

Chapter 1 – Exploring Race and Ethnicity

Quick Quiz

Multiple Choice Questions

1. In sociology, minority refers to the _____ group.

- a. dominant
- b. subordinate
- c. ruling
- d. sovereign

Answer: b

Question Title: TB_01_01_Ranking Groups_Remember_LO 1.1

Learning Objective: 1.1: Explain how groups are ranked.

Topic: Ranking Groups

Skill Level: Remember the Facts

Difficulty Level: 1 – Easy

Page Reference: 4

2. Which of the following statements is true of gender groups?

- a. Women are physically indistinguishable.
- b. Membership in gender groups is involuntary.
- c. Men are lowered to the position of the social minority.
- d. Women encounter prejudice and discrimination.

Answer: d

Question Title: TB_01_02_Types of Groups_Understand_LO 1.2

Learning Objective: 1.2: Describe the different types of groups.

Topic: Types of Groups

Skill Level: Understand the Concepts

Difficulty Level: 2 – Moderate

Page Reference: 8

3. The sociohistorical process by which racial categories are created, inhabited, transformed, and destroyed is known as _____.

- a. racial formation
- b. ethnocentrism
- c. stratification
- d. racial labeling

Answer: a

Question Title: TB_01_03_Does Race Matter? _Remember_LO 1.3

Learning Objective: 1.3: Explain what is meant by race being socially constructed.

Topic: Does Race Matter?

Skill Level: Remember the Facts

Difficulty Level: 1 – Easy

Page Reference: 11

4. The racial and ethnic landscape is subject to change and different interpretations because _____.
- a. it is constructed socially
 - b. it is conceived naturally
 - c. it is culturally homogeneous
 - d. it stagnates racial formation

Answer: a

Question Title: TB_01_04_Biracial and Multiracial Identity: Who Am I?_Understand_LO 1.4

Learning Objective: 1.4: Define biracial and multiracial identity.

Topic: Biracial and Multiracial Identity: Who Am I?

Skill Level: Understand the Concepts

Difficulty Level: 2 – Moderate

Page Reference: 11

5. The conflict perspective is viewed as more radical and activist than functionalism because _____.
- a. conflict theorists overlook economic disparity
 - b. conflict theorists emphasize social change
 - c. conflict theorists consider the redistribution of resources as unimportant
 - d. conflict theorists underline social stability

Answer: b

Question Title: TB_01_05_Sociology and the Study of Race and Ethnicity_Understand_LO 1.5

Learning Objective: 1.5: Describe how sociology helps us understand race and ethnicity.

Topic: Sociology and the Study of Race and Ethnicity

Skill Level: Understand the Concepts

Difficulty Level: 2 – Moderate

Page Reference: 15

6. According to the spectrum of intergroup status, which of the following relationships is largely unacceptable to the subordinate group?
- a. fusion
 - b. assimilation
 - c. pluralism
 - d. extermination

Answer: d

Question Title: TB_01_06_Spectrum of Intergroup Status_Remember_LO 1.7

Learning Objective: 1.7: Use the Spectrum of Intergroup Relations.

Topic: Spectrum of Intergroup Status

Skill Level: Remember the Facts

Difficulty Level: 1 – Easy

Page Reference: 20

7. _____ occurs when a minority and a majority group combine to form a new group.

- a. Expulsion
- b. Fusion
- c. Annihilation
- d. Segregation

Answer: b

Question Title: TB_01_07_The Consequences of Subordinate-Group Status_Remember_LO 1.8

Learning Objective: 1.8: Restate the consequences of subordinate groups.

Topic: The Consequences of Subordinate-Group Status

Skill Level: Remember the Facts

Difficulty Level: 1 – Easy

Page Reference: 23

Short Answer Questions

8. Which theory views the global economic system as divided between nations that control wealth and those that provide natural resources and labor?

Answer: world systems theory

Question Title: TB_01_08_The Creation of Subordinate-Group Status_Remember_LO 1.6

Learning Objective: 1.6: Restate the creation of subordinate groups.

Topic: The Creation of Subordinate-Group Status

Skill Level: Remember the Facts

Difficulty Level: 1 – Easy

Page Reference: 19

9. The term _____ is used to describe the deliberate, systematic killing of an entire people or nation.

Answer: genocide

Question Title: TB_01_09_The Consequences of Subordinate-Group Status_Remember_LO 1.8

Learning Objective: 1.8 Restate the consequences of subordinate groups.

Topic: The Consequences of Subordinate-Group Status

Skill Level: Remember the Facts

Difficulty Level: 1 – Easy

Page Reference: 20

10. _____ describes the outcome of immigrants and their descendants moving in to different classes of the host society.

Answer: Segmented assimilation

Question Title: TB_01_10_The Consequences of Subordinate-Group Status_Remember_LO 1.8

Learning Objective: 1.8: Restate the consequences of subordinate groups.

