INTRODUCTION TO CULTURAL DIVERSITY

OUTLINE

I. Cultural diversity
   A. Culture
   B. Diversity in Race & Ethnicity
   C. Religion

Reading 5

I. Cultural Diversity ---Ethnicity; social class—poor, homeless; geographic region; immigration/generation of residence; gender; sexual orientation; religion; children of mixed marriages (biethnic, biracial); disabled; age.

A. Culture
   1. Definition of Culture -- set of ideals, values and assumptions about life that are widely shared among people and that guide specific behaviors. Framework.

   Core cultural values:
   - equality
   - individualism
   - Protestant work ethic

   2. Characteristics of Culture
      - Culture is learned.
      - Culture is shared.
      - Culture is an adaptation.
      - Culture is a dynamic system

B. Diversity in Race & Ethnicity
   US Census data on races in US
   Considerable heterogeneity in Asian and Hispanic groups

C. Religion and Diversity

Over 280 different religious bodies in the U.S. 90% of U.S. population identify one of three major faiths: Protestant (58%), Catholic (27%), Jewish (2%), 4% others (Buddhist, Taoist, Muslim, Sikh, Eastern Orthodox), 9% no religion.

Very influential in variety of ways
Religion in large diverse urban centers has changed significantly since WWII:

- More different kinds of religions
- Religious organizations getting more involved in community activities
- The national and regional institutions of mainline churches have seriously weakened or disbanded in favor of local congregations
- Greater concern with public policy

Urban and religious restructuring
- Amoral character of American society.
TAKE NOTES FOR ALL FILMS. THEY ARE ADDITIONAL SOURCES OF INFORMATION, LIKE READINGS AND LECTURE, AND WILL BE REQUIRED IN EXAMS AS ADDITIONAL DOCUMENTATION IN ESSAY QUESTIONS.

FILM: An Age of Conformity
Film about how there was tremendous conformity about WWII, tremendous increase in standard of living.

- Why was this a period of conformity? In what ways did we see conformity?
- Economically – what was the economy like? To what extent was there “credit” before this time and how did it influence lifestyle? What was the impact of the GI bill? Did everyone move ahead?
- Politically – what happened that united people?
- Socio-culturally – What changes in families and communities occurred? Why?
SOCIAL CLASS & POVERTY

OUTLINE

I. Introduction

II. Social Class & Poverty
   A. Impact of class on other cultural groups
   B. Poverty

Reading 6

II. Social Class and poverty
   A. Introduction
      Socioeconomic Status -- SES:
      • Occupation
      • Education.
      • Income
      • Wealth -- Net worth
      • Power
   B. Impact of Class on Various Cultural Groups
      Social class is not equally distributed within different cultural groups. There are inequalities related to ethnicity, gender, and age.
      1. Ethnicity Inequality
         In looking at median family income, African Americans, Hispanics and Native Americans have the lowest income of all ethnic groups.
      2. Gender Inequality
         Women earn less and are more likely to be living in poverty, especially women of color. Women's and men's incomes differ considerably.
         ♦ Women, especially heads of household, more likely to be living in poverty. Women also receive lower status and lower paying jobs.
   B. Poverty
      The Poverty Threshold--How the Government Defines Poverty in America

To arrive at the threshold, the amount at which a person or family has enough money for minimal nutritional subsistence and basic living costs, government analysts at the Social Security Administration started with the U.S. Department of Agriculture's least expensive plan for nutritional subsistence, called the "Economy Food Plan." This amount was multiplied by three to allow for expenses other than food, and the resulting amount was multiplied by the number of persons in a family to produce a sliding threshold of poverty based on family size. These original cut-off amounts, indexed to increasing food costs, form the basis of the official definition of poverty today. For a family of four, the poverty threshold in 1963 was $3,100; in 1999 it was $17,184. The poverty rate measures the proportion of a population whose cash income is below this amount.
FILM: In this Affluent Society -- 1995

What was the American dream?
Was it accessible for everyone who worked?
What effect does it have for individuals who are “left behind”?
What were attitudes toward the Hillbillies?
What was the War on Poverty? Did it work?
STRUCTURED EQUALITY & INEQUALITY

OUTLINE

I. Structured Equality
   II. Structured Inequality
       A. Prejudice
       B. Different Levels of Structured Inequality
       C. Minority Group Status

Reading 1

I. Structured Equality

3 amendments in US constitution passed to abolish slavery & protect all citizens:
1866 – Civil Rights Act – all persons born in the US were now citizens, without regard to
   race, color, or previous condition
   • 13th amendment – abolish slavery
   • 14th amendment – equal protection to all
   • 15th amendment – right to vote

Civil Rights Act of 1964 – add right to vote, nondiscrimination, Commission on Equal
   Employment Opportunity.

