



TWENTY-FIRST CENTURY



DYNAMICS OF
MULTICULTURALISM
Beyond Post-Racial America

Martin Guevara Urbina, Ph.D.

**TWENTY-FIRST CENTURY DYNAMICS
OF MULTICULTURALISM**

ABOUT THE EDITOR

Dr. Martin Guevara Urbina, a native of San Miguel de Allende, Guanajuato, Mexico, is a Mexican American researcher, writer, and professor who, as a sociologist and criminologist, has engaged for over a decade in an intensive academic research, publication, and discourse agenda designed to provide readers with evidence-based information of ethnic and racial minorities in the United States, with an emphasis on the exploration of the Latina and Latino experience.

Since 2009, Dr. Urbina has been a Professor of Criminal Justice in the Department of Natural & Behavioral Sciences at Rio Grande College, Professor of Criminal Justice in the Department of Criminal Justice at Sul Ross State University, and an adjunct instructor of Sociology for Southwest Texas Junior College. In the fall of 2013, Dr. Urbina was named Graduate Coordinator for the Criminal Justice Department, Sul Ross State University. Professor Urbina has taught at New Mexico State University, Western Michigan University, University of Wisconsin–Milwaukee, Howard College, and Texas A&M University–Central Texas. Professor Urbina was awarded a Certificate of Recognition for Outstanding Teaching by Western Michigan University in 1999, and he was nominated for the 2002-2003 UWM Distinguished Undergraduate Teaching Award by the University of Wisconsin–Milwaukee.

Dr. Urbina is author, co-author, or editor of over 50 scholarly publications on a wide range of topics, including several academic books: *Latino Police Officers in the United States: An Examination of Emerging Trends and Issues* (forthcoming); *Twenty-First Century Dynamics of Multiculturalism: Beyond Post-Racial America* (2014); *Ethnic Realities of Mexican Americans: From Colonialism to 21st Century Globalization* (2014); *Capital Punishment in America: Race and the Death Penalty Over Time* (2012); *Hispanics in the U.S. Criminal Justice System: The New American Demography* (2012); *Capital Punishment and Latino Offenders: Racial and Ethnic Differences in Death Sentences* (2003, 2011); *A Comprehensive Study of Female Offenders: Life Before, During, and After Incarceration* (2008); and *Kylor's Adventure Through the Rainforest: A Journey of Courage and Faith* (a children's book; forthcoming). Currently, Urbina is working on two new academic books: *Juveniles in the U.S. Legal System: Making Sense of Juvenile Justice*; and *Immigration and the Law: From Conquest to the War on Terrorism*. Along with his academic endeavors, he is also writing two novels: *An Adventure in Time: A Journey Without Boundaries* (fiction); and *Mi Vida: Between the Wind and the Rain, I Looked up and Wept* (nonfiction). His work has been published in national and international academic journals, to include *Justice Quarterly*; *Critical Criminology: An International Journal*; and *Social Justice: A Journal of Crime, Conflict & World Order*. Most recently, Dr. Urbina has also opted to venture into the world of poetry, with the illusion of writing a book of poems: *Cincuenta Poemas de Amor Para el Alma y el Corazón: Fifty Love Poems for the Soul and the Heart*.

During his spare time, Urbina loves evening walks. His biggest delight: *la lluvia* (rain)! For a complete list of Urbina's research and publications, visit his website at <http://faculty.sulross.edu/murbina/>.

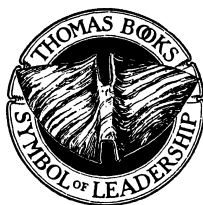
TWENTY-FIRST CENTURY DYNAMICS OF MULTICULTURALISM

Beyond Post-Racial America

By

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Steven W. Bender, JD, is Professor of Law at Seattle University School of Law, joining the Seattle faculty in 2011 after 20 years of teaching at the University of Oregon School of Law and in the undergraduate Ethnic Studies Program. Bender’s writing reflects his experiences growing up in East Los Angeles as the son of a Mexican mother. Bender is author of many law review articles addressing law, culture, politics, and history, together with a textbook on real estate transactions, a national two-volume treatise on real estate financing, a book on Latino stereotypes titled *Greasers and Gringos: Latinos, Law, and the American Imagination* (2003), a book on politics titled *One Night in America: Robert Kennedy, César Chávez, and the Dream of Dignity* (2008), a book on language policy titled *Comprende?: The Significance of*

Spanish in English-Only Times (2008), a book on housing policy titled *Tierra y Libertad: Land, Liberty, and Latino Housing* (2010), and is co-author of *Everyday Law for Latino/as* (2008). New York University Press published his latest book on border policy, *Run for the Border: Vice and Virtue in U.S.-Mexico Border Crossings* (2012). Professor Bender is also a member of the Society of American Law Teachers (SALT) Board of Governors.