Topic: The Consequences of Subordinate-Group Status

Skill Level: Remember the Facts

Difficulty Level: 1 – Easy

Page Reference: 25

Multiple Choice Questions

11. A(n) _____ is a subordinate group whose members have significantly less control or power over their own lives than do members of a dominant group.

- a. minority group
- b. governing group
- c. stratified group
- d. elite group

Answer: a

Question Title: TB_01_11_Ranking Groups_Remember_LO 1.1

Learning Objective: 1.1 Explain how groups are ranked.

Topic: Ranking Groups

Skill Level: Remember the Facts

Difficulty Level: 1 – Easy

Page Reference: 4

12. In sociology, a majority is the same as a _____.

- a. subsidiary group
- b. marginalized group
- c. dominant group
- d. subordinate group

Answer: c

Question Title: TB_01_12_Ranking Groups_Remember_LO 1.1

Learning Objective: 1.1: Explain how groups are ranked.

Topic: Ranking Groups

Skill Level: Remember the Facts

Difficulty Level: 1 – Easy

Page Reference: 4

13. Which of the following sentences best represents the sociological concept of minority?
- a. a group that experiences a narrowing of life's opportunities
 - b. a group that consists less than 50 percent of the population
 - c. a condition defined exclusively in terms of physical traits
 - d. a condition that does not have negative effects in a democracy

Answer: a

Question Title: TB_01_13_Ranking Groups_Understand_LO 1.1

Learning Objective: 1.1: Explain how groups are ranked.

Topic: Ranking Groups

Skill Level: Understand the Concepts

Difficulty Level: 2 – Moderate

Page Reference: 4

14. Which of the following is a characteristic of a minority or subordinate group?
- a. voluntary membership
 - b. broad spectrum of life's opportunities
 - c. unequal treatment
 - d. unawareness of subordination

Answer: c

Question Title: TB_01_14_Ranking Groups_Remember_LO 1.1

Learning Objective: 1.1: Explain how groups are ranked.

Topic: Ranking Groups

Skill Level: Remember the Facts

Difficulty Level: 1 – Easy

Page Reference: 5

15. Membership in a dominant or minority group is _____.
- a. a personal choice
 - b. not voluntary
 - c. not mandatory
 - d. discretionary

Answer: b

Question Title: TB_01_15_Ranking Groups_Remember_LO 1.1

Learning Objective: 1.1: Explain how groups are ranked.

Topic: Ranking Groups

Skill Level: Remember the Facts

Difficulty Level: 1 – Easy

Page Reference: 5

16. Members of a minority or subordinate group _____.
a. generally marry outside their group
b. become a part of the group voluntarily
c. are political equals of the majority group
d. have distinguishing cultural characteristics

Answer: d

Question Title: TB_01_16_Ranking Groups_Understand_LO 1.1

Learning Objective: 1.1: Explain how groups are ranked.

Topic: Ranking Groups

Skill Level: Understand the Concepts

Difficulty Level: 2 – Moderate

Page Reference: 5

17. Which of the following is a reason for members of a subordinate group generally marrying within their group?
a. Members of a subordinate group stand to gain economically by marrying within their own group.
b. Members of a subordinate group have a strong sense of group solidarity that discourages marriage to outsiders.
c. It is considered illegal for subordinate group members and dominant group members to marry.
d. The voting rights of members of a subordinate group will be revoked if they marry outside their group.

Answer: b

Question Title: TB_01_17_Ranking Groups_Understand_LO 1.1

Learning Objective: 1.1: Explain how groups are ranked.

Topic: Ranking Groups

Skill Level: Understand the Concepts

Difficulty Level: 2 – Moderate

Page Reference: 5

18. The term _____ is reserved for minorities and the corresponding majorities that are socially set apart because of obvious physical differences.
a. racial group
b. ethnic group
c. economic group
d. religious group

Answer: a

Question Title: TB_01_18_Types of Groups_Remember_LO 1.2

Learning Objective: 1.2: Describe the different types of groups.

Topic: Types of Groups

Skill Level: Remember the Facts

Difficulty Level: 1 – Easy

Page Reference: 6

19. In the United States, people have traditionally classified themselves racially as either _____.

- a. Protestant or Catholic
- b. Democrat or Republican
- c. Black or White
- d. American or Hispanic

Answer: c

Question Title: TB_01_19_Types of Groups_Remember_LO 1.2

Learning Objective: 1.2: Describe the different types of groups.

Topic: Types of Groups

Skill Level: Remember the Facts

Difficulty Level: 1 – Easy

Page Reference: 6

20. _____ are set apart from others because of their national origin or distinctive cultural patterns.

- a. Gender groups
- b. Ethnic groups
- c. Racial groups
- d. Formal groups

Answer: b

Question Title: TB_01_20_Types of Groups_Remember_LO 1.2

Learning Objective: 1.2: Describe the different types of groups.

Topic: Types of Groups

Skill Level: Remember the Facts

Difficulty Level: 1 – Easy

Page Reference: 6

21. Which of the following factors distinguishes ethnic minority groups from the dominant group?

- a. skin color
- b. religion
- c. language
- d. physical feature

Answer: c

Question Title: TB_01_21_Types of Groups_Remember_LO 1.2

Learning Objective: 1.2: Describe the different types of groups.