II. Structured Inequality

A. Prejudice and Structured Inequality

Structured inequality in American society – discrimination built into society at various levels.

Distinguishing between Prejudice and Discrimination

Prejudice is a negative ATTITUDE rejecting an entire group;
Discrimination is BEHAVIOR depriving a group of certain rights or opportunities.

B. Different Levels of Structured Inequality

1. Political -- laws favoring certain groups over others—immigration
   • Dred Scott --1846 – name of a slave whose owners took him to live in the north, where there
     was no slavery. He sued for his freedom and lost. Court decision was related to property
     issue -- slaves were considered property -- if someone took their property from 1 state to
     another, it could not be confiscated.
   • Plessy vs. Ferguson – Overturn Jim Crow
     SEPARATE BUT EQUAL, Segregation Laws
     • Jim Crow – refers to segregation laws, rules, customs which arose after
       Reconstruction ended in 1877. Jim Crow was a minstrel character in the minstrel shows
       popular between 1850 and 1870. The white actors wore blackface makeup (darkened with
       burnt cork). The song and dance act included jokes and caricatured and stereotyped blacks as
       lazy, stupid, less human, unworthy of integration. Aided in spread of racial slurs
       • Plessy-- “The 14th Amendment could not have been intended to abolish
         distinctions based upon color.or a commingling of the races”

   Could discriminate on trains – to other institutions—education, military, housing, restaurants,
    parks, phone booths, restrooms, transportation

2. economic – occupational segregation, housing, banking, poverty
3. educational -- certain groups receive better educational opportunities than others
C. **Minority group status** -- **subordinate group** whose members have significantly less control or power over their own lives than the members of a dominant or majority group.

**Properties of a minority group**

4 characteristics:
- Distinguishing physical or cultural traits
- Involuntary membership
- Awareness of subordination
- Unequal treatment

**Film: Road to Brown.** (1992; Story of segregation in the United States, the legal campaign against it, and of Charles Houston, "the man who killed Jim Crow.")

Who were 2 key players in this movement?

Evidence that this group was aware of their subordinate status

What types of structured inequality did this group face?

Political level -- What legislation was passed that produced structured inequalities for this group?

Economic level

Educational level

What social justice did this group want?

What, if any, legislation was passed that promoted social justice for this group?

How did they get people united?
I. Social Movements

Reasons for Social Movements – groups of people who join to improve conditions for their group – to fight for social justice, and relieve the structured inequalities their group has faced.

Movements typically arise only at times when political and social factors are conducive to their formation. There must be

- a grievance
- to which there is group consensus
- individual and group leadership capable of channeling mass energy and resources.

Success requires 3 conditions:

- effective mobilization of people and resources
- overcome external opposition
- separate organizations -- compete and cooperate.

Prejudice and discrimination → feelings of solidarity intensify -- “Us” versus “them”

Leaders must intensify contrast between the ingroup and outgroup.

Movements have attempted to gain societal recognition and legitimacy by calling attention to incidents of violence toward their members (AfAm – lynchings; Chicano, Gay/Lesbian)


2. Feminist movement – for social, economic, and/or political equality between genders through an increase in women’s rights; central concerns include women’s right to vote, salary equivalence, and control over reproductive issues. Questions relationships between men and women.

3. Men’s movement – There are different men’s movements, mostly spurred by feminist movement: to have men validate and acknowledge their feelings; to politically identify with feminist movement; father’s rights for single and divorced problems and court bias; Christian men’s movement to re-establish more traditional gender roles.

4. Disability movement – change the attitudes of non-disabled toward disabled and garner equal rights and educational opportunities for people with disabilities. Return of thousands of soldiers from both world wars with disabilities profoundly changed way people with disabilities were viewed. Provisions were made to assist them in entering the workforce. Civil rights movement spurred attention to people with disabilities.

