMMUNICATION EFFECTIVENESS 51
- How does effective communication occur? 51
- What does this communication model suggest about conflict resolution? 53

How can attitudes toward people or groups create conflict? 53
What are the levels of cultural awareness? 53
Values and Skills Needed for Conflict Resolution 54
What are some communication style differences that are based on culture? 54
How does gender influence communication styles? 56
How do gender differences in communication styles lead to misunderstanding and conflict? 57
What kinds of conflicts occur in K–12 schools? 57
What does "Zero Tolerance" mean, and has it been effective in schools? 58
What values and skills are necessary for conflict resolution to be effective? 59
Conflict Resolution and the Role of Moral Reasoning Theory 60
DUALISM 61 • MULTIPLICITY 61 • RELATIVISM 62 • COMMITMENT 62
With so much conflict occurring, how can conflicts be resolved? 62
Afterword 64 • Summary 64 • Terms and Definitions 65 • Discussion Exercises 65

SECTION 2
Cultural Foundations of Oppression in the United States

4 Immigration and Oppression: The Assault on Cultural and Language Diversity 67
Causes of Xenophobia and Nativism in the United States 69
Why were nativists anti-Catholic? 70
Why were nativists opposed to radical immigrants? 71
Nativism, Politics, and Social Change 72
How successful were the nativists in their political activities? 72
Why did nativists fail to form a major political party? 72
What influenced twentieth-century nativist attitudes in America? 73
How did racism affect nativist attitudes and actions? 74
What groups were affected by the addition of racism to xenophobia? 75
The Paradox of Xenophobia and Nativism in a Nation of Immigrants 76
How did the eugenics movement influence anti-immigrant attitudes? 77
How is the english only movement an example of xenophobic behavior? 78
What changes in immigration have occurred since the passage of the immigration and Nationality Act of 1965? 79
What American nativist attitudes and actions are evident today? 79
How do immigrants today contribute to the American economy? 84
What myths about immigrants do many Americans believe? 85
Attitudes Toward Cultural and Linguistic Diversity 89
Why should immigrants maintain their native language? 89
Why do immigrants tend to lose their native language? 90
What alternative pedagogical strategy have American educators proposed? 91
Have research studies identified effective approaches to ELL instruction? 92
Why should educators be advocates for bilingual programs? 93
Afterword 94 • Summary 94 • Terms and Definitions 95 • Discussion Exercises 95

5 Race and Oppression: The Experiences of People of Color in America 97
Historical Benefits of Native American Cultures and Contemporary Issues 98
What did Europeans learn from native Americans? 98
What did European settlers fail to learn from native Americans? 99
FOODS AND MEDICINES 99 • HYGIENE 99 • GOVERNANCE AND GENDER EQUALITY 100 • CHILDCARE 100 • ECOLOGY 101
What was the main source of conflict between Europeans and Indians? 101
Why are Indian treaties still important today? 102
Why were native American treaties consistently violated? 102
What are other contemporary issues affecting Indigenous people? 103
The African American Struggle for Freedom and Civil Rights 106
How were the Black indentured servants treated differently? 107
Why did so many Africans die during the middle passage? 107
How did Africans resist the oppression of slavery? 107
Why did Black people fight on the American side during the revolutionary war? 108
How did the U.S. constitution address the issue of slavery? 108
Who opposed slavery, and what did they do? 108
What was the underground railroad? 109
Did slaves and free Black people fight for the union during the Civil war? 109
Did Black people play a role in shaping the new south? 110
How did Black citizens in the south respond to this transformation? 110

What did Du Bois want for Black Americans? 111
What were Black Americans doing to cope with race problems? 111
What was the Harlem renaissance? 112
Was there a decrease in discrimination against Black people after World War I? 113
Did the new deal programs help Black Americans? 113
What gains did Black Americans make during World War II? 114
What happened to African Americans after the war? 114
What did the civil rights movement achieve for African Americans? 115

Historic Hostility Against Asian American Immigrants and Contemporary Stereotypes 116
What actions did nativists initially take against the Chinese in America? 116
Why didn't Chinese men bring their wives and families? 117
Who employed Chinese immigrants? 117
What kind of hostile actions did the Chinese encounter? 117
How did Americans view the Japanese before World War II? 118
What was a picture bride? 119
Where were Japanese immigrants employed? 119
How did the war affect American attitudes toward Japanese families living in the United States? 120
What actions were taken against the Japanese during World War II? 120
What other Asian immigrants faced anti-Asian attitudes? 121
What is the model minority myth? 122
How does the model minority myth distort reality? 122