Charles Ramírez Berg, PhD, is University Distinguished Teaching Professor at the University of Texas at Austin as well as Joe M. Dealey, Sr. Professor in Media Studies and Board of Regents' Outstanding Teacher. He is author of *Latino Images in Film: Stereotypes, Subversion, and Resistance* (2002); *Cinema of Solitude: A Critical Study of Mexican Film, 1967-1983* (1992); and *Posters from the Golden Age of Mexican Cinema* (1997). His latest book, *The Classical Mexican Cinema: The Poetics of the Exceptional Golden Age Films*, will be published in 2014. In addition, Berg has written numerous articles on Latinos in U.S. film, Mexican cinema, film history, and narratology that have appeared in journals such as *Jump Cut*, *Film Criticism*, *Aztlán*, and *CineACTION*, as well as anthologies like *Film Genre Reader IV, A Companion to Film Theory*, *The Latino Condition*, *John Ford Made Westerns*, and *A Little Solitaire: John Frankenheimer and American Film*. He has also written essays for Criterion DVD releases of the classic Chicano film *!Alambrista!* (2012) and the pioneering Mexican Golden Age film *Redes* (2013) and has contributed entries to the *World Film Encyclopedia*, *The International Dictionary of Films and Filmmakers*, and *The Oxford Encyclopedia of Latinos and Latinas in the United States*.

Donna Maria Blancero, PhD, is a Nuyorican who received her doctorate from Cornell University and is currently an Associate Professor at Bentley University. She is also a member of the faculty for ULCA's Latino Leadership Institute, NAMIC's leadership programs, Wells Fargo's Latin Leaders Program, the Society for the Advancement of Chicanos/Hispanics and Native Americans in Science's (SACNAS) Leadership Institute, and others. Previous academic positions include serving on the faculty at the W.P. Carey School of Business and a Research Faculty Affiliate at the Hispanic Research Center, both at Arizona State University. Most recently, she was the Senior Vice President of Research and Intellectual Development for NSHMBA. Blancero is the founding editor for *The Business Journal of Hispanic Research*, and she is a national speaker on issues related to Hispanic Leadership. She has been a NSHMBA member since 1992 and served for 10 years on the National Board of Directors, including two terms as Chairperson of the Board, from 2004 to 2006. Currently, Blancero serves on the Board of Directors for the Latino Institute for Corporate Inclusion and for the Alzheimer's Association in the New York Hudson Valley area. She is also a member of the President's Council of Cornell Women and serves on the Diversity & Inclusion Committee. Previously, Blancero was on the Board of Directors for the Hispanic Employee Association (2001-2006) and the President of the Management Faculty of Color, a national organization. Focusing her research over the past decade on Hispanics in Corporate America, Blancero's research has been published in journals such as the *Journal of Organizational Behavior*,

Industrial Relations, Human Resource Management, Cross Cultural Management, and International Journal of Management. She recently published a book (co-edited with Robert DelCampo) titled *Hispanics at Work: A Collection of Research, Theory and Application* (2012). She is also a Fellow of the Carnegie Foundation for the Advancement of Teaching. During her spare time, Blancero is an amateur genealogist; enjoys physical activities such as biking, hiking, and strength training; and enjoys spending time with her large extended family.

Arnoldo De León, PhD, is C.J. “Red” Davidson Professor of History at Angelo State University, Texas. He has authored and edited several books and articles on the history of Mexican Americans. His books include *The Tejano Community: 1836–1900* (1982, 1997); *They Called Them Greasers: Anglo Attitudes Toward Mexicans in Texas, 1821–1900* (1983); *Mexican Americans in Texas: A Brief History* (1993, 1999, 2009); *War Along the Border: The Mexican Revolution and Tejano Communities* (2012); and, with Richard Griswold del Castillo, *North to Aztlán: A History of Mexican Americans in the United States* (1997, 2006). De León is a Fellow of the Texas State Historical Association and the West Texas Historical Association. In 2013, the Texas Foco of the National Association of Chicana and Chicano Studies bestowed upon De León the Premio Estrella de Aztlán Lifetime Achievement Award.

Jill Lynch Cruz, PhD, is president of JLC Consulting, LLC, a strategic human resource management and diversity consulting firm that partners with its clients in the legal industry, corporations, and non-profit organizations. She holds a doctorate in Organization and Management from Capella University, a master’s degree in Human Resource Management from the University of Maryland, and a bachelor’s degree in Psychology from the University of Maryland. Dr. Cruz is also certified as a Senior Professional in Human Resources (SPHR). She has over 20 years of senior-level human resources experience, most of which has been within the legal industry, including most recently as the Chief Human Resources Officer for an AmLaw 100 DC-based law firm. In addition, Cruz serves as a member of the Research Advisory Board for the American Bar Association’s Commission on Women in the Profession and also serves as a Research Advisor to the Hispanic National Bar Association Commission on Latinas in the Legal Profession. Dr. Cruz is the recent past Chair of the American Red Cross Human Resources Committee (Cincinnati Chapter), and she is currently an adjunct professor at the University of Phoenix School of Business and Technology. She is actively involved in research and writing on topics primarily related to Hispanics in professional roles, including the co-author of several landmark studies and peer-reviewed articles on the experiences and barriers encountered by Latina attorneys. Dr. Cruz has served as an expert lecturer and frequent presenter at various professional development-related workshops, conferences, panels, and peer-reviewed symposiums.

