

Race & Racisms: Brief Edition
Chapter 1
Test Bank Questions

True/False

- 1.) Race is based on biological distinctions. True/False*
- 2.) Race is a social and historical construction with no biological basis. True*/False
- 3.) The idea of race as a classification system has been around since ancient times.
True/False*
- 4.) In general, racial categories in the United States have not changed across history.
True/False*
- 5.) In the 1600s, people in the Americas would have distinguished themselves according to their race, including “White,” “Black,” or “Native American.” True/False*
- 6.) Ian, who was born in the United States, identifies strongly with Irish culture because of his family history there and his interest in traditional Celtic music. For Ian, an Irish identity is best classified as an ethnicity. True*/False
- 7.) The prevalence of slavery in ancient societies, such as ancient Greece, Rome, and Egypt, is proof that racism existed in antiquity. True/False*
- 8.) The status of slaves varied across societies, with some slaves being adopted into the family, allowed to marry, or even owning property. True*/False
- 9.) The only people forced into slavery in the Americas were from Africa. True/False*
- 10.) Until the eighteenth century, no society categorically denied the humanity of slaves. True*/False
- 11.) Bacon’s Rebellion was a key indicator that hostility existed between White servants and Black slaves. True/False*
- 12.) Elites strategically extended more privileges to White servants as opposed to Black slaves in order to prevent the two groups from joining forces in rebellion.
True*/False
- 13.) White racial superiority was the initial justification for slavery in the Americas, but later was replaced by religious justifications. True/False*
- 14.) Scientists, such as Samuel George Morton, used measures of skull size and human abilities to show that Whites were superior over other groups. True*/False

15.) The Emancipation Proclamation demonstrated a change in American attitudes toward White superiority, with supporters such as Abraham Lincoln calling for social and political equality between Whites and Blacks. True/False*

Multiple Choice

- 1.) Race is:
 - a. based on biological distinctions
 - *b. a social and historical construction
 - c. a religious construction
 - d. All of the above
- 2.) The term "race" refers to:
 - a. a group of people who originate from the same continent and share similar religious identities
 - b. a group of people who have the same skin color
 - *c. a group of people who share physical and cultural traits as well as a common ancestry
 - d. a group of people who self-identify as belonging to the same ethnic category
- 3.) Racism refers to:
 - a. the belief that races are populations of people whose physical differences are linked to significant cultural and social differences
 - b. the belief that innate hierarchical racial differences can be measured and judged
 - c. the practice of subordinating races believed to be inferior
 - *d. all of the above
- 4.) The idea of race as a classificatory system:
 - *a. is a modern invention
 - b. has existed since ancient times
 - c. stemmed from Europeans' first interactions with people in Africa, Asia, and India
 - d. developed in response to slaves captured after European conquests
- 5.) What distinguishes race from ethnicity?
 - a. Race implies a set of hierarchical distinctions based on physical and cultural differences, it is often a category imposed by others; ethnicity refers to a shared identity based on group culture and history; it is more often self-selected*
 - b. Ethnicity implies a set of hierarchical distinctions based on physical and cultural differences, it is often a category imposed by others; race refers to a shared identity based on group culture and history; it is more often self-selected
 - c. Race is a census category; ethnicity is not
 - d. Ethnicity is a census category; race is not
- 6.) Colonialism, slavery, and genocide are all examples of:
 - a. Biological forces shaping race
 - b. Historical forces shaping race*
 - c. Scientific racism
 - d. The legal codification of race
- 7.) The _____ set an important historical precedent for current understandings of race.
 - a. Egyptian invasion of Asia

- b. Greco-Persian Wars
 - *c. conflicts between England and Ireland
 - d. All of the above.
- 8.) The Spanish Inquisition helped to shape the European understanding of human difference because it:
 - *a. set a precedent of discrimination based on ancestry
 - b. was the first time people were discriminated against because of their race
 - c. was the first time people were classified based on their religion
 - d. set a precedent of using other racial groups as slaves
- 9.) What percentage of the Native population was eradicated as a result of two centuries of European colonization?
 - a. 10%
 - b. 25%
 - c. 50%
 - d. 95%*
- 10.) The mass murder of the ethnic Tutsi people in Rwanda by the Hutu majority government is an example of:
 - a. Eugenics
 - b. Colonialism
 - c. Genocide *
 - d. Symbolic ethnicity
- 11.) The French invasion and subsequent control and occupation of the country of Algeria is an example of:
 - a. Eugenics
 - b. Colonialism*
 - c. Genocide
 - d. Symbolic ethnicity
- 12.) _____ is a set of principles and ideas that benefits the dominant group.
 - a. Colonialism
 - b. Racialization
 - c. Ideology*
 - d. Codification
- 13.) Which of the following statements is NOT true of slavery in ancient societies?
 - a. Slavery was based primarily on racial hierarchies*
 - b. Slavery existed within racial groups
 - c. Conquered people were enslaved to fulfill labor demand
 - d. Slaves' status varied across societies
- 14.) English settlers' perception of Native Americans as "savage" originated from:
 - a. their dehumanizing treatment of Black slaves.
 - *b. their similar views of the Irish as savage, sexually immoral, and resistant to civilization.
 - c. their fear that Native Americans would steal Black slaves.
 - d. the poor conditions that Spanish colonists found in cities such as Tenochtitlán.
- 15.) Which of the following was true of the Americas at the time of European invasion and conquest during the 16th century?