Topic: Types of Groups

Skill Level: Remember the Facts

Difficulty Level: 1 – Easy

Page Reference: 6

22. Ricardo is a White Hispanic residing in the United States. He speaks Spanish and strictly follows a vegetarian diet. Having been brought up in a conservative family, he believes in the sanctity of marriage. He strongly supports the idea that a person should be only with one partner throughout his or her life. His ideologies differentiate him from the dominant population. In this scenario, it is most likely that Ricardo belongs to a(n) _____.

- a. racial group
- b. ethnic group
- c. religious group
- d. gender group

Answer: b

Question Title: TB_01_22_Types of Groups_Apply_LO 1.2

Learning Objective: 1.2: Describe the different types of groups.

Topic: Types of Groups

Skill Level: Apply What You Know

Difficulty Level: 3 – Difficult

Page Reference: 6–7

23. The cultural traits that make groups distinctive usually originate from their _____.

- a. religious faiths
- b. physical attributes
- c. preferences
- d. homelands

Answer: d

Question Title: TB_01_23_Types of Groups_Remember_LO 1.2

Learning Objective: 1.2: Describe the different types of groups.

Topic: Types of Groups

Skill Level: Remember the Facts

Difficulty Level: 1 – Easy

Page Reference: 7

24. In 1900, African American sociologist W.E.B. Du Bois called attention to the overwhelming importance of _____ throughout the world.

- a. the class structure
- b. the color line
- c. cultural diversity
- d. globalization

Answer: b

Question Title: TB_01_24_Types of Groups_Remember_LO 1.2

Learning Objective: 1.2 Describe the different types of groups.

Topic: Types of Groups

Skill Level: Remember the Facts

Difficulty Level: 1 – Easy

Page Reference: 7

25. Sociologists consider Jewish Americans as an ethnic group because _____.
- a. culture is a more defining trait for them worldwide than is religious doctrine
 - b. they share a religious orientation that goes beyond their cultural tradition
 - c. they are a religious minority in the United States
 - d. Christianity is the dominant religious tradition in the United States

Answer: a

Question Title: TB_01_25_Types of Groups_Understand_LO 1.2

Learning Objective: 1.2: Describe the different types of groups.

Topic: Types of Groups

Skill Level: Understand the Concepts

Difficulty Level: 2 – Moderate

Page Reference: 8

26. The concept of race is _____.
- a. ascertained by blood type
 - b. based on economic differences
 - c. culturally determined
 - d. socially constructed

Answer: d

Question Title: TB_01_26_Does Race Matter?_Understand_LO 1.3

Learning Objective: 1.3: Explain what is meant by race being socially constructed.

Topic: Does Race Matter?

Skill Level: Understand the Concepts

Difficulty Level: 2 – Moderate

Page Reference: 9

27. The idea of biological race is based on the mistaken notion of a _____.
- a. genetically isolated human group
 - b. variation in skin color
 - c. level of physical attractiveness
 - d. distinctive cultural pattern

Answer: a

Question Title: TB_01_27_Does Race Matter?_Understand_LO 1.3

Learning Objective: 1.3: Explain what is meant by race being socially constructed.

Topic: Does Race Matter?

Skill Level: Understand the Concepts

Difficulty Level: 2 – Moderate

Page Reference: 9

28. _____ is the ratio of a person's mental age to his or her chronological age, multiplied by 100, with 100 representing average intelligence and higher scores representing greater intelligence.

- a. Emotional intelligence appraisal
- b. Malleability of intelligence
- c. Intelligence quotient
- d. Spiritual intelligence

Answer: c

Question Title: TB_01_28_Does Race Matter?_Remember_LO 1.3

Learning Objective: 1.3: Explain what is meant by race being socially constructed.

Topic: Does Race Matter?

Skill Level: Remember the Facts

Difficulty Level: 1 – Easy

Page Reference: 9

29. Recent research shows that differences in intelligence scores between Blacks and Whites are almost eliminated when _____.

- a. they take the exam in a familiar environment
- b. adjustments are made for social and economic characteristics
- c. spelling and grammatical mistakes are not taken into account
- d. Blacks are given additional time to complete the test

Answer: b

Question Title: TB_01_29_Does Race Matter?_Understand_LO 1.3

Learning Objective: 1.3: Explain what is meant by race being socially constructed.

Topic: Does Race Matter?

Skill Level: Understand the Concepts

Difficulty Level: 2 – Moderate

Page Reference: 10

30. *The Bell Curve* presented the research of Herrnstein and Murray on the IQ, where they claimed that _____.

- a. 60 percent of IQ is inheritable
- b. IQ is independent of one's cultural heritage

- c. Whites and Blacks have similar IQ levels
- d. women have higher IQ than men

Answer: a

Question Title: TB_01_30_Does Race Matter?_Remember_LO 1.3

Learning Objective: 1.3: Explain what is meant by race being socially constructed.

