

CHAPTER 1 Race in the Twenty-First Century

MAIN POINTS

- Explain why one should avoid the individualistic fallacy, the legalistic fallacy, the tokenistic fallacy, the ahistorical fallacy, and the fixed fallacy, when thinking about racism.
- Distinguish between institutional racism and interpersonal racism and understand how these types of racism often interpenetrate and inform one another.
- Understand what is meant by symbolic violence and explain its significance for the perpetuation of racial inequality.
- Understand how racism intersects with other forms of social division—those based on gender, class, sexuality, religion, nationhood, and ability.
- Learn why race is a symbolic category and understand why there is no biological foundation for race.
- Understand how whiteness is racial domination normalized, which produces and reproduces many privileges for white people.
- Recognize how race and ethnicity are overlapping symbolic categories and explain why they cannot be collapsed into one category.

MULTIPLE CHOICE

1. Which of the five fallacies or misconceptions about racism best describes this example?

“Your friend does not believe that racial segregation in schools is a problem today. After all, she argues, the courts ruled segregated education unconstitutional many decades ago.”

- a. tokenistic fallacy
- b. legalistic fallacy
- c. ahistorical fallacy

d. individualistic fallacy

ANS: B DIF: Easy REF: American Racism in the Twenty-First Century MSC:

Remembering

OBJ: Explain why one should avoid the individualistic fallacy, the legalistic fallacy, the tokenistic fallacy, the ahistorical fallacy, and the fixed fallacy, when thinking about racism.

2. Which of the five fallacies or misconceptions about racism best describes this example?

“You read a newspaper article on changing racial attitudes declaring that young adults ages eighteen to twenty-four are the least racist in American history. While you hope this is true, you are worried that the research is using a static definition of ‘racism.’”

a. fixed fallacy

b. legalistic fallacy

c. tokenistic fallacy

d. individualistic fallacy

ANS: A DIF: Easy REF: American Racism in the Twenty-First Century MSC:

Remembering

OBJ: Explain why one should avoid the individualistic fallacy, the legalistic fallacy, the tokenistic fallacy, the ahistorical fallacy, and the fixed fallacy, when thinking about racism.

3. Sometimes speakers invoke examples of individuals—say, Madame C. J. Walker, Oprah Winfrey, or Barack Obama—to suggest that if these individuals were able to triumph over racial barriers, the path is clear for everyone. What type of fallacy best describes such thinking?

a. fixed fallacy

b. legalistic fallacy

- c. ahistorical fallacy
- d. tokenistic fallacy

ANS: D DIF: Easy REF: American Racism in the Twenty-First Century MSC: Remembering

OBJ: Explain why one should avoid the individualistic fallacy, the legalistic fallacy, the tokenistic fallacy, the ahistorical fallacy, and the fixed fallacy, when thinking about racism.

4. One of the fundamental tenets of the _____ is that history does not structure our experiences and that these experiences can either compound as advantages—or privileges—or increase barriers to opportunities. What type of fallacy best describes such thinking?
- a. ahistorical fallacy
 - b. legalistic fallacy
 - c. tokenistic fallacy
 - d. individualistic fallacy

ANS: A DIF: Moderate REF: American Racism in the Twenty-First Century
MSC: Remembering

OBJ: Explain why one should avoid the individualistic fallacy, the legalistic fallacy, the tokenistic fallacy, the ahistorical fallacy, and the fixed fallacy, when thinking about racism.

5. Which of the following best summarizes the process by which systemic white domination of people of color occurs?
- a. racial domination
 - b. institutional racism
 - c. white privilege

d. symbolic violence

ANS: B DIF: Moderate REF: American Racism in the Twenty-First Century

MSC: Understanding

OBJ: Distinguish between institutional racism and interpersonal racism and understand how these types of racism often interpenetrate and inform one another.

6. According to the textbook, what are two key forms of racial domination?

- a. institutional racism and white privilege
- b. institutional racism and political domination
- c. institutional racism and interpersonal racism
- d. interpersonal racism and white privilege

ANS: C DIF: Easy REF: American Racism in the Twenty-First Century MSC:

Remembering

OBJ: Distinguish between institutional racism and interpersonal racism and understand how these types of racism often interpenetrate and inform one another.

