

Chapter 1: Race and the Social Construction of Difference

Test Bank

Multiple Choice

1. Which of the following is true about the concept of race?
- a. It is biologically determined.
 - b. It is socially constructed.
 - c. There is great biological variation within racial groups.
 - d. Both “it is socially constructed” and “there is a great biological variation within racial groups” are correct.

Ans: D

Learning Objective: 1.1: Explain how race and ethnicity are social constructed.

Cognitive Domain: Knowledge

Answer Location: Defining Race

Difficulty Level: Medium

2. _____ refers to a social and cultural system by which we categorize people based on presumed biological differences.

- a. Ethnicity
- b. Genetics
- c. Race
- d. Both “ethnicity” and “race”

Ans: C

Learning Objective: 1.1: Explain how race and ethnicity are social constructed.

Cognitive Domain: Knowledge

Answer Location: Defining Race

Difficulty Level: Easy

3. Which country instituted the apartheid until 1994 that dictated where different racial groups could live, work, and behave?

- a. South Africa
- b. Belize
- c. Costa Rica
- d. Guyana

Ans: A

Learning Objective: 1.1: Explain how race and ethnicity are social constructed.

Cognitive Domain: Knowledge

Answer Location: Constructing Race around the World

Difficulty Level: Medium

4. Which of the following best supports the idea that race is socially constructed?

- a. indentured servitude
- b. one drop rule
- c. crop sharing

d. none of these

Ans: B

Learning Objective: 1.1: Explain how race and ethnicity are social constructed.

Cognitive Domain: Comprehension

Answer Location: Defining race

Difficulty Level: Medium

5. _____ was a practice in South Africa to determine race.

a. Pencil test

b. Ruler test

c. Rubber band test

d. Pin test

Ans: A

Learning Objective: 1.1: Explain how race and ethnicity are social constructed.

Cognitive Domain: Knowledge

Answer Location: Constructing Race around the World

Difficulty Level: Medium

6. Which of the following is considered a phenotypical trait?

a. skin color

b. hair texture

c. facial features

d. all of these

Ans: D

Learning Objective: 1.1: Explain how race and ethnicity are social constructed.

Cognitive Domain: Knowledge

Answer Location: Constructing Race around the World

Difficulty Level: Easy

7. _____ group in South America claims both indigenous and Hispanic ancestry.

a. Mulatto

b. Mestizos

c. Mestanos

d. Mulantos

Ans: B

Learning Objective: 1.1: Explain how race and ethnicity are social constructed.

Cognitive Domain: Knowledge

Answer Location: Constructing Race around the World

Difficulty Level: Medium

8. Which of the following is a racial category in the Brazilian census?

a. Brancos

b. Amarelos

c. Indian

d. both Brancos and Amarelos

Ans: D

Learning Objective: 1.1: Explain how race and ethnicity are social constructed.

Cognitive Domain: Knowledge

Answer Location: Constructing Race around the World

Difficulty Level: Hard

9. The United States is associated with _____ colonial settlement.

- a. Spanish
- b. French
- c. English
- d. all of these

Ans: D

Learning Objective: 1.1: Explain how race and ethnicity are social constructed.

Cognitive Domain: Knowledge

Answer Location: The Significance of Where and When

Difficulty Level: Easy

10. The 1924 Racial Integrity Act is also commonly referred to as _____.

- a. one drop rule
- b. 3/5 compromise
- c. two degrees of separation rule
- d. institutionalized racial system

Ans: A

Learning Objective: 1.1: Explain how race and ethnicity are social constructed.

Cognitive Domain: Knowledge

Answer Location: The Significance of Where and When

Difficulty Level: Easy

11. How many racial categories does the U.S. Census Bureau currently recognize?

- a. 15
- b. 5
- c. 10
- d. 13

Ans: B

Learning Objective: 1.1: Explain how race and ethnicity are social constructed.

Cognitive Domain: Knowledge

Answer Location: Race in the Contemporary United States

Difficulty Level: Medium

12. _____ refers to the cultural differences between groups of people, including religion, tradition, language, ancestry, nation, geography, history, belief, and practice.

- a. Race
- b. Ancestry
- c. Ethnicity
- d. Social identity

Ans: C

Learning Objective: 1.1: Explain how race and ethnicity are social constructed.