Diverse Latino Immigrants and the Obstacles They Encountered 123
Which Spanish-speaking group was the first to come to the United States? 123
What was the experience like for Mexicans immigrating to the United States? 123
Why did attitudes toward Mexicans change during World War II? 124
What were the zoot suit riots? 125
Was it better for Latinos after the war? 125
How did Mexican Americans respond to discrimination after the war? 126
How did Puerto Ricans become citizens of the United States? 126
What effect did becoming part of the United States have on Puerto Rico? 127
How do the experiences of Puerto Ricans in the United States compare to those of other Latino groups? 128
Why has the experience of Cubans been so different from that of Puerto Ricans? 128
What happened to the Cubans who came to the United States? 129
What other Latino groups live in the United States? 130
Afterword 130 • Summary 131 • Terms and Definitions 131 • Discussion Exercises 132

6 Religion and Oppression: The Struggle for Religious Freedom 134

Religious Diversity in Colonial America and How it Led to Religious Freedom 135
How did the first colonists deal with religious diversity? 135
How did the colonies promote the concept of religious freedom? 136
How was the principle of religious freedom established in all the colonies? 137

The Exclusion of Religion from the Constitution and the Need for the First Amendment 138
What was the relationship between Deism and Christianity? 138
Why was there so little reference to religion in the original Constitution? 138
Why wasn't religious freedom guaranteed in the Constitution? 139
Did the First Amendment establish religious freedom in the new nation? 140
Was any group actively persecuted for their religious beliefs? 140

The Rise and Fall of Anti-Catholicism and Anti-Semitism: 1800 to 1970 141
What was the impact of large numbers of Catholic immigrants? 142
Why was hostility directed toward Catholics? 142
What were the Philadelphia Bible Riots? 142
What caused anti-Catholic sentiments in the United States to subside? 143
How did religious diversity increase following the Civil War? 143
What non-Christian religions were included among immigrants? 144
Did increasing numbers of non-Christians cause anti-Catholic prejudice to diminish? 145
How did the 1928 election demonstrate anti-Catholic prejudice? 146
Why were Jewish people regarded as a separate race? 146
In what ways was anti-Semitism promoted? 147
What influence did the Holocaust have on American attitudes? 147

Immigration and Increasing Religious Diversity Creating New Issues for Religious Freedom 148
How have Americans responded to the increasing religious diversity? 149
How have K–12 schools taught students about the concept of religious freedom? 153
How can public schools teach about religion in a way that respects all religions? 155
Afterword 156 • Summary 156 • Terms and Definitions 157 • Discussion Exercises 157

7 Rejecting Oppressive Relationships: The Logic of Cultural Pluralism for a Diverse Society 159

Diversity in the United States and Terry's Up/Down Metaphor 160
- How have members of the majority responded to diverse groups? 161

Attitudes about Diversity and Promoting Pluralism 162
- What does it mean to have an Anglo conformity perspective? 162
- How did the BIA boarding schools promote Anglo conformity with Indian children? 164
- Which immigrant groups benefited from Anglo conformity? 164
- What does it mean to describe America as a melting pot? 164
- How is the separatist perspective negative? 166
- What attitudes about diversity does pluralism promote? 166
- What are some arguments from people who are opposed to pluralism? 167
- Why should American society become pluralistic? 168

Strategies to Achieve Social Change and the Need to be Actively Involved 171
- Must you be actively involved in change to be a pluralist? 172
- What kinds of activities can create social change? 173

Afterword 176 • Summary 176 • Terms and Definitions 177 • Discussion Exercises 177

SECTION 3

Contemporary Dilemmas for Intergroup Relations

8 Racism: Confronting a Legacy of White Domination in America 179

The Intersection of Ethnocentrism, Color-Blind Racism, and Cultural Racism 180
- What is aversive racism? 182

Frontstage and Backstage Racism, and How Individualism Reinforces Individual Racism 182
- What are front- and backstage racism? 183
- In what ways are all people affected by individual racism? 183
- How does the ideology of individualism reinforce individual racism? 183
- What are some examples of rationalizations justifying individual racism? 185

Institutional Racism and the Consequences for People of Color 187
- How is institutional racism reflected in statistics on employment? 188
- How does institutional racism influence hiring decisions? 189
- How has institutional racism influenced the development of segregated neighborhoods? 190
- How does institutional racism occur in K–12 schools? 191
- What is the nature of institutional racism in higher education? 193
- How does institutional racism affect politics? 193
- How can institutional racism be reduced in the United States? 196
- How do advocates and critics assess the effectiveness of affirmative action programs? 196
- What are some consequences of racial discrimination? 198
- What remedies have been proposed to address institutional racism? 199

Afterword 200 • Summary 201 • Terms and Definitions 201 • Discussion Exercises 202