7. Which of the following is a key feature of symbolic power?

- a. the ability to categorize and name
- b. the ability to determine salaries and wages
- c. the ability to draw upon social networks
- d. brute force

ANS: A DIF: Easy REF: American Racism in the Twenty-First Century MSC:

Remembering

OBJ: Understand what is meant by symbolic violence and explain its significance for the perpetuation of racial inequality.

8. According to the textbook, which of the following best defines “racial domination”?
- a. Racial domination is characterized by overt coercion and violence.
 - b. Racial domination is an organizing force in society that disproportionately offers benefits to some groups and not others.
 - c. Racial domination is often necessarily the conscious intention of those who benefit from it.
 - d. none of these

ANS: B DIF: Moderate REF: American Racism in the Twenty-First Century

MSC: Understanding

OBJ: Understand what is meant by symbolic violence and explain its significance for the perpetuation of racial inequality.

9. Raul is an African American, but he has many other social identities in addition to his racial identity. He is also a young, middle-class college student who identifies as bisexual. Rather than thinking of any particular racial group as a monolithic category, scholars who take an intersectional approach pay attention to:
- a. how multiple dimensions in individual lives intersect
 - b. prioritizing identities and social locations by economic importance
 - c. how individuals manage narratives about their lives
 - d. understanding which type of oppression is more important than others

ANS: A DIF: Moderate REF: American Racism in the Twenty-First Century

MSC: Applying

OBJ: Understand how racism intersects with other forms of social division—those based on gender, class, sexuality, religion, nationhood, and ability.

10. Race is often described with reference to _____, but there is much more genetic variation within _____ groups than between them.

- a. genomes; DNA
- b. biological markers (skin shade, hair texture, etc.); DNA
- c. cultures; traditionally-defined racial groups
- d. biological markers; traditionally-defined racial groups

ANS: D DIF: Moderate REF: A Biological Reality? MSC: Applying

OBJ: Learn why race is a symbolic category and understand why there is no biological foundation for race.

11. Institutional racism is facilitated by different types of power. Which of the following is one of these modes of power?

- a. cultural power
- b. political power
- c. military power
- d. physical power

ANS: B DIF: Moderate REF: American Racism in the Twenty-First Century

MSC: Remembering

OBJ: Understand how racism intersects with other forms of social division—those based on gender, class, sexuality, religion, nationhood, and ability.

12. As it relates to racial domination, symbolic power is best described as:

- a. the power to define and classify groups as normal or aberrant
- b. the power to legally withhold basic rights from certain groups
- c. the power to privilege whites over others in terms of access to employment and the

accumulation of wealth

- d. the power to deny people of color membership in desirable associations

ANS: A DIF: Moderate REF: American Racism in the Twenty-First Century

MSC: Remembering

OBJ: Learn why race is a symbolic category and understand why there is no biological foundation for race.

13. Which of the following statements about institutional racism and interpersonal racism is accurate?
- a. Institutional racism is overt, while interpersonal racism is embedded in social practices at work in schools, politics, and law enforcement.
 - b. Institutional racism often quietly privileges some groups (for example, by highlighting the accomplishments of the dominant group in school curricula), while interpersonal racism is more overt.
 - c. Neither institutional nor interpersonal racism is necessarily overt; both forms of racism often operate in the habitual commonsense and largely unconscious practices of daily life.
 - d. Both institutional and interpersonal racism are consciously chosen ways of acting in social settings and in creating social order.

ANS: C DIF: Difficult REF: American Racism in the Twenty-First Century

MSC: Analyzing

OBJ: Distinguish between institutional racism and interpersonal racism and understand how these types of racism often interpenetrate and inform one another.

14. Prejudice surrounds us, and people of color may internalize negative attitudes aimed at their

own racial group. Psychologists describe this as “internalized oppression,” while sociologist Pierre Bourdieu labels it:

- a. unconscious oppression
- b. internalized racism
- c. symbolic violence
- d. interpersonal racism

ANS: C DIF: Moderate REF: American Racism in the Twenty-First Century

MSC: Understanding

OBJ: Understand what is meant by symbolic violence and explain its significance for the perpetuation of racial inequality.

15. The cartoon below offers us an insightful look at how _____ can take form in everyday interactions.

- a. interpersonal racism
- b. institutional racism
- c. symbolic violence
- d. legalistic fallacy

ANS: C DIF: Difficult REF: American Racism in the Twenty-First Century

MSC: Analyzing

OBJ: Understand how whiteness is racial domination normalized, which produces and reproduces many privileges for white people.