Cognitive Domain: Knowledge
Answer Location: The Role of Ethnicity
Difficulty Level: Easy

13. _____ refers to a person's point of origin, their lineage or their decent.
- a. Race
 - b. Ancestry
 - c. Ethnicity
 - d. Social identity

Ans: B

Learning Objective: 1.1: Explain how race and ethnicity are social constructed.

Cognitive Domain: Knowledge
Answer Location: The Role of Ethnicity
Difficulty Level: Easy

14. _____ represents regional groups that are placed into a large category, such as Asia.
- a. Panethnicity
 - b. Pan-race
 - c. Multi-ethnicity
 - d. none of these

Ans: A

Learning Objective: 1.1: Explain how race and ethnicity are social constructed.

Cognitive Domain: Knowledge
Answer Location: Asian Americans
Difficulty Level: Easy

15. The largest proportion of Asian immigrants come from _____.
- a. China
 - b. India
 - c. Philippines
 - d. Vietnam

Ans: B

Learning Objective: 1.1: Explain how race and ethnicity are social constructed.

Cognitive Domain: Knowledge
Answer Location: Asian Americans
Difficulty Level: Medium

16. People defined as Black may have _____ type of ancestry.
- a. Caribbean
 - b. Haitian
 - c. Filipino
 - d. all of these

Ans: D

Learning Objective: 1.1: Explain how race and ethnicity are social constructed.

Cognitive Domain: Knowledge

Answer Location: Black Americans
Difficulty Level: Easy

17. In 2010 _____ was the top country of origin for European immigrants.

- a. Poland
- b. Russia
- c. Germany
- d. United Kingdom

Ans: D

Learning Objective: 1.1: Explain how race and ethnicity are social constructed.

Cognitive Domain: Knowledge

Answer Location: White Ethnic Groups

Difficulty Level: Medium

18. As of the 2010 census, Native Americans and Alaska Natives constituted _____ of the U.S. population.

- a. 2%
- b. 8%
- c. 12%
- d. 5%

Ans: A

Learning Objective: 1.1: Explain how race and ethnicity are social constructed.

Cognitive Domain: Knowledge

Answer Location: Native Americans

Difficulty Level: Hard

19. Which of the following is true about the category of “Hispanic” that the U.S. Census Bureau created?

- a. It includes all people who speak Spanish.
- b. It is considered a racial category in the census.
- c. Both “it includes all people who speak Spanish” and “it is considered a racial category in the census”
- d. None of these

Ans: A

Learning Objective: 1.1: Explain how race and ethnicity are social constructed.

Cognitive Domain: Knowledge

Answer Location: Hispanics

Difficulty Level: Medium

20. Which of the following is true of people labeled “Hispanic” by the U.S. Census Bureau?

- a. The only thing they may have in common with each other is language.
- b. They are all bilingual.
- c. Many prefer to label themselves Latino/a, Chicano/a, or Mexican-American.
- d. both “the only thing they may have in common with each other is language” and “many prefer to label themselves Latino/a, Chicano/a, or Mexican-American”

Ans: D

Learning Objective: 1.1: Explain how race and ethnicity are social constructed.

Cognitive Domain: Knowledge

Answer Location: Hispanics

Difficulty Level: Medium

21. What does it mean to be a minority-majority nation?

- a. The total of all minority groups combined will be the majority.
- b. There are more than 20 minority groups.
- c. Minority groups comprise at least 30% of the population.
- d. Minority groups comprise at least 60% of the population.

Ans: A

Learning Objective: 1.1: Explain how race and ethnicity are social constructed.

Cognitive Domain: Knowledge

Answer Location: Racial and Ethnic Compositions in the Future

Difficulty Level: Easy

22. What group is projected to be the largest in the United States in 2060?

- a. Hispanics
- b. Blacks
- c. Whites
- d. Indians

Ans: C

Learning Objective: 1.1: Explain how race and ethnicity are social constructed.

Cognitive Domain: Comprehension

Answer Location: Racial and Ethnic Compositions in the Future

Difficulty Level: Medium

23. _____ is a patterned and structured set of roles and behaviors centered on the performance of important social tasks within any given society.