- a. Many civilizations in the Americas were more advanced than European civilizations*
 - b. Europeans were careful to preserve existing cities in the Americas.
 - c. The relationship between the Spanish and indigenous people was one of mutual respect.
- 16.) The form of slavery that developed in the North American colonies was unique in each of the following ways, EXCEPT:
- a. slavery was permanent
 - b. slaves were not allowed to learn how to read or write
 - *c. slaves could only marry other slaves
 - d. slaves had no legal rights
- 17.) The use of African slaves in the North American colonies proved more profitable than enslaving indigenous people for several reasons, including:
- a. they were disinclined to intermarry with European indentured servants
 - *b. they had immunities to Old World diseases
 - c. they were better adapted to the climate
 - d. they were viewed as racially inferior
- 17.) Passed in the 1600s, laws aimed at distinguishing the social status of European indentured servants from that of African slaves were known as the:
- a. Virginia common laws
 - b. fugitive slave laws
 - *c. slave codes
 - d. servitude acts
- 18.) How did English colonists justify forcibly taking land from indigenous people?
- a. Scientific arguments
 - b. Religious arguments*
 - c. Cultural arguments
 - d. Economic arguments
- 19.) English colonists created a permanent slave class by passing a law which:
- a. outlawed interracial marriage
 - b. mandated that only Africans could be enslaved
 - c. banned indentured servitude
 - *d. forbade masters from freeing their slaves
- 20.) What was the motivation for Virginia's laws that prohibited intermarriage between free Whites with Blacks or Native Americans?
- a. Because of scientific racism, they believed that biracial children would be biologically inferior.
 - b. They were concerned that these groups would realize their shared interests and unite against their oppressors*
 - c. They believed interracial marriage was contrary to Christian doctrine.
 - d. They were concerned about the spread of disease between cultures.
- 21.) Bacon's Rebellion confirmed colonists' fears that:
- *a. White servants and Black slaves would join forces
 - b. Native Americans would use colonial weapons to rebel
 - c. White servants would conspire with Native Americans

- d. Black slaves would rebel against the slave codes
- 22.) Colonists' initial justifications for using African slaves were based on:
- a. genetics
 - b. race
 - c. anthropometrics
 - *d. religion
- 23.) Why did American slavery come to an end after the Civil War?
- a. By the 1800s, slavery was no longer as profitable as it had been in the past.
 - b. Lincoln spread the belief in the equality of races.
 - c. Capitalists in the North believed slavery gave the south an unfair competitive advantage.*
 - d. Poor Whites and enslaved Blacks formed powerful coalitions based on their shared economic interests.
- 24.) Although slaves were emancipated in the 1800s, this period also marked the beginning of a new understanding of race known as:
- a. indentured servitude
 - *b. scientific racism
 - c. genealogical discrimination
 - d. ancestral biases
- 25.) The racial taxonomies developed by François Bernier, Carolus Linnaeus, and Johann Blumenbach laid the groundwork for modern ideas of race by:
- a. claiming that Whites were the only group that could experience salvation
 - b. proving that interracial marriage resulted in smaller brain size
 - c. linking skin color to intelligence
 - *d. attributing cultural and moral qualities to each racial group
- 26.) The _____ of the 1800s built upon racial taxonomies by using scientific methods to demonstrate fundamental differences between humans.
- a. anti-miscegenation studies
 - b. genealogical research
 - *c. anthropometric studies
 - d. human species research
- 27.) Why were the methods used by scientists such as Samuel George Morton problematic?
- *a. They were biased by the expectations of the scientists.
 - b. The scientists did not have enough subjects to prove their theories.
 - c. The technology needed to properly test their theories did not yet exist.
 - d. The scientists were under political pressure to find certain results.
- 28.) The _____ allowed for the forcible displacement of thousands of Native Americans.
- a. Indian Act of 1876
 - *b. Indian Removal Act of 1830
 - c. Indian Appropriations Act of 1851
 - d. Indian Land Act of 1860
- 29.) English colonists' justification for the treatment of Native Americans was distinct from justifications for African slavery in that:

- *a. Native Americans were seen as hindering White expansion
 - b. Native American rebellion was less of a threat than African slave rebellion
 - c. Native Americans were considered superior to Blacks
 - d. Native Americans were vital sources of labor
- 30.) How was wealth distributed in colonial North America?
- a. Wealth was equitably distributed across races.
 - b. Wealth was equitably distributed among White people.
 - c. Wealth was concentrated in the hands of very few White families.*
 - d. Although wealth was inequitable, people accepted economic inequality as God's will.

Short Answer/Essay Questions

1. Define race. Explain sociologists' argument that race is a social and historical, rather than biological, construction.