16. Historically, racial oppression has been justified through explanations grounded in scientific language. Modern scientists tell us that we share _____ percent of the same genes with other humans and there is much greater genetic variation within traditionally defined racial

groups than among them.

- a. 99.9
- b. 88.7
- c. 79.9
- d. 65.0

ANS: A DIF: Easy REF: A Biological Reality? MSC: Remembering

OBJ: Learn why race is a symbolic category and understand why there is no biological foundation for race.

17. While many people assume that “obvious physical differences” explain racial categories, this logic fails to appreciate:
- a. that classificatory schemes are not rigidly linked to skin tones
 - b. physical traits vary enormously among those who are classified as the same race
 - c. classification schemes vary widely, both historically and across national boundaries
 - d. all of these

ANS: D DIF: Easy REF: A Biological Reality? MSC: Remembering

OBJ: Learn why race is a symbolic category and understand why there is no biological foundation for race.

18. A _____ is a social and symbolic hierarchical system of classification and social division that organizes people into rigid groups.
- a. racial hierarchy
 - b. caste system
 - c. phenotypical classification
 - d. genetic variation

ANS: B DIF: Easy REF: A Biological Reality? MSC: Remembering

OBJ: Learn why race is a symbolic category and understand why there is no biological foundation for race.

19. _____ is best described as the argument that social and economic differences between races are the result of immutable, inherited, and inborn distinctions.
- a. Biological determinism
 - b. Social constructivism
 - c. Institutional racism
 - d. Interpersonal racism

ANS: A DIF: Easy REF: A Biological Reality? MSC: Remembering

OBJ: Understand how racism intersects with other forms of social division—those based on gender, class, sexuality, religion, nationhood, and ability.

20. Stephen Jay Gould argues that _____ reappears, even when disproven, during eras of political retrenchment or during times when elites are fearful of changes to their status.
- a. social constructivism
 - b. institutional racism
 - c. biological determinism
 - d. interpersonal racism

ANS: C DIF: Moderate REF: A Biological Reality? MSC: Remembering

OBJ: Understand how racism intersects with other forms of social division—those based on gender, class, sexuality, religion, nationhood, and ability.

21. In the United States, whiteness is the _____ racial category, that with which all

other categories are compared and contrasted.

- a. normal
- b. dominant
- c. exclusionary
- d. cultural

ANS: B DIF: Moderate REF: A Biological Reality? MSC: Remembering

OBJ: Understand how whiteness is racial domination normalized, which produces and reproduces many privileges for white people.

22. Which explanation for why are whites less likely than people of color to identify themselves in racial terms is discussed in the textbook?
- a. Whites often do not think of themselves as belonging to a racial category.
 - b. Whites are less concerned with racism than other groups.
 - c. Whites think of race in biological, not cultural, terms.
 - d. Whites worry that drawing attention to race is impolite.

ANS: A DIF: Easy REF: A Biological Reality? MSC: Understanding

OBJ: Understand how whiteness is racial domination normalized, which produces and reproduces many privileges for white people.

23. _____ is the collection of unearned cultural, political, economic, and social advantages and privileges possessed by people of Anglo-European descent or those who pass as such.
- a. White privilege
 - b. Racial domination
 - c. Institutional racism

d. Caste hierarchy

ANS: A DIF: Easy REF: A Biological Reality? MSC: Remembering

OBJ: Understand how whiteness is racial domination normalized, which produces and reproduces many privileges for white people.

24. Race is a _____ category that is misrecognized as a _____ category.

a. symbolic; cultural

b. biological; genetic

c. cultural; biological

d. symbolic; natural

ANS: D DIF: Easy REF: Race is a Social Reality MSC: Remembering

OBJ: Learn why race is a symbolic category and understand why there is no biological foundation for race.

25. Which of the following is an example of a homogenizing heading?

a. Native American

b. Irish American

c. Korean American

d. Italian American

ANS: A DIF: Easy REF: Race is a Social Reality MSC: Remembering

OBJ: Understand how racism intersects with other forms of social division—those based on gender, class, sexuality, religion, nationhood, and ability.