9 Classism: Misperceptions and Myths About Income, Wealth, and Poverty 203

Cultural Classism—Attitudes and Responses to U.S. Poverty 204
- What was the response to poverty during the colonial period? 204
- What happened to the "religious obligation" to help the poor? 205
- Why were people who had jobs so close to poverty? 205
- Why was it so difficult to find work? 206
- Why did people think poorhouses were the solution to poverty? 206
- Why were children removed from poorhouses? 206
- What was the response to the needs of poor people? 206
- What did workers do to protest employer exploitation? 207
- How did unions ultimately help workers to gain higher salaries? 207
- How did the federal government address unemployment in the 1930s? 208
- What was the outcome of the New Deal? 208

Individual Classism and Misconceptions about Poverty and Welfare 209
- How are children from low-income families disadvantaged in schools? 211
- How can schools make a difference in the lives of low-income children? 213
- How has the federal government addressed the disadvantages for low-income students? 214
- Why should problems outside of school affect a child's performance in school? 215
- How will addressing health issues for low-income children improve their academic achievement? 216
- What are some myths about welfare recipients? 217

Institutional Classism and the Impact for Families in Poverty 219

Why is the disparity between the richest and poorest Americans increasing? 219
How have salaries in the United States been affected by recent economic changes? 221
How large is the disparity of wealth in the United States? 222
How do income levels determine social class in the United States? 222
Who suffers most from poverty? 224
How Ageism Negatively Affects Both the Elderly and Youth 225
How do scholars define ageism? 226
How has ageism manifested itself in American society? 226
Is there evidence to support claims of prejudiced attitudes toward youth? 228
What are some economic consequences of ageism for both older adults and youth? 229
How do institutions exploit low-income families? 231
How do businesses discriminate against low-income people? 232
What can federal and state governments do to assist families living in poverty? 233
Afterword 234 • Summary 235 • Terms and Definitions 235 • Discussion Exercises 236

10 Sexism: Where the Personal Becomes Political 238
A History of Cultural Sexism and Contemporary Issues Concerning Body Image 240
What gender biases did women confront in the earliest years of the United States? 240
How and when did forms of discrimination change? 240
What effect did the Civil War have on women's demands for gender equality? 241
What progress and what resistance to women's rights occurred in the early twentieth century? 241
Did women workers during World War II prove their competence? 241
What role did the media play in women being forced out of their jobs? 242
How did women respond to the pressure to stay home and not have a career? 242
What do studies say about who benefits from marriage? 243
What sexist messages still exist in American culture and how are they being addressed? 243
How does the culture's image of ideal beauty adversely affect women? 245
Individual Sexism, Feminism, and Violence Against Women 247
What does it mean to be a "male chauvinist" or a "feminist"? 247
What does it mean to be androgynous? 247
What kind of abuse do women encounter in the United States? 248
How has rape been misunderstood in the United States? 249
Why do women choose not to report a rape or attempted rape? 249
The Impact of Institutional Sexism on Opportunities for Women 250
Why are men earning more than women in the workforce? 251
What are economic consequences of institutional sexism for women? 253
How is sexual harassment a significant problem for women in the workforce? 255
What are the most common behaviors that women regard as sexual harassment? 255
What are the workplace guidelines for sexual harassment? 256
Are American employers following sexual harassment guidelines? 256
How much of a problem is sexual harassment in the schools? 257
What are some other gender issues in schools? 258
Are there gender equity issues for boys? 258
What evidence indicates that gender equity issues are being addressed in schools and society? 259
Afterword 260 • Summary 260 • Terms and Definitions 260 • Discussion Exercises 261

11 Heterosexism: Challenging the Heterosexual Assumption 262
Cultural Heterosexism: Historical and Scientific Perspectives on Human Sexuality 263
What is the heterosexual assumption? 263
When was the heterosexual assumption challenged? 263
How did the Kinsey Report challenge the heterosexual assumption? 264
What was the impact of the Kinsey Report? 264
What has the current research reported? 265
What historical evidence has described the existence of same-sex attraction? 266
How have attitudes of the American people changed concerning gay people? 268
What are some heterosexist cultural and religious beliefs? 269
Individual Heterosexism: Ongoing Myths About Being Gay and the Growing Awareness of Transgender Individuals 270
What groups are included in the LGBT community? 270
What examples of violence against LGBT people have been reported? 272
What are some myths about being gay? 273
The Impact of Institutional Heterosexism and Recognizing Gay Rights as Human Rights 276
Is the demand for LGBT rights really a demand for special privileges? 277

How can LGBT people be discriminated against if they don't reveal their sexual identity? 278
Why are Americans so divided on the issue of gay marriage? 279
Are LGBT couples good parents? 280
Why have gay men and lesbians always been excluded from military service? 281
Why should LGBT people be encouraged to become teachers? 282
Afterword 283 • Summary 284 • Terms and Definitions 284 • Discussion Exercises 285