5. Gay/Lesbian – change attitudes toward gays/lesbians, establish equal rights in employment. Empowered by the radical protests of blacks, women and college students in the 1960s.
Questions for FILM – Making Sense of the Sixties (1997)

1. What political and social factors spurred the movements? What was the climate like at the time?

2. How did the leaders mobilize people and resources for the movement?

3. How did the leaders solidify people within the movement; how that create an “ingroup” and “outgroup”?

4. For which movements was there a slogan referring to pride for that group?

5. Did the movement lead to separate organizations that competed or cooperated? What was the impact of these splinter movements?
SOCIAL MOVEMENTS #2

OUTLINE

I. Social Movements and Backlash

Readings 2 & 7

I. Social Movements and Backlash

“Us” vs “them” categorization – Ingroup vs. outgroup –importance of the movement leaders to intensify the contrast or gap between the ingroup and outgroup.

Film today -- Two Nations of Black America -- Black Panther leaders were becoming more extreme. The movement had gone from a struggle for social justice – equality – to the idea that one could only be Black in the ways defined by the leaders of the Black Panthers. That left out many mainstream Blacks who had supported the civil rights movement.

Blame for inferiority was put on Whites – for slavery, segregation, prejudice and discrimination in a variety of ways.

- further magnification of the differences between the “ingroup – Blacks” and “outgroup – Whites”
- lead many Whites to further differentiate themselves from Blacks as well.

Same issue with women’s movement -- struggle for social justice and equality among the sexes. Some feminist leaders magnified the distinctions between the “us” (women) and “them” (men) too much.

- Anger toward men was validated and women’s problems were frequently defined as male problems – blame the male.
- Feminists lost support from many mainstream females who could not identify with the radical feminists who defined many problems as male-related and who denigrated the traditional role of females.
- Many women were confused about their roles –balance family and work.
- Many men confused about role in relationships, how to treat women.

Affirmative Action -- preferential treatment to make up for discrimination and lack of educational opportunities in the past:

- threat to many whites – feel being discriminated against. Resurgence of Skin Heads, and other White Power groups
- Ethnic minorities, women – perception that they aren’t good enough on own merit

Another significant outcome of the Civil Rights and feminist movements is the victim mentality.

Both readings (Elder & Young) talk about the double standard in which the oppressed (women, ethnic minorities) mistreatment of the oppressor (men, whites) is ok since it supposedly redresses the imbalance of power while acknowledging that mistreatment of the oppressor (men, whites) toward the oppressed (women, ethnic minorities) is inappropriate as it reinforces the power imbalance.

The struggle for social justice is important, but the psychological process of categorizing people into “us” vs. “them”, magnifying the distinctions between the groups, and blaming the “outgroup” for their problems has created backlashes that make it more difficult for the groups to come closer together. While these movements made tremendous gains for the members of their group, it was at some cost to uniting people and seeing their similarities.
Questions for FILM – Two Nations of Black America

1. What political and social factors spurred the Civil Rights Movement for Blacks? Was the issue race or class?
2. How did the leaders solidify people within the movement and did that create an “ingroup” and “outgroup”?
3. Did the movement lead to separate organizations that competed or cooperated? What was the impact of the Black Panther movement?
4. What was the difference between the 1960s and now (1997—when film made) that was discussed?
5. Where did you see examples of backlash?
ATTITUDE FORMATION

OUTLINE

I. Attitude Formation

Reading 8

I. Attitude Formation.

A. How we Form Attitudes -- 2 major ways develop attitudes

1. Social Learning -- 3 principle ways in which we acquire attitudes through social learning.
   - Classical Conditioning -- learning based on association.
     May occur subliminally, awareness is unconscious.
   - Instrumental Learning -- learning based on rewards or punishment.
   - Modeling -- observing the actions of others.

2. Direct Experience -- own personal experience. Interact people from a group may change attitude toward that group.
   Research -- attitudes people acquire from direct experience stronger than those resulting from experiences of others.