26. The current _____ in the United States delineates five major groups.

a. homogenizing heading

- b. ethnic variation
- c. cultural schema
- d. racial taxonomy

ANS: D DIF: Easy REF: Race is a Social Reality MSC: Remembering

OBJ: Understand how racism intersects with other forms of social division—those based on gender, class, sexuality, religion, nationhood, and ability.

27. A person's _____ is his or her physical appearance, including skeletal structure, height, hair texture, eye color, and skin tone.

- a. race
- b. ethnicity
- c. phenotype
- d. ancestry

ANS: C DIF: Easy REF: Race is a Social Reality MSC: Remembering

OBJ: Learn why race is a symbolic category and understand why there is no biological foundation for race.

28. A person's _____ is his or her family lineage, which often includes tribal, regional, or national affiliation.

- a. race
- b. ethnicity
- c. phenotype
- d. ancestry

ANS: D DIF: Easy REF: Race is a Social Reality MSC: Remembering

OBJ: Recognize how race and ethnicity are overlapping symbolic categories and explain

why they cannot be collapsed into one category.

29. The _____ of race organizes people into bounded groupings based on their phenotype, _____, or both.

- a. symbolic category; ancestry
- b. historical development; culture
- c. visibility; symbolic category
- d. political history; culture

ANS: A DIF: Easy REF: Race is a Social Reality MSC: Remembering

OBJ: Recognize how race and ethnicity are overlapping symbolic categories and explain why they cannot be collapsed into one category.

30. Racial categories are bound to their specific social and _____ contexts, meaning that such boundaries are not the same in India as in South Africa.

- a. economic
- b. historical
- c. tribal
- d. familial

ANS: B DIF: Easy REF: Race is a Social Reality MSC: Remembering

OBJ: Recognize how race and ethnicity are overlapping symbolic categories and explain why they cannot be collapsed into one category.

31. Comparisons across _____ reveal variation in racial categorization between countries, highlighting the importance of _____ in making race.

- a. countries; time
- b. time; place

- c. homogenizing headings; culture
- d. families; place

ANS: D DIF: Easy REF: Race is a Social Reality MSC: Understanding

OBJ: Recognize how race and ethnicity are overlapping symbolic categories and explain why they cannot be collapsed into one category.

32. Racial categories are _____ when symbolic groupings, the products of specific historical contexts, are mistakenly considered natural and immutable.
- a. legal
 - b. undermined
 - c. naturalized
 - d. erased

ANS: C DIF: Easy REF: Race is a Social Reality MSC: Understanding

OBJ: Learn why race is a symbolic category and understand why there is no biological foundation for race.

33. Although many people think of Tiger Woods as African American, he considers himself multiracial and as a child invented the term “Calabanasian” to describe himself. This example helps us understand the complex relationship between _____.
- a. ancestry and culture
 - b. culture and tribal membership
 - c. phenotype and culture
 - d. ancestry and phenotype

ANS: D DIF: Moderate REF: Race is a Social Reality MSC: Analyzing

OBJ: Learn why race is a symbolic category and understand why there is no biological

foundation for race.

34. Race, ethnicity, and nationality are mutually overlapping _____ that are mutually reinforcing and cannot be understood in isolation from one another.

- a. racial categories
- b. legal categories
- c. symbolic categories
- d. cultural categories

ANS: C DIF: Easy REF: Race is a Social Reality MSC: Remembering

OBJ: Recognize how race and ethnicity are overlapping symbolic categories and explain why they cannot be collapsed into one category.

35. In the United States, _____ often creates distinctions and identities within _____. For instance, four people may be considered white, yet they may each have ancestry and cultural traditions originating from different countries, including Poland, Ireland, England, and Norway.

- a. racial identity; ethnic groups
- b. ethnicity; racial groups
- c. culture; ethnic groups
- d. racial groups; cultures

ANS: B DIF: Moderate REF: Race is a Social Reality MSC: Applying

OBJ: Recognize how race and ethnicity are overlapping symbolic categories and explain why they cannot be collapsed into one category.

36. George's father is an African American, and his mother is white American. Mike's father is a white Italian, and his mother is a white American. Why does Mike have a higher degree of

fluidity and freedom when self-identifying ethnically?

- a. because Mike's father is from a different country
- b. because George's black identity is stigmatized
- c. because whites are better at "performing" ethnic identity
- d. because of Mike's personal values

ANS: B DIF: Difficult REF: Race is a Social Reality MSC: Applying

OBJ: Understand how whiteness is racial domination normalized, which produces and reproduces many privileges for white people.