- a. Social institution
- b. Social structure
- c. Role expectations
- d. Phenotype

Ans: A

Learning Objective: 1.2: Evaluate the relationship between social contexts and race.

Cognitive Domain: Knowledge

Answer Location: The Social Matrix of Race

Difficulty Level: Easy

24. The variation of international marital patterns demonstrates _____.

- a. the influence of social structure
- b. that social institutions are influenced by place and time
- c. the social institutions are homogenous
- d. that social structures vary by time

Ans: B

Learning Objective: 1.2: Evaluate the relationship between social contexts and race.

Cognitive Domain: Application

Answer Location: The Social Matrix of Race

Difficulty Level: Hard

25. _____ is the view that one does not see race or ethnicity, only humans, and it informs many of our stock stories today.

- a. Colorblindness
- b. White flight
- c. White privilege
- d. Shadism

Ans: A

Learning Objective: 1.2: Evaluate the relationship between social contexts and race.

Cognitive Domain: Knowledge

Answer Location: Race Is a Narrative

Difficulty Level: Easy

26. Which of the following was proposed by Lee Anne Bell (2010) as a way in which race is analyzed?

- a. stock stories
- b. concealed stories
- c. resistance stories
- d. all of these

Ans: D

Learning Objective: 1.2: Evaluate the relationship between social contexts and race.

Cognitive Domain: Knowledge

Answer Location: Race Is a Narrative

Difficulty Level: Easy

27. The idea that blacks have comparable credit scores to whites is an example of _____.

- a. stock story
- b. resistance story
- c. concealed story
- d. transforming story

Ans: C

Learning Objective: 1.2: Evaluate the relationship between social contexts and race.

Cognitive Domain: Application

Answer Location: Race Is a Narrative

Difficulty Level: Hard

28. The popular explanation that people in poverty are there due to the unwillingness to work is an example of _____.

- a. stock story
- b. resistance story
- c. concealed story

d. transforming story

Ans: A

Learning Objective: 1.2: Evaluate the relationship between social contexts and race.

Cognitive Domain: Application

Answer Location: Race Is a Narrative

Difficulty Level: Hard

29. _____ type of racism is less overt than Jim Crow racism.

a. Colorblind racism

b. White privilege

c. Shadism

d. none of these

Ans: A

Learning Objective: 1.2: Evaluate the relationship between social contexts and race.

Cognitive Domain: Knowledge

Answer Location: Race Is a Narrative

Difficulty Level: Easy

30. According to Bonilla-Silva (2010), _____ is a component of colorblind racism.

a. abstract liberalism

b. xenophobia

c. minimization of racism

d. both "abstract liberalism" and "minimization of racism"

Ans: D

Learning Objective: 1.2: Evaluate the relationship between social contexts and race.

Cognitive Domain: Knowledge

Answer Location: Race Is a Narrative

Difficulty Level: Medium

31. _____ types of theories argue that race, gender, and other salient social identities are intertwined and inseparable.

a. Colorblind

b. Intersectional

c. Feminist

d. Critical race

Ans: B

Learning Objective: 1.2: Evaluate the relationship between social contexts and race.

Cognitive Domain: Knowledge

Answer Location: Racial Identity Is Relational and Intersectional

Difficulty Level: Easy

32. What type of theory would be best applied to the problems facing educated African American women in finding suitable marriage partners?

a. symbolic interactionism

b. conflict theory

c. intersectional theory

d. feminist theory

Ans: C

Learning Objective: 1.2: Evaluate the relationship between social contexts and race.

Cognitive Domain: Application

Answer Location: Racial Identity Is Relational and Intersectional

Difficulty Level: Medium

33. What type of theory would be applicable to investigating the disproportionate amount of incarcerated African American men?

a. conflict theory

b. feminist theory

c. intersectional theory

d. both "conflict theory" and "intersectional theory"

Ans: D

Learning Objective: 1.2: Evaluate the relationship between social contexts and race.

Cognitive Domain: Application

Answer Location: Racial Identity Is Relational and Intersectional

Difficulty Level: Hard

34. _____ is the judgment of an individual or group, often based on race, ethnicity, religion, gender, class, and/or other social identities.

a. Prejudice

b. Stereotypes

c. Discrimination

d. Racism

Ans: A

Learning Objective: 1.3: Identify the concepts and operation of racism.