B. Attitudes and Behavior -- Attitudes do not consistently predict behavior.

C. Attitude Components -- have affective (feelings) and cognitive (knowledge) components that underlie attitudes.
PREJUDICE & STEREOTYPES

OUTLINE

I. Prejudice
II. Stereotypes

Reading 8

I. Prejudice

A. Distinguishing between Prejudice and Discrimination

Prejudice -- negative ATTITUDE rejecting an entire group; leads to categorical rejection

Discrimination -- BEHAVIOR depriving a group of certain rights or opportunities

Ethnocentrism -- assume one's culture & way of life superior to all others

II. Stereotypes

A. Social categorization

Social categorization -- people divide social world into two distinct categories—us and them.
✓ own group (ingroup)
✓ another group (outgroup)
✓ Distinctions -- focus on the characteristics that make the people in ingroup category similar and that distinguish them from outgroup (race, religion, sex, age, ethnicity, sexual orientation, occupation)
✓ Sharply contrasting feelings & beliefs usually attached to members of one’s ingroup and members of various outgroups. Persons in the “us” category -- positive; those in “them” or outgroup -- negative.

B. Stereotypes

✓ traits attributed to social groups
✓ can be useful -- expectations to guide our interactions
✓ significant -- frequently have detrimental effects
✓ stereotypes of other social groups.
   o negative,
   o overgeneralized
   o incorrect
C. **Network Model of Stereotypes** -- network of associated nodes of information linking social groups to a whole constellation of other types of information. **5 types of information (nodes):**

1. Defining Features -- define group membership
2. Group Labels – relevant label
3. Characteristics Features – associated with group label -- most important characteristic features of stereotypes - traits associated with category
4. Behaviors –those linked to the characteristic features (traits) -- expect category members to behave in ways consistent with traits associated with the category
5. Exemplars – individual members of the social category person has directly or indirectly encountered

✓ Information about
  a. in-groups -- more likely processed in terms of exemplars information
    ✓ View as individuals
  b. out-groups -- more likely processed in terms of characteristic features—traits and other attributes
    ✓ View w/respect to traits


What social categorizing do you see in the Americans toward the Japanese? The Japanese toward the Americans?

- What are examples of defining features each uses/acknowledges toward the other?

- What are examples of characteristic features each uses/acknowledges toward the other?

- What are examples of behaviors each uses/acknowledges toward the other?
IMMIGRATION & IDENTITY

OUTLINE

I. Immigration
   
   A. Demographics
      
      • Foreign-born population doubled during 1990s
      • 2/3 of foreign born reside largely in 6 states: CA, NY, FL, TX, NJ, IL. During 1990s, this changed
      • Of foreign born population, 51% were born in Latin America; 25.5% in Asia, 15.3% in Europe, and 8.1% in other regions.
      • 33% are naturalized citizens
      • Number of illegal immigrants in US is 8.7 million -- doubled over past decade.
   
   B. Info on Immigrants
      
      • Escape poverty, famine, war/political strife, unemployment – relative, not absolute deprivation.
      • Demand for labor.
      • Entrepreneurship in ethnic communities.
      • Refugees.
      • ILLEGAL immigrants -- above-average levels of education and occupational skills in comparison with their homeland populations.
   
   C. Laws and Brief History Of U.S. Immigration
      
      • Congress has, since about 1860, assumed responsibility for regulating immigration
      • 1864: Congress passes law legalizing importing of contract laborers.
      • 1875: first federal restriction on immigration prohibits prostitutes and convicts.
      • 1882: Congress curbs Chinese immigration
      • 1906: Naturalization Act makes knowledge of English a requirement for naturalization.
      • 1907: Gentlemen's agreement between U.S. and Japan restricts Japanese immigration.
      • 1917: bans virtually all immigration from Asia
      • 1921: temporary annual quotas are established, giving Northern and Western Europeans larger quotas.
      • 1942: Agreements with Mexico, British Honduras, Barbados, and Jamaica cover entry of temporary foreign agricultural laborers to work in the U.S.
      • 1943: Chinese exclusion laws repealed.
      • 1982: eases restrictions on the immigration of young Southeast Asians fathered by American servicemen
      • 1988: Simpson Mazzoli bill prohibits employment of illegal aliens, imposes sanctions on employers of aliens not authorized to work and by authorizing amnesty to selected groups of illegal aliens who entered the U.S. before a prescribed date.
      • 1946-present: various acts to change quotas, status of priority of entering individuals.
2000 DIVERSITY IMMIGRANT VISA PROGRAM -- 50,000 permanent residence visas each year to persons from six geographic regions with lower rates of immigration, no visas to countries with 50,000 immigrants to the U.S. REQUIREMENTS: nativity in an eligible country, AND either a high school education or its equivalent; OR two years of work experience within past five years in occupation requiring at least two years of training or experience.