Daniel Justino Delgado, PhD, is an Assistant Professor of Sociology at Salem State University. His research focuses on the processes of racialization experienced by Latinos and other racialized groups. Recently, Dr. Delgado published an article (co-

authored with David Brunson and Kerry Ann Rockquemore) titled “Liminality in the Multiracial Experience: Towards a Concept of Identity Matrix” (2013) in the journal *Identities: Global Studies in Culture and Power*, as well as an article in *Sociology Compass* discussing how middle-class Latinos experience their racial identities. His current project explores the discourse used by the Maricopa County sheriff’s office regarding Latinos living in Arizona, with plans for a book on this topic. He currently lives in the Boston area and can be contacted at ddelgado@salemstate.edu.

Robert J. Durán, PhD, is an Associate Professor of Criminal Justice at the University of Tennessee at Knoxville. He earned his doctorate in sociology from the University of Colorado. Dr. Durán’s areas of research include race and ethnicity, social control, and public health through the lens of ethnography. Dr. Durán has published numerous book chapters and refereed journal articles, appearing in scholarly journals like *Aztlán: A Journal of Chicano Studies*; *Journal of Contemporary Ethnography*; *Journal of Ethnicity in Criminal Justice*; *Latino Studies*; and *Social Justice: A Journal of Crime, Conflict and World Order*. His book, *Gang Life in Two Cities: An Insider’s Journey* (2013), was recently released by Columbia University Press.

Joe R. Feagin, PhD, Ella C. McFadden Professor of Liberal Arts at Texas A&M University, has previously taught at the University of Massachusetts, University of California, University of Texas, and University of Florida. He has done much research on racism and sexism issues and served as Scholar-in-Residence at the U.S. Commission on Civil Rights. Dr. Feagin has published 63 scholarly books and 200-plus scholarly articles and monographs in his research areas. One of his books (*Ghetto Revolts*) was nominated for a Pulitzer Prize. Among his recent books are *Systemic Racism: A Theory of Oppression* (2006); *Two-Faced Racism: Whites in the Backstage and Frontstage* (2007, with Leslie Picca); *The White Racial Frame: Centuries of Racial Framing and Counter-Framing* (2013); *Racist America: Roots, Current Realities and Future Reparations* (2010); *White Party, White Government: Race, Class, and U.S. Politics* (2012); and *Latinos Facing Racism: Discrimination, Resistance, and Endurance* (2013, with José A. Cobas). He is co-founder of the social science blog, www.RacismReview.com. Dr. Feagin is also the recipient of a 2006 Harvard alumni lifetime achievement award, the 2012 Soka Gakkai International-USA Social Justice Award, the 2013 American Association for Affirmative Action’s Arthur Fletcher Lifetime Achievement Award, and the American Sociological Association’s 2013 W.E.B. Du Bois Career of Distinguished Scholarship Award. He was the 1999–2000 president of the American Sociological Association. Dr. Feagin can be contacted at jrfeagin@yahoo.com.

Brenda I. Gill, PhD, (formerly Marshall) is a mixed-methods prepared family sociologist and an Associate Professor of Sociology in the Department of Criminal Justice and Social Sciences at Alabama State University (ASU) in Montgomery, Alabama. She received a Ph.D. in her field from Wayne State University in Detroit, Michigan. Her research is mostly international in scope and includes the areas of multiculturalism, diversity, family, media, and violence (family and school). Dr. Gill’s work includes a previous chapter on multiculturalism from an international

perspective published in *Voices of Diversity* (2009), which explores experiences, challenges, similarities, and differences with diversity and multiculturalism in several countries. More recently, she has conducted a large study, titled “Developing Evidence-Based Intervention Strategies for Caribbean at Risk Youth: Risks and Protective Behaviors” (EBISCRY), projected as a longitudinal study of adolescent trends in the Caribbean. The primary purpose is to provide data of value for prevention, intervention, assessment, evaluation, and policy development. Ultimately, the accessibility of such data to agencies is likely to result in more strategic planning for adolescent development and provide more effective tools for the appraisal of the effectiveness of such initiatives. In addition to the foregoing, Dr. Gill has also carried out research in media and its effects on adolescents’ social values, adolescents’ gross consumption of media, discipline styles of parents and the implications of these for the use of corporal punishment in schools, and, more recently, the issue of bullying using data from 10 Caribbean countries. For the past three years, she has participated monthly in the Alabama Prison Reentry Program as the ASU Relationship Specialist and conducts sessions on Domestic Violence, Family Relationships, and other topics relevant to reentry into society.