Topic: Does Race Matter?

Skill Level: Remember the Facts

Difficulty Level: 1 – Easy

Page Reference: 10

31. When belief in the inheritance of behavior patterns is coupled with the feeling that certain groups are inherently superior to others, it is called _____.

- a. racism
- b. pacifism
- c. socialism
- d. altruism

Answer: a

Question Title: TB_01_31_Does Race Matter?_Remember_LO 1.3

Learning Objective: 1.3: Explain what is meant by race being socially constructed.

Topic: Does Race Matter?

Skill Level: Remember the Facts

Difficulty Level: 1 – Easy

Page Reference: 10

32. The development of solidarity between ethnic subgroups is called _____.

- a. ethnocentrism
- b. marginality
- c. familism
- d. panethnicity

Answer: d

Question Title: TB_01_32_Biracial and Multiracial Identity: Who Am I?_Remember_LO 1.4

Learning Objective: 1.4: Define biracial and multiracial identity.

Topic: Biracial and Multiracial Identity: Who Am I?

Skill Level: Remember the Facts

Difficulty Level: 1 – Easy

Page Reference: 13

33. Which of the following statements best defines marginality?

- a. the social ranking of people in a country
- b. the status of being between two cultures

- c. the process of transformation of racial categories
- d. the development of solidarity between ethnic subgroups

Answer: b

Question Title: TB_01_33_Biracial and Multiracial Identity_Remember_LO 1.4

Learning Objective: 1.4: Define biracial and multiracial identity.

Topic: Biracial and Multiracial Identity

Skill Level: Remember the Facts

Difficulty Level: 1 – Easy

Page Reference: 13

34. The structured ranking of entire groups of people that perpetuates unequal rewards and power in a society is called _____.

- a. emigration
- b. stratification
- c. marginalization
- d. amalgamation

Answer: b

Question Title: TB_01_34_Sociology and the Study of Race and Ethnicity_Remember_LO 1.5

Learning Objective: 1.5: Describe how sociology helps us understand race and ethnicity.

Topic: Sociology and the Study of Race and Ethnicity

Skill Level: Remember the Facts

Difficulty Level: 1 – Easy

Page Reference: 14

35. According to sociologist Max Weber's classic definition, class refers to social ranking of people who share _____.

- a. related cultural values
- b. similar perspectives
- c. similar wealth
- d. similar physical characteristics

Answer: c

Question Title: TB_01_35_Sociology and the Study of Race and Ethnicity_Remember_LO 1.5

Learning Objective: 1.5: Describe how sociology helps us understand race and ethnicity.

Topic: Sociology and the Study of Race and Ethnicity

Skill Level: Remember the Facts

Difficulty Level: 1 – Easy

Page Reference: 14

36. Which of the following theoretical perspectives emphasizes how the parts of society are structured to maintain its stability?

- a. conflict perspective
- b. functionalist perspective
- c. macro-sociological perspective
- d. labeling perspective

Answer: b

Question Title: TB_01_36_Sociology and the Study of Race and Ethnicity_Remember_LO 1.5

Learning Objective: 1.5: Describe how sociology helps us understand race and ethnicity.

Topic: Sociology and the Study of Race and Ethnicity

Skill Level: Remember the Facts

Difficulty Level: 1 – Easy

Page Reference: 14

37. Which of the following perspectives on race and ethnicity tends to emphasize group tensions between the privileged and the exploited?

- a. conflict perspective
- b. labeling perspective
- c. ethnocentric perspective
- d. functionalist perspective

Answer: a

Question Title: TB_01_37_Sociology and the Study of Race and Ethnicity_Remember_LO 1.5

Learning Objective: 1.5: Describe how sociology helps us understand race and ethnicity.

Topic: Sociology and the Study of Race and Ethnicity

Skill Level: Remember the Facts

Difficulty Level: 1 – Easy

Page Reference: 15

38. William Ryan's phrase "blaming the victim" refers to _____.

- a. the dominance of the minority group over the racial majority
- b. the efforts undertaken by society to protect racial and ethnic minorities
- c. criticisms made by dominant groups against the government
- d. the portrayal of the problems of racial and ethnic minorities as their fault

Answer: d

Question Title: TB_01_38_Sociology and the Study of Race and Ethnicity_Understand_LO 1.5

Learning Objective: 1.5: Describe how sociology helps us understand race and ethnicity.

Topic: Sociology and the Study of Race and Ethnicity

Skill Level: Understand the Concepts

Difficulty Level: 2 – Moderate

Page Reference: 15

39. Which of the following theories explains why certain people are viewed as deviant and others

engaging in the same behavior as not deviant?

- a. ethnocentric theory
- b. functionalist theory
- c. labeling theory
- d. contact theory

Answer: c

Question Title: TB_01_39_Sociology and the Study of Race and Ethnicity_Remember_LO 1.5

Learning Objective: 1.5: Describe how sociology helps us understand race and ethnicity.