Race refers to shared physical and cultural traits. There is no clear-cut genetic basis for racial differences, rather, the significance of race has been shaped by historical events and social conditions.

2. Define racism. How is the idea of race linked to racism?

Racism is a system of social stratification or hierarchy rooted in physical differences that are linked to cultural traits and that subordinates races believed to be "inferior."

3. Is it correct to assert that the prevalence of slavery in ancient society proves the existence of racism in antiquity? Why or why not?

This is an incorrect assumption because earlier systems of slavery were not based on racial classifications of people. Rather, conquered people became enslaved. Slavery also existed within the same racial groups.

4. Why was the enslavement of Africans more profitable for English colonists than the enslavement of people indigenous to the Americas?

Africans had relevant agricultural and craft experience as well as immunity to "Old World" diseases.

5. Were initial justifications for enslaving Africans in English colonies racial in nature? Why or why not?

Initially, no. Slavery was viewed as an acceptable social system. The first Africans brought to the United States had similar social status as European indentured servants.

Africans were seen as “heathens” in need of “salvation,” but not on the basis of their race.

6. Describe the slave codes. How were these slave codes intended to impact social relations between African and European servants and slaves?

Slave codes institutionalized different treatment and rights for enslaved African people than European indentured servants. These codes established a permanent slave class and severely undermined the rights of enslaved people. They also disrupted patterns of intermarriage between these two groups.

7. Describe anthropometrics. What do anthropometric studies of human difference show us about the way in which science has shaped the idea of race?

Anthropometrics are classification systems designed to measure the qualities of humans. These studies demonstrate how science was used to justify systems of racial hierarchy and inequality as a result of “natural” differences.

8. Describe the Indian Removal Act of 1830. How did the U.S. government justify this policy?

This act gave the Jackson administration the power to forcibly remove 70,000 Native American people from their land, killing tens of thousands. The U.S. government justified this action by arguing that Native Americans populations were gradually going extinct through intermarriage and disease—in reality, they were hindering White expansion.

9. Does the Emancipation Proclamation reveal that Abraham Lincoln believed in the social and political equality of Blacks and Whites? Why or why not?

No—he had previously expressed the belief that Blacks were inferior to Whites.

10. Explain how both the Spanish Inquisition and England’s conflict with Ireland set historical precedents for contemporary racism in North America.

Like they did with Native Americans and Africans, English people had framed the Irish people they conquered as “savage” and resistant to being “civilized.” Similarly, Spanish Conquerors framed Jews and Muslims as inferior people. These examples show how cultural differences were used to justify the economic and political exploitation of other groups.

11. How did the unique form of slavery in North American colonies lay the foundation for a race-based social order in the English colonies of North America?

Enslaved people had no human or legal right, slavery was permanent and inherited, enslaved people were prohibited from learning to read or write, and nearly all Africans

and their descendants were enslaved, and only this group could be enslaved. This created a system of social and economic inferiority that subordinated people of African descent more than any other race.

12. How did Bacon's Rebellion confirm the fears of colonial plantation owners and illustrate the purpose of the slave codes enacted in the 1660s? How did the slave codes help solidify the construction of colonial America's idea of race?

Bacon's Rebellion confirmed that poor Whites and enslaved people of African descent could realize their shared economic interests against the White elite. The slave codes codified social divisions between these groups to inhibit coalitions.

13. Compare and contrast the racial taxonomies developed by Francois Bernier, Carolus Linnaeus, and Johann Blumenbach. What assumptions are implicit in these scientists' classifications of human difference? How do these assumptions continue to shape the modern idea of race?

All three men created classification systems of race based. Bernier's system was based on traits like skin color and hair texture. Linnaeus's and Blumenbach's were based on geography of origin and different cultural values in those geographies. All of these classifications assume the superiority of White people of European descent. These systems are still reflected in our modern characterizations of race and stereotypes of different racial groups.

14. How did scientists who used anthropometric techniques explain human difference? What problems did these scientists have with their data collection and analysis? What do these problems imply about science's role in the social and historical creation of race?

These scientists used measurements like skull or brain size. The flaw in their "studies" was that they did not take into account other variations in their samples like sex that would explain a smaller skull (e.g. women's skulls are smaller than men's – the African sample was drawn entirely from women and the European sample was all male, leading to the incorrect conclusion that African skulls are smaller). These studies demonstrate how racism can be justified under the guise of "science" to make people believe that racism is "natural" rather than socially constructed.

15. How did the U.S. government's justification of Indian Removal differ from its justification for slavery? How does each of these justifications challenge the United States' Declaration of Independence? Given this challenge, why was slavery not abolished until 1865?

People of African descent were seen as crucial sources of labor to support White expansion, while Native Americans were seen as hindering White expansion. Both justifications assume the superiority of Whites, which contradicts the Declaration of

Independence's assertion that "all men are created equal." Slavery was not abolished until 1865 because many members of the Constitutional Convention directly benefitted economically from the system of slavery and slavery financed the American Revolution.