Alexandra Neves, PhD, is an Assistant Professor of Bilingual/TESOL Education at Western New Mexico University in Silver City. Originally from Brazil, she taught English as a foreign language and teacher preparation courses at the Universidade do Sul de Santa Catarina for several years. Dr. Neves has written articles on language teaching and learning for the TESOL organization and Sonamidia Magazine in Brazil. Her book, *From ESL Students to Bilingual/ESOL Teachers: A Journey* (2009), was published by VDM Verlag. Dr. Neves’ main interests are in the field of critical pedagogy, multicultural education, language acquisition and development, and intercultural competence in teacher preparation.

Felipe de Ortego y Gasca, PhD, at the Third Biennial Policy Summit on Latino Higher Education (October 2–4, 2013) presented by The Sereno Alliance for Higher Education and the University of New Mexico, was honored by The Sereno Alliance for Higher Education with the *Perseverance-Aguante Award* for his contributions to Latinos and Higher Education over the last 50 years. He was also honored by The Sereno Alliance for Higher Education with the establishment of “The Felipe de Ortego y Gasca” *El Tintero Award* presented to three distinguished Latino scholars and educators at the Third Biennial Policy Summit on Latino Higher Education. Dr. Ortego, Professor Emeritus of English (Texas State University System—Sul Ross State University) and currently Scholar in Residence (Cultural Studies, Critical Theory, Public Policy) since January 2007 at Western New Mexico University, Silver City, New Mexico, is one of the early Quinto Sol writers of *The Chicano Renaissance* (1966–1975), a term he coined for the efflorescence of Chicano literature (*Journal of Social Casework*, May 1971). In 1969, he taught the first course in Chicano literature in the country at the University of New Mexico where he earned the PhD in English (British Renaissance Studies). In addition to teaching, Dr. Ortego continues his work as scholar, writer, and editor, adding to his extensive bibliography that spans

decades of writing. For ABC-CLIO, he is Editor-in-Chief of the two-volume Greenwood *Encyclopedia of Latino Issues Today* (forthcoming). Among a score of plays, he is author of *Elsinore* (musical version of *Hamlet*) with Mark Medoff (Tony Award author of *Children of a Lesser God*). He is author of *The Stamp of One Defect: A Study of Hamlet* (1966), considered by Haldeen Braddy to be the most provocative work in a century of Hamlet studies. Dr. Ortego is also author of *Backgrounds of Mexican American Literature* (1971), the first historic and taxonomic study in the field for which he is considered the founder of Chicano literary history. For Washington Square Press, he edited *We Are Chicanos: Anthology of Mexican American Literature* (1973), first critical anthology of Mexican American literature by a mainstream American press. Dr. Ortego's work appears in a profusion of books and encyclopedias as well as in national and international journals and magazines. He has authored works on Chaucer, Shakespeare, Milton, Johnson, Browning, Melville, Faulkner, Hemingway, Steinbeck, and contemporary Chicano writers, including Rodolfo Anaya, Juan Bruce Novoa, Denise Chávez, Tino Villanueva, and Maria Helena Viramontes. Dr. Ortego's academic accomplishments are legend. He was Founding Member (2007) and Past Chair of the Department of Chicano/a and Hemispheric Studies (2008–2011) at Western New Mexico University. In 1970, he was Founding Director of the Chicano Studies Program at UT El Paso, first in the State of Texas and third in the nation. He was a faculty member of the Department of Graduate Mexican American Studies at San Jose State University (1973–1975). He was founding Vice-Chancellor for Academic Development of the Hispanic University of America in Denver, Colorado (1975–1978); and was a Founding Member and Affiliate Faculty of the Mexican American Studies Program while he was Director of the \$2.7 million Title III HSI Program at Texas State University–Sul Ross (1994–1999). Dr. Ortego is a World War II Marine Corps veteran (Sergeant) with Air Force military service (Major) during the Korean Conflict and the early Viet Nam Era. Completing Air Force ROTC at the University of Pittsburgh (1952), he was commissioned a 2nd Lt. and accepted for Flying School at Goodfellow AFB (Class 53-O) at San Angelo, Texas. For his work as a Threat Analyst and Profiler in Soviet Studies he was awarded the Air Force Commendation Medal (1961).