Topic: Sociology and the Study of Race and Ethnicity

Skill Level: Remember the Facts

Difficulty Level: 1 – Easy

Page Reference: 16

40. Unreliable generalizations about all members of a group that do not take individual differences into account are known as _____.

- a. equities
- b. pluralities
- c. scapegoats
- d. stereotypes

Answer: d

Question Title: TB_01_40_Sociology and the Study of Race and Ethnicity_Remember_LO 1.5

Learning Objective: 1.5: Describe how sociology helps us understand race and ethnicity.

Topic: Sociology and the Study of Race and Ethnicity

Skill Level: Remember the Facts

Difficulty Level: 1 – Easy

Page Reference: 16

41. In certain situations, an individual may respond to stereotypes and act on them, with the result that false definitions become accurate. This is known as _____.

- a. ethnic cleansing
- b. the melting pot metaphor
- c. a self-fulfilling prophecy
- d. segmented assimilation

Answer: c

Question Title: TB_01_41_Sociology and the Study of Race and Ethnicity_Remember_LO 1.5

Learning Objective: 1.5: Describe how sociology helps us understand race and ethnicity.

Topic: Sociology and the Study of Race and Ethnicity

Skill Level: Remember the Facts

Difficulty Level: 1 – Easy

Page Reference: 17

42. Which of the following terms describes leaving a country to settle in another?
- a. emigration
 - b. immigration
 - c. naturalization
 - d. amalgamation

Answer: a

Question Title: TB_01_42_ The Creation of Subordinate-Group Status_ Remember_ LO 1.6

Learning Objective: 1.6: Restate the creation of subordinate groups.

Topic: The Creation of Subordinate-Group Status

Skill Level: Remember the Facts

Difficulty Level: 1 – Easy

Page Reference: 18

43. The worldwide integration of government policies, cultures, social movements, and financial markets through trade and the exchange of ideas is known as _____.
- a. communization
 - b. privatization
 - c. globalization
 - d. nationalization

Answer: c

Question Title: TB_01_43_ The Creation of Subordinate-Group Status_ Remember_ LO 1.6

Learning Objective: 1.6: Restate the creation of subordinate groups.

Topic: The Creation of Subordinate-Group Status

Skill Level: Remember the Facts

Difficulty Level: 1 – Easy

Page Reference: 18

44. When annexation occurs, _____.
- a. the subordinate group is completely evicted from a nation
 - b. nations seek a separate land particularly after devastation caused by a war
 - c. the dominant power generally suppresses the language and culture of the minority
 - d. the minority accepts the culture of the dominant group and loses its cultural integrity

Answer: c

Question Title: TB_01_44_ The Creation of Subordinate-Group Status_ Understand_ LO 1.6

Learning Objective: 1.6: Restate the creation of subordinate groups.

Topic: The Creation of Subordinate-Group Status

Skill Level: Understand the Concepts

Difficulty Level: 2 – Moderate

Page Reference: 18

45. The maintenance of political, social, economic, and cultural dominance over people by a foreign power for an extended period of time is known as _____.

- a. republicanism
- b. altruism
- c. ethnocentrism
- d. colonialism

Answer: d

Question Title: TB_01_45_The Creation of Subordinate-Group Status_Remember_LO 1.6

Learning Objective: 1.6: Restate the creation of subordinate groups.

Topic: The Creation of Subordinate-Group Status

Skill Level: Remember the Facts

Difficulty Level: 1 – Easy

Page Reference: 19

46. Which of the following statements is true of colonialism?

- a. Colonialism is not a rule by outsiders but rather a rule by a nation's inside forces.
- b. Colonialism extends usually for a short duration and does not include long-standing control.
- c. Colonialism does not involve actual incorporation into the dominant people's nation.
- d. Colonial subjects are generally not limited to menial jobs.

Answer: c

Question Title: TB_01_46_The Creation of Subordinate-Group Status_Understand_LO 1.6

Learning Objective: 1.6: Restate the creation of subordinate groups.

Topic: The Creation of Subordinate-Group Status

Skill Level: Understand the Concepts

Difficulty Level: 2 – Moderate

Page Reference: 19

47. According to the spectrum of intergroup status, which of the following relationships is more tolerant to the subordinate group?

- a. secession
- b. expulsion
- c. pluralism
- d. extermination

Answer: c

Question Title: TB_01_47_Spectrum of Intergroup Status_Remember_LO 1.7

Learning Objective: 1.7: Use the Spectrum of Intergroup Relations.

Topic: Spectrum of Intergroup Status

Skill Level: Remember the Facts

Difficulty Level: 1 – Easy

Page Reference: 20

48. The _____ was the state-sponsored systematic persecution and annihilation of European Jewry by Nazi Germany and its collaborators.

- a. Bisho massacre
- b. Holocaust
- c. Zionism
- d. Apartheid

Answer: b

Question Title: TB_01_48_The Consequences of Subordinate-Group Status_Remember_LO 1.8

Learning Objective: 1.8: Restate the consequences of subordinate groups.