37. In an attempt to resist stigma, some people of color, especially new immigrants, may highlight their ethnicity and resist American _____.

- a. racial categories
- b. state classification
- c. tribal categories
- d. cultural categories

ANS: A DIF: Moderate REF: Race is a Social Reality MSC: Remembering

OBJ: Understand what is meant by symbolic violence and explain its significance for the perpetuation of racial inequality.

38. The Johnson-Reed Act of 1924, with its imposition of national quotas and racial restrictions, contributed to the U.S. racial order by:

- a. distinguishing all Europeans as part of a white race, distinct from all those considered nonwhite
- b. blaming immigrants for the rise of urban poverty and class conflict
- c. creating a symbolic boundary between ancestry and phenotype in racial classification

d. Producing rigid immigration controls that gave rise to illegal border-crossing

ANS: A DIF: Moderate REF: Ethnicity and Nationality MSC: Analyzing

OBJ: Understand what is meant by symbolic violence and explain its significance for the perpetuation of racial inequality.

39. According to the historian Mae Ngai, laws and policies that made ethnic or racial identity a determining factor in the opportunity to immigrate during the 1920s resulted in:

- a. decreasing racial identification for white immigrants
- b. decreasing racial identification for Latino/a immigrants
- c. decreasing racial identification for Caribbean islanders
- d. decreasing racial identification for Asian immigrants

ANS: A DIF: Easy REF: Ethnicity and Nationality MSC: Analyzing

OBJ: Understand what is meant by symbolic violence and explain its significance for the perpetuation of racial inequality.

40. The courts have played an important role in adjudicating racial categorization processes.

Understanding court decisions around racial categorization processes further underscores how race and ethnicity are _____ and _____ constructs.

- a. economic; material
- b. geographic; cultural
- c. biological; genetic
- d. social; historical

ANS: D DIF: Moderate REF: Ethnicity and Nationality MSC: Analyzing

OBJ: Distinguish between institutional racism and interpersonal racism and understand how these types of racism often interpenetrate and inform one another.

41. Which of the following best exemplifies the advice offered by the textbook authors on how whites can contribute to fighting racial injustice?
- a. Promote colorblindness by refusing to provide one's race on the census.
 - b. Accept guilt for the crimes committed by other whites.
 - c. Join an antiracist group on campus to suggest improvements that would make residential life more inclusive.
 - d. Protest affirmative action in admissions.

ANS: C DIF: Moderate REF: White Antiracists MSC: Applying

OBJ: Understand how whiteness is racial domination normalized, which produces and reproduces many privileges for white people.

42. While blacks were granted the right of citizenship in 1870 as part of the Reconstruction Amendments after the Civil War, other nonwhites were denied citizenship until:
- a. the 1890s
 - b. the 1920s
 - c. the 1940s
 - d. the 1960s

ANS: C DIF: Moderate REF: Ethnicity and Nationality MSC: Remembering

OBJ: Understand how racism intersects with other forms of social division—those based on gender, class, sexuality, religion, nationhood, and ability.

43. The authors of the textbook invite you to understand race and ethnicity through a sociological lens. C. Wright Mills coined the term “_____,” which means understanding and interpreting everyday life not only through one's own personal experience but also through the exploration of _____ that structure and direct

our social world.

- a. sociological lens; cultural influences
- b. interpretative analysis; broader economic forces
- c. aggregated analysis; variables
- d. sociological imagination; broader historical forces

ANS: D DIF: Moderate REF: Ethnicity and Nationality MSC: Remembering

OBJ: Learn why race is a symbolic category and understand why there is no biological foundation for race.

44. Consider the following scenario: School board members are debating a policy change that would increase the police presence at the local high school. What course of action might a sociologist recommend before making a decision?
- a. assigning police to schools based on the per pupil percentage of disciplinary infractions
 - b. letting the principal decide based on what he thought worked at the high school he attended
 - c. analyzing the factors that are of concern, including social and historical patterns
 - d. letting the students vote

ANS: C DIF: Difficult REF: Ethnicity and Nationality MSC: Applying

OBJ: Understand how racism intersects with other forms of social division—those based on gender, class, sexuality, religion, nationhood, and ability.