Marcos Pizarro, PhD, has been a Professor and Chair of Mexican American Studies at San José State University since 1999. He is the proud son of Leonard and Helena, partner to Esther, and father of Xóchitl and Citlali. Dr. Pizarro works with Chicana/o students at various stages in their schooling and tries to understand how interventions can help these students develop strategies that might aid them in their efforts to succeed in school and create social justice in their communities. In his *Chicanas and Chicanos in School: Racial Profiling, Identity Battle, and Empowerment* (2005), Dr. Pizarro reports his research with Chicana/o youth in East Los Angeles and the Yakima Valley of Washington State. In this particular book, he explores the relationship between the identities of Chicana/o students and their academic performance with a focus on lessons that will aid those interested in enhancing the educational performance of these youth. Currently, Dr. Pizarro coordinates MAESTR@S, a Movement for Raza Liberation through Educación, a social justice organization

developing and implementing a transformative education model with raza communities. Dr. Pizarro also works with schools on the development and implementation of Raza Studies curricula to enhance Latina/o student engagement, and he is coordinator of the Institute for Teachers of Color Committed to Racial Justice.

Mary Cay Sengstock, PhD, is Professor of Sociology at Wayne State University in Detroit, Michigan. She received a PhD from Washington University in St. Louis, Missouri. Her major focus of research has been in the area of immigration and ethnicity in the United States. Dr. Sengstock has been collecting and analyzing data on the Chaldeans, a Detroit-based community of Christian immigrants from Iraq, for over 50 years. Her research has resulted in three books on this particular minority community. *Chaldean-Americans: Changing Conceptions of Ethnic Identity* was published in 1982, with a second edition in 1999, and *Chaldeans in Michigan* was published in 2005. Dr. Sengstock's book on multiculturalism, *Voices of Diversity: Multi-Culturalism in America* (2009), analyzes the socialization experiences of persons from mixed ethnic and racial backgrounds. Her research focuses on a topic that has received little attention in the ethnic literature, namely, the process by which persons from ethnically diverse backgrounds encounter and learn to relate to and identify with members of other cultural groups, eventually becoming "just Americans." Her book chronicles the difficulties, as well as the benefits, of the assimilation process. Dr. Sengstock has also conducted research in social gerontology and family violence, with a special focus on abuse of the elderly, and she often conducts training programs for health professionals on the importance of cultural sensitivity in providing medical and social services to individuals from a wide variety of ethnic and racial cultures and recommends ways in which such cultural sensitivity can be developed.

Barbara Loren

. . . una nota para ti . . .

for every moving tear,
for every captivating smile,
for every refreshing laugh,
and for every loving hug,

gracias (thanks), my little cheerful girl!

And, of course, *gracias* for enriching my life with
your playfulness, your singing, your modeling, and your dancing!

PREFACE

We need a new, deeper appreciation of the ethnic histories of the American people, not a reduction of American history to ethnic histories.

—Steven C. Rockefeller

For centuries, conversing over the dynamics of American multiculturalism, people tend to focus on the everyday social interaction of America's mainstream society—traditionally under the black/white binary model of research, publication, and dialogue—without fully equating the simultaneous interaction of historical, structural, political, philosophical, and ideological forces defining and shaping the American experience over time. As people began to promote cultural diversity in the early part of the twentieth century, though controlled under the notion of assimilation, the focus revolved around race, gender, class, and immigration without delineating the influence of both race and ethnicity or, by extension, racial and ethnic diversity in everyday life, particularly in essential elements, like cultural tolerance, equality, justice, and positive social transformation; subsequently, failing to capture the American experience in its totality. In the twenty-first century, with globalization in full-swing, including the globalization of knowledge, some people are beginning to recognize and promote multiculturalism as a “sign” of American modernity.

In the twenty-first century, though, few studies have delineated the U.S. multiculturalism story beyond black and white, to include the truths and realities of other Americans over time, resulting in highly skewed academic publications or sometimes releasing outright lies—subsequently, manipulating the entire American experience. While the white experience and, to a lesser extent, the black experience have been well documented, the brown experience, for instance, has been neglected, minimized, or excluded from the pages of history. More significantly, while certain social issues have received wide publicity, including the gross underrepresentation of minorities, particularly African Americans and Mexican Americans, in America's main insti-

tutions, much less analyzed are the historical and contemporary structural mechanisms, beliefs, and ideologies that govern the ethnic and racial experience vis-à-vis U.S. institutions. In the new millennium, with significant shifts in demographic trends redefining and reshaping the confines of cultural diversity and multiculturalism, it is of utmost importance that the ways in which ideas of not only ethnicity, race, gender, and class, but also of corresponding elements, like education, language, citizenship, employment, politics, voting rights, law and order, and the American media, uphold the legitimacy and ideologies of the historically dominant majority be demystified and exposed in the pages of academic literature, a central objective of this book.