Topic: The Consequences of Subordinate-Group Status

Skill Level: Remember the Facts

Difficulty Level: 1 – Easy

Page Reference: 20

49. The term _____ refers to the forced deportation of people, accompanied by systematic violence including death.

- a. apartheid
- b. segmented assimilation
- c. ethnic cleansing
- d. fusion

Answer: c

Question Title: TB_01_49_The Consequences of Subordinate-Group Status_Remember_LO 1.8

Learning Objective: 1.8: Restate the consequences of subordinate groups.

Topic: The Consequences of Subordinate-Group Status

Skill Level: Remember the Facts

Difficulty Level: 1 – Easy

Page Reference: 20

50. _____ occurs when a specific subordinate group is forced by dominant groups to leave certain areas or even vacate a country.

- a. Expulsion
- b. Extermination
- c. Segregation
- d. Secession

Answer: a

Question Title: TB_01_50_The Consequences of Subordinate-Group Status_Remember_LO 1.8

Learning Objective: 1.8: Restate the consequences of subordinate group status.

Topic: The Consequences of Subordinate-Group Status

Skill Level: Remember the Facts

Difficulty Level: 1 – Easy

Page Reference: 21

51. Secession is _____.

- a. the physical separation of two groups in residence, workplace, and social functions
- b. the withdrawal of a group of people from a dominant group to establish a new nation
- c. the eviction of a specific subordinate group from certain areas or even a nation
- d. the deliberate, systematic killing of an entire population or people

Answer: b

Question Title: TB_01_51_The Consequences of Subordinate-Group Status_Understand_LO 1.8

Learning Objective: 1.8: Restate the consequences of subordinate group status.

Topic: The Consequences of Subordinate-Group Status

Skill Level: Understand the Concepts

Difficulty Level: 2 – Moderate

Page Reference: 21

52. Which of the following terms refers to the physical separation of two groups of people in terms of residence, workplace, and social functions?

- a. assimilation
- b. amalgamation
- c. segregation
- d. pluralism

Answer: c

Question Title: TB_01_52_The Consequences of Subordinate-Group Status_Remember_LO 1.8

Learning Objective: 1.8: Restate the consequences of subordinate group status.

Topic: The Consequences of Subordinate-Group Status

Skill Level: Remember the Facts

Difficulty Level: 1 – Easy

Page Reference: 22

53. Which of the following statements is true of segregation?

- a. Generally, the dominant group imposes segregation on a subordinate group.
- b. Intergroup contact is highly unlikely to occur in most segregated societies.
- c. Complete segregation is a frequent phenomenon.
- d. Segregation by race, ethnicity, and religion occurs solely in the U.S.

Answer: a

Question Title: TB_01_53_The Consequences of Subordinate-Group Status_Understand_LO 1.8

Learning Objective: 1.8: Restate the consequences of subordinate groups.

Topic: The Consequences of Subordinate-Group Status

Skill Level: Understand the Concepts

Difficulty Level: 2 – Moderate

Page Reference: 22

54. The physical separation of racial and ethnic groups reappearing after a period of relative integration is called _____.

- a. resegregation
- b. recession
- c. transitional segregation
- d. desegregation

Answer: a

Question Title: TB_01_54_The Consequences of Subordinate-Group Status_Remember_LO 1.8

Learning Objective: 1.8 Restate the consequences of subordinate group status.

Topic: The Consequences of Subordinate-Group Status

Skill Level: Remember the Facts

Difficulty Level: 1 – Easy

Page Reference: 23

55. _____ came to mean a policy of separate development devised by the Whites to deal with the multiracial population in South Africa.

- a. Holocaust
- b. Apartheid
- c. Genocide
- d. White flight

Answer: b

Question Title: TB_01_55_The Consequences of Subordinate-Group Status_Remember_LO 1.8

Learning Objective: 1.8: Restate the consequences of subordinate groups.

Topic: The Consequences of Subordinate-Group Status

Skill Level: Remember the Facts

Difficulty Level: 1 – Easy

Page Reference: 23

56. In the context of consequences of subordinate-group status, what does D represent in the equation $A + B + C \rightarrow D$?

- a. an ethnocultural–racial group that is forcefully evicted from certain areas or a country
- b. the secession of a subordinate group to move to an already-established nation
- c. the segregation of a subordinate group imposed by dominant groups
- d. an ethnocultural–racial group that shares some of the characteristics of each initial group

Answer: d

Question Title: TB_01_56_The Consequences of Subordinate-Group Status_Understand_LO 1.8

Learning Objective: 1.8: Restate the consequences of subordinate groups.

Topic: The Consequences of Subordinate-Group Status

Skill Level: Understand the Concepts

Difficulty Level: 2 – Moderate

Page Reference: 23

57. The process by which a dominant group and a subordinate group combine through intermarriage to form a new group is known as _____.