Cognitive Domain: Knowledge

Answer Location: Prejudice and Discrimination

Difficulty Level: Easy

35. _____ are assumptions or generalizations applied to an entire group.

a. Prejudice

b. Stereotypes

c. Discrimination

d. Racism

Ans: B

Learning Objective: 1.3: Identify the concepts and operation of racism.

Cognitive Domain: Knowledge

Answer Location: Prejudice and Discrimination

Difficulty Level: Easy

36. _____ refers to the differential allocation of goods, resources and services, and the limitation of access to full participation in society, based on an individual's membership in a particular social category.

a. Prejudice

- b. Stereotypes
- c. Discrimination
- d. Racism

Ans: C

Learning Objective: 1.3: Identify the concepts and operation of racism.

Cognitive Domain: Knowledge

Answer Location: Prejudice and Discrimination

Difficulty Level: Easy

37. _____ is the systematic devaluing, undermining, marginalizing, and disadvantaging of certain social identity groups in contrast to a privileged norm.

- a. Prejudice
- b. Stereotypes
- c. Oppression
- d. Racism

Ans: C

Learning Objective: 1.3: Identify the concepts and operation of racism.

Cognitive Domain: Knowledge

Answer Location: Prejudice and Discrimination

Difficulty Level: Easy

38. This racial experience has been compared to a birdcage: an interlocking network of institutional barriers that prevents escape.

- a. prejudice
- b. stereotypes
- c. oppression
- d. racism

Ans: C

Learning Objective: 1.3: Identify the concepts and operation of racism.

Cognitive Domain: Knowledge

Answer Location: Prejudice and Discrimination

Difficulty Level: Easy

39. _____ is a system of oppression by which those groups with relatively more social power subordinate members of targeted racial groups who have relatively little social power.

- a. Prejudice
- b. Stereotypes
- c. Oppression
- d. Racism

Ans: D

Learning Objective: 1.3: Identify the concepts and operation of racism.

Cognitive Domain: Knowledge

Answer Location: Racism

Difficulty Level: Easy

40. This group is often the target of racism in the United States.

- a. Asian Americans
- b. Latino/as
- c. blacks
- d. all of these

Ans: D

Learning Objective: 1.3: Identify the concepts and operation of racism.

Cognitive Domain: Knowledge

Answer Location: Racism

Difficulty Level: Easy

41. This type of racism occurs when discriminatory practices and behaviors are sanctioned by official rules, codes, or laws of an organization, institution, or society.

- a. colorblind racism
- b. Jim Crow racism
- c. overt racism
- d. white privilege

Ans: C

Learning Objective: 1.3: Identify the concepts and operation of racism.

Cognitive Domain: Knowledge

Answer Location: Types of Racism

Difficulty Level: Medium

42. The Chinese Exclusion Act and the Indian Removal Act are examples of _____ form of racism.

- a. colorblind
- b. Jim Crow
- c. overt
- d. white

Ans: C

Learning Objective: 1.3: Identify the concepts and operation of racism.

Cognitive Domain: Application

Answer Location: Racism

Difficulty Level: Medium

43. This type of racism is subtle in its application, and often ignored or misdiagnosed.

- a. colorblind racism
- b. Jim Crow racism
- c. overt racism
- d. covert racism

Ans: D

Learning Objective: 1.3: Identify the concepts and operation of racism.

Cognitive Domain: Comprehension

Answer Location: Types of Racism

Difficulty Level: Medium

44. Microaggressions are an example of _____ type of racism.

- a. colorblind
- b. Jim Crow
- c. overt
- d. covert

Ans: D

Learning Objective: 1.3: Identify the concepts and operation of racism.

Cognitive Domain: Application

Answer Location: Types of Racism

Difficulty Level: Medium

45. Which author penned the classic article "White Privilege and Male Privilege"?

- a. Peggy McIntosh
- b. W. E. B. DuBois
- c. Patricia Hill Collins
- d. Dorothy Smith

Ans: A

Learning Objective: 1.3: Identify the concepts and operation of racism.

Cognitive Domain: Knowledge

Answer Location: The Privilege of Whiteness

Difficulty Level: Hard

46. _____ of racism suggests that we now have a fairly level playing field, everyone has equal opportunities to succeed, and racism is no longer a real problem.