Clearly, there has been a great need for researchers to examine the multiple intertwining forces of historical and contemporary movements (particularly structural, political, economic, and ideological) defining, shaping, and governing the everyday experience of America's people, in their totality, if the United States is to actually engage in significant and positive social transformation in the new millennium—ultimately, if the U.S. is in fact going to be situated and reflective of a post-racial society in the twenty-first century. Researchers should include not only greater focus on ethnic minorities (Latinos) and racial minorities (like African Americans, Asian Americans, and Native Americans), but they must vividly document the untold stories of ethnic and racial minorities, delineating for ethnic and race effects along the historical continuum, while placing multiculturalism within a broader context, if we are going to provide a balance to the existing literature and, more importantly, strive for universal equality, justice, cultural diversity, respect, and human dignity.

For decades, America propagated the notion of assimilation, in a sense, the less cultural diversity and multiculturalism the better. In the second half of the twentieth century and early part of the twenty-first century, some people finally began to acknowledge the fundamentals of “difference.” Inevitably, as in no other time in U.S. history, though, is the historically dominant majority experiencing a more profound “cultural crisis” in that after centuries of total control in all areas of social life—dictating life, death, and even where a person should be buried—their ideas about ethnicity, race, gender, education, employment, economics, law, medicine, politics, governance, media, and social life are under attack by the intertwining forces of diversity and multiculturalism. In effect, exploring the American experience over the centuries and the changing dynamics of cultural diversity and multiculturalism over the years, the contributing authors of this book document how the historical white male ideology, which was used to build the original foundations of America's main institutions, backed by the educational system, the political system, science, law, and the American media, has been

strategically used as a mechanism to intimidate, manipulate, oppress, control, dominate, and silence ethnic/racial minorities and poor whites—under the notions of American democracy, freedom, normality, objective legal rationality, color-blind policies, linear social change, and neutral scientific paradigms. Worse, while historically there has been gross inequality, injustice, and little or no tolerance for cultural difference, ethnic/racial diversity, and multiculturalism in possibly all American institutions, some of the most consequential historical inequalities, injustices, and insensitivity for difference have been generated by the very same institutions—like the educational system, the political system, and the criminal justice system—under the verbose argument of in the name of progress, national security, or global power and dominance.

Invariably, in the very essence of education, the most powerful and consequential battles are currently taking place. Critically, in academia, where the voice of reason, objectivity, and pure knowledge is suppose to prevail, historically influential academicians have expressed fears that the United States cannot continue to permit un-American events, policies, ideas, and worse, immigration, if the new arrivals do not fully assimilate to the English language, the main institutions, and the political ideals that, supposedly, hold the country together, while failing to truthfully recognize that even ethnic and racial minorities who opt to assimilate continue to confront multiple barriers in all facets of life, along with prejudice, racism, discrimination, violence, and oppression. During the twentieth century, for example, prominent social scientists, like Arthur Schlesinger, were decrying the “disuniting of America.” Characterized as a “historian of power,” the Pulitzer Prize winning author and a longtime Harvard Professor became a leading opponent of multiculturalism in the 1980s and 1990s, charging in his highly celebrated book, *The Disuniting of America* (1991), that multiculturalism equals disunity. Then, in plain twenty-first century once Harvard’s leading Political Science Professor Samuel P. Huntington (1996:204) passionately and aggressively charged against multiculturalism and fiercely argued that the growing Latino population will result in the inevitable “clash of civilization,” citing that “While Muslims pose the immediate problem to Europe, Mexicans pose the problem for the United States,” and more recently Huntington (2004:32) proclaimed that

the single and most immediate and most serious challenge to America’s traditional identity comes from the immense and continuing immigration from Latin America, especially from Mexico . . . transformation into two peoples with two cultures (Anglo and Hispanic) and two languages (English and Spanish) . . . a major potential threat to the country’s cultural and political integrity.

In truth, as detailed by the contributing authors of this book, contrary to the popular imagination, in-depth explorations of the ethnic/racial truths and realities of minorities, particularly Mexican Americans, African Americans, and Native Americans, over time do not reveal major linear social change, positive social transformation, tranquil community relationships, equality, or a culturally and socially understanding and tolerant American community, but an historical legacy of intimidation, manipulation, brutality, hate, oppression, ignorance, and hypocrisy by the dominant white majority against ethnic/racial minorities and poor whites. After centuries of supposed social change for all Americans, we are nowhere near a post-racial society; instead, we are confronted with the continuation of historical gaps in all areas of social life and in America's main institutions—including education, employment, health care, economics, medicine, law, politics, and media—with continuous attacks on cultural diversity and multiculturalism.

Still, in the face of centuries of manipulation, exploitation, oppression, and sometimes brutal violence, blacks, browns, reds, yellows, and the like are still here, fighting not only for ethnic and racial tolerance, but also for equality, justice, respect, and human dignity. Resonating the various social movements of the 1950s and 1960s, we currently find ethnic and racial communities, along with progressive whites, energized, motivated, and inspired, while striving for positive social transformation—illustrating our strength, our capacity, our courage, and our will to battle for a better life, a better world, and a better future. In essence, as detailed in this book, *It's a New World*.