- a. amalgamation
- b. adaptation
- c. marginalization
- d. pluralism

Answer: a

Question Title: TB_01_57_The Consequences of Subordinate Group-Status_Remember_LO 1.8

Learning Objective: 1.8: Restate the consequences of subordinate groups.

Topic: The Consequences of Subordinate-Group Status

Skill Level: Remember the Facts

Difficulty Level: 1 – Easy

Page Reference: 24

58. In everyday speech, the words fusion and amalgamation are rarely used, but the concept is expressed in the notion of a human _____ in which diverse racial or ethnic groups form a new creation, a new cultural entity.

- a. ethnic cleansing
- b. stereotype
- c. class structure
- d. melting pot

Answer: d

Question Title: TB_01_58_The Consequences of Subordinate Group-Status_Remember_LO 1.8

Learning Objective: 1.8: Restate the consequences of subordinate groups.

Topic: The Consequences of Subordinate-Group Status

Skill Level: Remember the Facts

Difficulty Level: 1 – Easy

Page Reference: 24

59. The process by which a subordinate individual or group takes on the characteristics of the dominant group and is eventually accepted as part of that group is known as _____.

- a. amalgamation
- b. pluralism
- c. genocide
- d. assimilation

Answer: d

Question Title: TB_01_59_The Consequences of Subordinate Group-Status_Remember_LO 1.8

Learning Objective: 1.8: Restate the consequences of subordinate groups.

Topic: The Consequences of Subordinate-Group Status

Skill Level: Remember the Facts

Difficulty Level: 1 – Easy

Page Reference: 24

60. In the context of consequences of subordinate-group status, the equation $A + B + C \rightarrow A$ describes _____.

- a. pluralism
- b. amalgamation
- c. assimilation
- d. segregation

Answer: c

Question Title: TB_01_60_The Consequences of Subordinate-Group Status_Remember_LO 1.8

Learning Objective: 1.8: Restate the consequences of subordinate groups.

Topic: The Consequences of Subordinate-Group Status

Skill Level: Remember the Facts

Difficulty Level: 1 – Easy

Page Reference: 24

61. Under which of the following conditions does assimilation tend to take longer?

- a. when the minority group arrives over an extended period of time
- b. when the minority group residents are dispersed
- c. when the homeland of the immigrants is far away and inaccessible
- d. when the minority group retains its own culture

Answer: d

Question Title: TB_01_61_The Consequences of Subordinate Group-Status_Understand_LO 1.8

Learning Objective: 1.8: Restate the consequences of subordinate groups.

Topic: The Consequences of Subordinate-Group Status

Skill Level: Understand the Concepts

Difficulty Level: 2 – Moderate

Page Reference: 25

62. Pluralism implies that _____.

- a. diverse groups in a society work toward adopting one homogeneous culture
- b. the society aims at eliminating ethnic boundaries
- c. various groups in a society have mutual respect for one another's cultures
- d. subordinate groups need to embrace the dominant group's culture

Answer: c

Question Title: TB_01_62_The Consequences of Subordinate-Group Status_Understand_LO 1.8

Learning Objective: 1.8: Restate the consequences of subordinate groups.

Topic: The Consequences of Subordinate-Group Status

Skill Level: Understand the Concepts

Difficulty Level: 2 – Moderate

Page Reference: 26

63. Which of the following allows a minority group to express its own culture in the larger society without suffering prejudice or discrimination?

- a. assimilation
- b. amalgamation
- c. segregation
- d. pluralism

Answer: d

Question Title: TB_01_63_The Consequences of Subordinate-Group Status_Remember_LO 1.8

Learning Objective: 1.8: Restate the consequences of subordinate groups.

Topic: The Consequences of Subordinate-Group Status

Skill Level: Remember the Facts

Difficulty Level: 1 – Easy

Page Reference: 26

64. Which of the following statements is true of pluralists?

- a. They are in favor of following a homogenous culture.
- b. They try to impose the dominant group's culture on all subgroups.
- c. They seek the elimination of cultural frontiers.
- d. They believe in maintaining many ethnic boundaries.

Answer: d

Question Title: TB_01_64_The Consequences of Subordinate-Group Status_Understand_LO 1.8

Learning Objective: 1.8: Restate the consequences of subordinate groups.

Topic: The Consequences of Subordinate-Group Status

Skill Level: Understand the Concepts

Difficulty Level: 2 – Moderate

Page Reference: 26

65. In the context of consequences of subordinate-group status, the equation $A + B + C \rightarrow A + B + C$ describes _____.

- a. amalgamation
- b. pluralism
- c. assimilation
- d. genocide

Answer: b

Question Title: TB_01_65_The Consequences of Subordinate-Group Status_Remember_LO 1.8

Learning Objective: 1.8: Restate the consequences of subordinate groups.