- a. Colorblind nature
- b. Structure
- c. Minimization
- d. Maximization

Ans: C

Learning Objective: 1.2: Evaluate the relationship between social contexts and race.

Cognitive Domain: Knowledge

Answer Location: Race Is a Narrative

Difficulty Level: Easy

47. In response to black civil rights activism, _____ happened when whites relocated from urban areas to suburbs.

- a. white flight
- b. racial fleeing
- c. mortgage freezes
- d. none of these

Ans: A

Learning Objective: 1.4: Examine the link between our personal narratives and the broader "story" race.

Cognitive Domain: Knowledge

Answer Location: Rodney

Difficulty Level: Medium

48. This approach to racial oppression posits that core racist realities are manifested in each of the major institutions of society.

- a. structural
- b. institutional
- c. systemic
- d. intersectional

Ans: C

Learning Objective: 1.3: Identify the concepts and operation of racism.

Cognitive Domain: Comprehension

Answer Location: The Sociology of Racism

Difficulty Level: Hard

49. After examining concealed and resistance stories, these types of stories can be written to guide our actions as we work toward a more just society.

- a. white power
- b. black power
- c. white privilege
- d. transforming

Ans: D

Learning Objective: 1.2: Evaluate the relationship between social contexts and race.

Cognitive Domain: Comprehension

Answer Location: Race Is a Narrative

Difficulty Level: Easy

50. _____ reframes ongoing inequality as the result of natural processes, rather than social relations.

- a. Naturalization
- b. Maximization
- c. Pan-ethnicity
- d. none of these

Ans: A

Learning Objective: 1.2: Evaluate the relationship between social contexts and race.

Cognitive Domain: comprehension

Answer Location: Race is a Narrative

Difficulty Level: Easy

51. When a person tries to make the argument that racial segregation is due to people's natural inclination to live near others of their race, they are practicing _____.

- a. bigotry
- b. stereotyping
- c. maximization
- d. naturalization

Ans: D

Learning Objective: 1.2: Evaluate the relationship between social contexts and race.

Cognitive Domain: Comprehension

Answer Location: Race Is a Narrative
Difficulty Level: Medium

52. A newspaper ad, following Hurricane Katrina, advertised housing assistance for any “white family.” This an example of _____ type of racism.

- a. overt
- b. informal
- c. colorblind
- d. none of these

Ans: A

Learning Objective: 1.3: Identify the concepts and operation of racism.

Cognitive Domain: Application

Answer Location: Types of Racism

Difficulty Level: Easy

53. The apartheid in South Africa is an example of _____ type of racism.

- a. colorblind
- b. Jim Crow
- c. overt
- d. covert

Ans: C

Learning Objective: 1.3: Identify the concepts and operation of racism.

Cognitive Domain: Application

Answer Location: Types of Racism

Difficulty Level: Medium

54. Which of the following is a phenotypical trait?

- a. hair texture
- b. skin color
- c. racial features
- d. all of these

Ans: D

Learning Objective: 1.1: Explain how race and ethnicity are social constructed.

Cognitive Domain: Knowledge

Answer Location: South America

Difficulty Level: Easy

55. In what geographical region of the United States will one see the lingering influence of Spanish colonization?

- a. Northeast
- b. Northwest
- c. Southwest
- d. none of these

Ans: C

Learning Objective: 1.1: Explain how race and ethnicity are social constructed.

Cognitive Domain: Analysis

Answer Location: The Significance of Where and When
Difficulty Level: Easy

True/False

1. Anyone can be the victim of prejudice, stereotyping or discrimination, including white people.

Ans: T

Learning Objective: 1.3: Identify the concepts and operation of racism.

Cognitive Domain: Knowledge

Answer Location: Prejudice and Racism

Difficulty Level: Easy

2. Panethnicity represents racial groups that are placed into a large category.

Ans: F

Learning Objective: 1.1: Explain how race and ethnicity are social constructed.

Cognitive Domain: Knowledge

Answer Location: Asian Americans

Difficulty Level: Easy

3. There is more biological variation within our so-called racial groups than there is between them.

Ans: T

Learning Objective: 1.1: Explain how race and ethnicity are social constructed.