In fact, despite the long legacy of hate, violence, and oppression against America's most disadvantaged communities, particularly undocumented people, the minority population will continue to grow and, with pressing demographic shifts, ethnic and racial minorities will soon become the new face of America. Further, with rapid changes in demographics across the country, significant changes in almost all aspects of life, like customs, traditions, and language, not only for ethnic and racial minorities, but the entire American society, are redefining the governing dynamics of America's main institutions, from the educational system to the political system, to the American military. However, while some people welcome, or simply accept or tolerate, positive social transformation for balancing the systems, some Americans are unwilling to acknowledge, accept, or even tolerate the changing dynamics of society. With the unspoken historical mentality and governing ideology of we know it all, everyone else is inferior, this land belongs to us who "discovered" it, or we are the ones who came and conquered, many Americans continue to aggressively rail against policies and programs design to correlate with the dynamics of demographic shifts and trends, like bilingual education, citizenship, and voting rights, passionately charging that such efforts represent a serious threat to American identity and culture.

As a vital step in our quest for understanding and social transformation, moving beyond the when and how, rather than developing a single explanation for the why of the American experience from the early days to the new millennium, this book presents a variety of studies, philosophies, and ideologies that illustrate alternative ways of analyzing and documenting the realities and experiences of America's peoples over the years—focusing primarily (but not exclusively) on ethnic minorities, the upcoming majority, the America of tomorrow. With a cohort of some of the most renowned scholars in their respected fields, this book builds a framework of methodological, theoretical, and philosophical analysis within diverse fields of investigation to better understand the various driving forces shaping and reshaping the dynamics of the American experience; and, by extension, the twists and turns of cultural diversity and multiculturalism. In this mission, contributing authors draw on literature from various fields of study, including history, sociology, political science, law, criminal justice, ethnic/racial studies, Mexican American (Chicano) studies, post-colonial perspectives, and globalization literature.

In sum, delineating the dynamics of multiculturalism over the years, contributing authors illustrate that the United States is nowhere near a post-racial society, and thus we must prioritize equality, justice, and multiculturalism if the U.S. is in fact going to have a balanced system. Lastly, contributing authors vent into the future of America's peoples and the historically constant American dilemma—the American dream—while placing multiculturalism within a global context. Perhaps more than never, in a highly globalised world, we must recognize that multiculturalism is not simply understanding ethnic/racial histories or the mere appreciation of cultural “difference,” but accepting that multiculturalism spreads across the very inner core of America's institutions, and ingrained in the very essence of life, for multicultural perspectives, ideas, and ideologies empower us to elevate the multicultural discourse to a higher level of social transformation—ultimately, universal equality, justice, respect, and human dignity for all, in all facets of human existence. The challenges of living in an increasingly diverse society where ethnicity/race remains interwoven in our everyday lives, while whites and non-whites remain worlds apart, require that we are active participants, if we are to achieve equitable social transformation. Solutions for many of the issues detailed herein require innovation, strategy, cooperation, unity, courage, and a strong voice—as we strive to positively transform the country, reflective of a post-racial society and, ultimately, moving beyond post-racial America.

M.G.U.

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M.G.U.

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**TWENTY-FIRST CENTURY DYNAMICS
OF MULTICULTURALISM**

Chapter 1

IT'S A NEW WORLD: THE CHANGING DYNAMICS OF MULTICULTURALISM

Martin Guevara Urbina

Yes, Marcos is gay. Marcos is gay in San Francisco, black in South Africa, an Asian in Europe, a Chicano in San Ysidro, an anarchist in Spain, a Palestinian in Israel, a Mayan Indian in the streets of San Cristobal, a Jew in Germany, a Gypsy in Poland, a Mohawk in Quebec, a pacifist in Bosnia, a single woman on the Metro at 10pm, a peasant without land, a gang member in the slums, an unemployed worker, an unhappy student and, of course, a Zapatista in the mountains. Marcos is all the exploited, marginalised, oppressed minorities resisting and saying 'Enough.' He is every minority who is now beginning to speak and every majority that must shut up and listen. He is every untolerated group searching for a way to speak. Everything that makes power and the good consciences of those in power uncomfortable—this is Marcos.

—Subcomandante Marcos

Around the globe, for over 200,000 years, human mobility has been a landmark of social existence and transformation, with people voluntarily leaving, forced to leave, or taken out of their area of origin to different geographical areas, normally with specific objectives, like the relocation of criminals from one country to another, the transportation of slaves to different countries, and the importation or exportation of “immigrants” around the world. In modern times, though, no country in the world has possibly experienced more human mobility, migration, and social transformation than the United States, particularly with the advent of globalization, with its multiple corresponding elements, like the governing dynamics of the legal, educational, economic, and political systems; technology; and cultural diversity.