45. Two friends are arguing over the results of a recent NBA draft. Alex tells Jorge that his favorite team should have picked more black players because they naturally have more athletic skill and everyone knows “white men can’t jump.” Jorge calls Alex out for basing his argument on:

- a. biological determinism
- b. social constructivism
- c. institutional racism
- d. interpersonal racism

ANS: A DIF: Easy REF: A Biological Reality? MSC: Applying

OBJ: Learn why race is a symbolic category and understand why there is no biological foundation for race.

SHORT ANSWER

1. Beverly Tatum draws an analogy between racism and polluted air: “Always, day in and day out, we are breathing it in.” Offer your own observation of an example of “day in and day out” racism.

ANS:

Answers may vary and should include examples of racism and identify whether these are institutional or interpersonal.

DIF: Moderate REF: American Racism in the Twenty-First Century MSC: Applying

OBJ: Understand how whiteness is racial domination normalized, which produces and reproduces many privileges for white people.

2. The textbook authors provide a historical case study to describe how the racial composition of sports team rosters is more a reflection of the decisions that young people make than of biological superiority. Explain the relationship between the transformation of inner cities and basketball participation.

ANS:

Answers may vary and should provide a summary of how basketball and inner-city

demographics coevolved.

DIF: Moderate REF: A Biological Reality? MSC: Applying

OBJ: Learn why race is a symbolic category and understand why there is no biological foundation for race.

3. Consider the five fallacies about racism in the first section of Chapter 1. Select one of these that you think best helps us understand stereotypes and assumptions around race and athletic ability.

ANS:

Answers may vary and should describe key principles of selected fallacy.

DIF: Difficult REF: A Biological Reality? MSC: Applying

OBJ: Explain why one should avoid the individualistic fallacy, the legalistic fallacy, the tokenistic fallacy, the ahistorical fallacy, and the fixed fallacy, when thinking about racism.

4. Describe an example of how whiteness is held up as the status quo.

ANS:

Answers may vary and should provide an example that demonstrates how whiteness is unspoken and unnamed.

DIF: Moderate REF: A Biological Reality? MSC: Applying

OBJ: Understand how whiteness is racial domination normalized, which produces and reproduces many privileges for white people.

ESSAY

1. The authors of this textbook argue that “a better metaphor for intersecting modes of

oppression might not be criss- crossing roads, but a web of relations within which struggles over opportunities, power, and privileges take place.” Explain both metaphors and analyze why the authors prefer their metaphor to Crenshaw’s.

ANS:

Answers will vary.

DIF: Difficult REF: American Racism in the Twenty-First Century MSC: Analyzing

OBJ: Understand how racism intersects with other forms of social division—those based on gender, class, sexuality, religion, nationhood, and ability.

2. Based on what you have learned in Chapter 1, how can whites contribute to reducing racial inequality? Use the concepts of white privilege and color-blindness in formulating your essay.

ANS:

Answers will vary.

DIF: Difficult REF: A Biological Reality? MSC: Analyzing

OBJ: Understand how whiteness is racial domination normalized, which produces and reproduces many privileges for white people.

3. James Baldwin observed, “Color is not a human or personal reality; it is a political reality.” How can his definition help us analyze the importance of unpacking white privilege?

ANS:

Answers will vary.

DIF: Difficult REF: A Biological Reality? MSC: Applying

OBJ: Understand how whiteness is racial domination normalized, which produces and reproduces many privileges for white people.

4. Racial groups were created through centuries of oppression, colonialism, political discourse, and scientific manipulation. Some politicians—and even countries such as France—have argued against the use of racial categories on official data collection. For instance, some have argued for doing away with questions about race on the census or in collecting information on higher education enrollment. Why might this be a wrong-headed response?

ANS:

Answers will vary.

DIF: Moderate REF: Race is a Social Reality MSC: Applying

OBJ: Distinguish between institutional racism and interpersonal racism and understand how these types of racism often interpenetrate and inform one another.

5. W. E. B. Du Bois admonished us to not “make the all too common error of mistaking names for things.” Discuss how labels, categories, and classifications have shaped race and ethnicity. Can race and ethnicity be collapsed into one category? Why or why not?

ANS:

Answers will vary.

DIF: Difficult REF: Ethnicity and Nationality MSC: Analyzing

OBJ: Recognize how race and ethnicity are overlapping symbolic categories and explain why they cannot be collapsed into one category.