Cognitive Domain: Analysis

Answer Location: Defining Racism

Difficulty Level: Easy

4. Phenotypical traits are sometimes used to discriminate against people.

Ans: T

Learning Objective: 1.1: Explain how race and ethnicity are social constructed.

Cognitive Domain: Comprehension

Answer Location: South America

Difficulty Level: Medium

5. Hispanic is a racial category.

Ans: F

Learning Objective: 1.1: Explain how race and ethnicity are social constructed.

Cognitive Domain: Comprehension

Answer Location: Hispanics

Difficulty Level: Easy

6. Few people are racially homogenous.

Ans: T

Learning Objective: 1.1: Explain how race and ethnicity are social constructed.

Cognitive Domain: Comprehension

Answer Location: Defining Race

Difficulty Level: Medium

7. Racial categories are static.

Ans: F

Learning Objective: 1.1: Explain how race and ethnicity are social constructed.

Cognitive Domain: Knowledge

Answer Location: Race in the Contemporary United States

Difficulty Level: Medium

8. The subfield of whiteness studies has grown over the last three decades.

Ans: T

Learning Objective: 1.3: Identify the concepts and operation of racism.

Cognitive Domain: Comprehension

Answer Location: The Privilege of Whiteness

Difficulty Level: Medium

9. The Racial Integrity Act of 1924 was also known as the “one drop rule.”

Ans: T

Learning Objective: 1.1: Explain how race and ethnicity are social constructed.

Cognitive Domain: Comprehension

Answer Location: The Significance of Where and When

Difficulty Level: Medium

10. The “one drop rule” was historically applied to both African and Native American ancestry.

Ans: T

Learning Objective: 1.1: Explain how race and ethnicity are social constructed.

Cognitive Domain: Comprehension

Answer Location: The Significance of Where and When

Difficulty Level: Medium

Essay

1. Identify and discuss two of the key insights about race that are developed in this textbook.

Ans: Race is inherently social and it is a narrative. There is no biological basis to race; instead, it is socially constructed through social interaction and through social structures. Race is a narrative in that we learn narrative storylines about race that we draw on to interpret what we see and experience in life. At some point these stories become embedded as truth and affect the ways in which we interpret our social world.

Learning Objective: 1.2: Evaluate the relationship between social contexts and race.

Cognitive Domain: Comprehension

Answer Location: The Social Matrix of Race

Difficulty Level: Easy

2. Discuss the concept of privilege.

Ans: Privilege is the systemic favoring, valuing, validating, and including of certain social identities over others. Whiteness is a privileged status that comes with unearned benefits. In reality, white people do not need to think about their race very often.

Learning Objective: 1.3: Identify the concepts and operation of racism.

Cognitive Domain: Analysis

Answer Location: Understanding Privilege

Difficulty Level: Easy

3. Discuss the Iberian Hypothesis and its social implications.

Ans: The Iberian Hypothesis purported that the “Black Irish” were descendants of Africans and those for the Gaelic Island. Although it has been discredited, the Irish experienced a tremendous amount of prejudice and were not considered among the elite whites in the United States.

Learning Objective: 1.1: Explain how race and ethnicity are social constructed.

Cognitive Domain: Analysis

Answer Location: The Significance of Where and When

Difficulty Level: Medium

4. Identify and discuss two specific ways in race is socially constructed in the United States.

Ans: One historical example of the social construction of race in the United States is the “one drop rule” that defined anyone with one drop of African or Native American ancestry as “colored people.” A more contemporary example is the U.S. Census Bureau’s use of 5 racial categories.

Learning Objective: 1.1: Explain how race and ethnicity are social constructed.

Cognitive Domain: analysis

Answer Location: The Significance of Where and When

Difficulty Level: Medium

5. Explain what the term “Hispanic” means and address how people feel about this label in the United States.

Ans: The U.S. Census Bureau currently labels anyone from a Spanish-speaking country as Hispanic, which is technically an ethnicity, not a race. Many people who are labeled Hispanic prefer to define themselves as Latino/a, Chicano/a, or Mexican-American.

Learning Objective: 1.1: Explain how race and ethnicity are social constructed.

Cognitive Domain: analysis

Answer Location: Hispanics

Difficulty Level: Medium