Yet while human mobility, expansion, migration, and societal transformation have been historical inner elements of the American experience since the days of the conquistadors, and subsequent conquest, colonialism, slavery, and imperialism, the focus of academic discourse, investigations, and publications has been on Caucasians (whites) and African Americans (blacks), with much less academic dialogue of other ethnic and racial minorities, even though Latinas and Latinos now constitute the largest minority group in the United States and thus the second largest ethnic/racial group in the country, right behind the white population. In fact, historically ethnic minorities, along with certain racial minorities, like Native Americans and Asians, have either been excluded from the pages of history, or all Latinos of various national origins have been treated as a monolithic group. Consequently, over the years, there has been gravely scant discourse on Latinas/os, recently projected as the upcoming majority, particularly Mexican Americans, who have historically constituted a high majority of Latinas/os in the United States, with a similar pattern of neglect experienced by other ethnic/racial minorities. Similarly, as in everyday life, in their engagement with America's institutions, including the criminal justice system, as the largest ethnic minority and, overall, as the largest minority group, Mexican Americans and Latinas/os have not only been less studied, documented, and discussed in academic settings, to include research, publication, and dialogue, but, in essence, they have been historically manipulated, intimidated, marginalized, oppressed, and silenced.

Therefore, without exploring both the ethnic and racial experience in its totality, from conquest and colonialism to twenty-first-century globalization, the truths and realities of the American experience remain skewed, as Latinas/os, particularly Mexican Americans, and other racial minorities remain in the shadows of the past, keeping the ethnic realities of Mexican Americans and other Latinos hidden from the pages of history and, for undocumented minorities currently living in the United States, in a state of manipulation, intimidation, oppression, marginalization, and silence. This chapter shows that significant research gaps remain to be bridged if we are in fact going to be more inclusive in academic investigations, and thus generating and disseminating more representative, sound, and objective information, projecting the historical realities of the entire American experience, to include not only whites and blacks, which historically have "represented" the so-called American multicultural society, but also Mexican Americans and other ethnic/racial minorities, like Asians and Native Americans. For instance, generally, historians, political scientists, sociologists, psychologists, criminologists, and other social scientists tend to focus on certain issues, events, or situations while documenting the minority experience, without historically delineating the ethnic experience over time and either minimiz-

ing or excluding historical movements that have governed the ethnic (Latino) experience for centuries—providing a story of the Latina/o, particularly Mexican American, experience without unearthing the historical roots, which originally set in motion the forces that would ultimately shape and reshape the everyday experience for Mexican Americans, other ethnic/racial minorities, and poor whites. For instance, as recently documented by Martin Guevara Urbina, Joel Vela, and Juan Sánchez in *Ethnic Realities of Mexican Americans: From Colonialism to 21st Century Globalization* (2014), one of the most detrimental social movements against Mexican Americans and other Latinos, along with African Americans, for over one and a half centuries has been the criminalization of Mexican identity. However, while scholars have been documenting the over-representation of minorities, especially African Americans and, more recently, Latinos, throughout the American criminal justice system, they have failed to analyze not only the Mexican American experience but the overall ethnic experience by the totality of intertwining historical factors, events, issues, circumstances, cultural diversity, and, most critical, ideologies, which in fact structure the institutional foundations.

This kind of historical, theoretical, and methodological approach is not, on its own, sufficient to fully capture the ethnic realities of Mexican Americans and other ethnic/racial minorities over the years in everyday life or in their engagement with America's main institutions, particularly their encounters with the criminal justice system. Consequently, it fails to delineate, in their totality, the forces, contours, and governing dynamics of diversity and multiculturalism over time. In essence, the ethnic experience begins to rapidly unfold when Mexicans were first joined by whites in then Mexican territory, soon after Mexicans became foreigners in their own land, subsequently beginning a migration cycle that continued for decades and quickly exacerbated a legacy of struggle, brutality, and hate that remains highly charged in the new millennium. In modern times, the ethnic experience begins when Mexicans, along with other ethnic/racial minorities, first enter the United States, at times, even before they arrive in the land of the "free," as the United States tends to influence people beyond its national borders, especially now with the advent of a modernized form of globalization, a kind of migration in itself, shaping the confines of transnational diversity and multiculturalism. Therefore, researchers, critics, and commentators need to place contemporary ideas, practices, and experiences in the context of the past and of broader ideas about ethnicity, race, cultural diversity, and historical ideologies, which continue to shape and reshape not only the realities of Mexican Americans but also other ethnic and racial groups, including African Americans, Asian Americans, whites, and Native Americans in the twenty-first century. As such, by providing a historical examination of prior race and ethnic investigations, explaining the format of this book, and intro-