12 Ableism: Disability Does Not Mean Inability 287

Historic Origins of Cultural Perspectives on Disability 288
What are the historical perceptions of people with disabilities? 290
A SUBHUMAN ORGANISM 290 • MENACE TO SOCIETY 290 • OBJECT OF DREAD 290 • OBJECT OF PITY 290 • DISEASED ORGANISM 291 • HOLY INNOCENT/ETERNAL CHILD 291 • OBJECT OF RIDICULE 291
How do scholars describe a disability culture? 292
Individual Ableism as an Outcome of Negative Language, Labels, and Assumptions 294
What assumptions are made about people with disabilities? 294
What labels represent legitimate ways of identifying people? 295
What are some current controversies about labeling children? 296
How can negative attitudes be changed? 297
Historic Foundations of Contemporary Institutional Ableism 297
Why were people with disabilities placed in institutions? 297
How were institutions for people with disabilities established in the United States? 299
What evidence exists that negative attitudes prevailed in institutions and in society? 299
Are institutions for people with disabilities providing good care today? 300
What is the best alternative to placing people with disabilities in institutions? 301
What is the cost of care for people with disabilities? 301
How does the United States support people with disabilities who want to live independently? 302
What are some examples of discrimination against people with disabilities living in communities? 303
JOBS 303 • MOBILITY/ACCESSIBILITY 304 • HEALTH CARE 306 • EDUCATION 306
How difficult is it to change people's attitudes? 309
Afterword 310 • Summary 310 • Terms and Definitions 310 • Discussion Exercises 311

SECTION 4
The Challenge of Diversity to American Institutions

13 Pluralism in Schools: The Promise of Multicultural Education 313

Defining Multicultural Education 314
What does it mean for education to be called *multicultural*? 315
What is an appropriate definition for multicultural education? 315
Traditional Assumptions in American Education 316
What body of knowledge have essentialists identified? 316
What essential human values do schools teach? 317
How do essentialists define or describe learning? 317
What is the role of the essentialist teacher in helping students learn? 317
Why are students not learning in essentialist schools? 317
Assumptions of Multicultural Education 319
What assumptions do multicultural educators make about curriculum? 319
Why is it necessary to take a conceptual approach to curriculum? 319
What is the hidden curriculum? 320
Why have schools implemented multicultural curriculum? 320
How do multicultural educators describe learning? 321
In what different ways do individuals learn? 322
Why is self-confidence necessary for learning? 322
What must teachers do to implement a multicultural education approach? 322
What specific instructional strategies are recommended for teachers? 324
How can multicultural education help to reduce student prejudice? 326
Multicultural Education as a Context for Culturally Responsive Teaching 327
How does culturally responsive teaching address multicultural education goals? 327
What are some current issues that make culturally responsive teaching difficult? 329
Which students benefit from culturally responsive teaching? 329
What characteristics are necessary to be a culturally responsive teacher? 330
What actual classroom experiences illustrate culturally responsive teaching? 331
What problems do teachers encounter when they attempt to implement culturally responsive teaching? 333

What other educational reforms are being implemented? 334
Afterword 336 • Summary 337 • Terms and Definitions 337 • Discussion Exercises 337

14 Pluralism in Society: Creating Unity in a Diverse America 339

Origin and Evolution of Affirmative Action 341
What are some of the major arguments in the affirmative action debate? 341
What limitations have the courts placed on affirmative action programs? 342
Have the courts approved the use of quotas in affirmative action plans? 342
What was the "set aside" strategy for minority-owned businesses? 343
Should affirmative action programs be eliminated? 343
Higher Education and Diversity 344
What are some criticisms of diversity goals in higher education? 344
What are the benefits of increasing diversity among college faculty and in course content? 345
What have diversity advocates achieved and what issues persist? 346
Corporate, Small Business, and a Diverse Workforce 347
What has been the impact of discrimination lawsuits against corporations? 348
What have corporations done to increase their diversity and create a positive work environment? 349
How effective are diversity training programs? 350
What diversity problems persist? 351
Mass Media 352
How diverse is the workforce in mass media? 353
How is diversity portrayed in mass media? 353
What impact has digital media had on mass media? 354
Military Services and Diversity 357
What is the history behind the desegregation of the military? 358
What problems had to be addressed because of the military's decision to integrate? 358
What gender issues have required military leaders to consider new policies? 359
How has the military dealt with other forms of diversity such as religion and sexual orientation? 361
Is there diversity among military leaders? 362
Afterword 362 • Summary 363 • Terms and Definitions 364 • Discussion Exercises 364

References 366
Index 397