D. Process for Naturalization – to become citizen – Don’t need to become citizen
- Legal admission to the U.S. and five years residence.
  - meet immigration quotas
- 4 more requirements: 18+ years; Good character (absence of criminal record); Ability to speak, read, write basic English at a third-grade level, Basic understanding of U.S. government and history.

II. Development of Identity

Development of identity -- important psychological tasks of adolescence.
Children/adolescents perceived as “different” suffer from prejudice and peer rejection

Different forms of identity: age, gender, sexual orientation, social class, ethnicity, disability, religion, geographic region, etc.

“Different” can be defined in terms of:
- Physical attributes – skin color (including albino); shape of eyes, nose, mouth; hair color/texture; “unusual” or different looking (bi-ethnic, physical disability that makes one appear different); mannerisms (being too feminine for male, too masculine for female); too large (very tall, obese, especially for girl) or too small (dwarf or very small, especially for boy).
- Cultural characteristics – language (not fluent, accent, dialect, sign language, Braille); dress (distinct dress appropriate for cultural or religious group – turban, yamaca; including homeless clothing – possibly dirty, smelly or raggedy)

Label to identify him/herself may be imposed by society
- Dominant group – can decide whether to use label or not
- Distinct group – label is often imposed, whether individual wishes to identify with that group or not.

A. Gender Identity
2-2 yrs -- gender identity -- categorize selves as boy or girl. But sex is only a label – think people can change sex if they want.
6-7 yrs -- gender constancy -- gender does not change over time.
Gender identity distinct from gender roles.

B. Gay/Lesbian Identity
After adolescence -- 1% - 10% of the population is homosexual -- percentage relative constant since the 1940s. Teenagers confront confusion & heartbreak associated with dating, falling in and out of love, coming to terms with sexuality. Some gay/lesbian teens may face prejudice, discrimination, and difficulty with dating and social relationships. Experiences and feelings compounded by living in a society where they may feel that others perceive them as “sick,” "deviant," or "queer."

C. Ethnic Identity -- sense of belonging to an ethnic group; part of one’s thinking, perceptions, feelings and behavior that is due to ethnic group membership. Ethnic identity develops gradually and is not adult-like until late childhood.
- Ethnic awareness (3-4 years)
- Ethnic self identification (4-8 years)
- Ethnic attitudes (8-10 years)
- Adolescents (12-20 years) -- assumed to know ethnicity; issue is in choosing what label to use -- ethnicity is determined by descent (parental background) which may differ from how one sees self ethnically.
  - Northern European background: use of ethnic label is optional
  - Racially distinct (skin color, other physical features) or Culturally distinct (language, dress customs): self identification is at least partially imposed.
2 stages of ethnic identity development

1. Unexamined ethnic identity
2. Exploration of one’s own ethnicity
   Result is deeper understanding and appreciation for one’s own culture—ethnic internalization.

D. Biracial/Biethnic/Bicultural Contexts

Complexity of identify formation increases when children/adolescents have parents of two or more different groups – often feel need to choose 1 group to identify with. Identity may be forced by physical attributes.

Trans-racial adoption - Children adopted into homes with an ethnicity distinguishably different from their own. They must determine who they are -- may be distinct from who adoptive parents are.

E. Disabilities

11% of school-age population has some type of disability: some physical (e.g., visual or hearing impairments, traumatic brain injury, cerebral palsy, asthma), some are developmental (e.g., autism), some learning disabilities, and others are behavioral or emotional (e.g., hyperactivity, schizophrenia). Some you can see physically, others you can detect if you watch or listen to the person interact, and others may not be noticeable at all (learning disabilities, asthma). Many individuals proud of themselves, fully accept their disability, and identify themselves within the particular group. To get to that sense of acceptance and identity requires developing pride in who they are, accepting their disability, learning to live with the isolation that many describe, and reaching out for support from others with disabilities like theirs.