Topic: The Consequences of Subordinate-Group Status

Skill Level: Remember the Facts

Difficulty Level: 1 – Easy

Page Reference: 26

66. African American studies scholar Molefi Kete Asante has called for an Afrocentric perspective that _____.

- a. justifies the slave trade in the US
- b. seeks to override Eurocentrism
- c. emphasizes the customs of African cultures
- d. disregards the history of Blacks in the US

Answer: c

Question Title: TB_01_66_Resistance and Change_Understand_LO 1.9

Learning Objective: 1.9: Articulate how change occurs in racial and ethnic relations.

Topic: Resistance and Change

Skill Level: Understand the Concepts

Difficulty Level: 2 – Moderate

Page Reference: 27

67. Opponents of the Afrocentric perspective see it as _____.

- a. a cultural resistance against assimilation with the dominant group
- b. an attempt of the African people to come to full self-determination
- c. a movement against White and Eurocentric intellectual interpretations
- d. a separatist view of history and culture that distorts past and present

Answer: d

Question Title: TB_01_67_Resistance and Change_Understand_LO 1.9

Learning Objective: 1.9: Articulate how change occurs in racial and ethnic relations.

Topic: Resistance and Change

Skill Level: Understand the Concepts

Difficulty Level: 2 – Moderate

Page Reference: 28

Essay Questions

68. List and explain the five characteristics of a minority or subordinate group.

Answer: A minority or subordinate group has five characteristics: unequal treatment,

distinguishing physical or cultural traits, involuntary membership, awareness of subordination, and in-group marriage:

1. Members of a minority experience unequal treatment and have less power over their lives than members of a dominant group have over theirs. Prejudice, discrimination, segregation, and even extermination create this social inequality.
2. Members of a minority group share physical or cultural characteristics such as skin color or language that distinguish them from the dominant group. Each society has its own arbitrary standard for determining which characteristics are most important in defining dominant and minority groups.
3. Membership in a dominant or minority group is not voluntary: People are born into the group. A person does not choose to be African American or White.
4. Minority-group members have a strong sense of group solidarity. William Graham Sumner, writing in 1906, noted that people make distinctions between members of their own group (the in-group) and everyone else (the out-group). When a group is the object of long-term prejudice and discrimination, the feeling of “us versus them” often becomes intense.
5. Members of a minority generally marry others from the same group. A member of a dominant group is often unwilling to join a supposedly inferior minority by marrying one of its members. In addition, the minority group’s sense of solidarity encourages marriage within the group and discourages marriage to outsiders.

Question Title: TB_01_68_Ranking Groups_Understand_LO 1.1

Learning Objective: 1.1: Explain how groups are ranked.

Topic: Ranking Groups

Skill Level: Understand the Concepts

Difficulty Level: 2 – Moderate

Page Reference: 5

69. Discuss the five functions that racial beliefs serve for the dominant group in accordance with the functionalist perspective.

Answer: The five functions that racial beliefs serve for the dominant group in accordance with the functionalist perspective are as follows:

1. Racist ideologies provide a moral justification for maintaining a society that routinely deprives a group of its rights and privileges.
2. Racist beliefs discourage subordinate people from attempting to question their lowly status and why they must perform “the dirty work”; to do so is to question the very foundation of the society.
3. Racial ideologies not only justify existing practices but also serve as a rallying point for social movements, as seen in the rise of the Nazi party or present-day Aryan movements.
4. Racist myths encourage support for the existing order. Some argue that if there were any major societal change, the subordinate group would suffer even greater poverty, and the dominant group would suffer lower living standards.
5. Racist beliefs relieve the dominant group of the responsibility to address the economic and educational problems faced by subordinate groups.

Question Title: TB_01_69_Sociology and the Study of Race and Ethnicity_ Analyze It_LO 1.5

Learning Objective: 1.5: Describe how sociology helps us understand race and ethnicity.

Topic: Sociology and the Study of Race and Ethnicity

Skill Level: Analyze It

Difficulty Level: 3 – Difficult

Page Reference: 14–15

70. Discuss how conflict sociologists see the social world as being in continual struggle. When is the conflict model selected?

Answer: Conflict sociologists see the social world as being in continual struggle. The conflict perspective assumes that the social structure is best understood in terms of conflict or tension between competing groups. The result of this conflict is significant economic disparity and structural inequality in education, the labor market, housing, and health care delivery. Specifically, society is in a struggle between the privileged (the dominant group) and the exploited (the subordinate group). Such conflicts need not be physically violent and may take the form of immigration restrictions, real estate practices, or disputes over cuts in the federal budget.

The conflict model is often selected today when one is examining race and ethnicity because it readily accounts for the presence of tension between competing groups. According to the conflict perspective, competition takes place between groups with unequal amounts of economic and political power. The minorities are exploited or, at best, ignored by the dominant group. The conflict perspective is viewed as more radical and activist than functionalism because conflict theorists emphasize social change and the redistribution of resources.

Question Title: TB_01_70_Sociology and the Study of Race and Ethnicity_ Analyze It_LO 1.5

Learning Objective: 1.5: Describe how sociology helps us understand race and ethnicity.

Topic: Sociology and the Study of Race and Ethnicity

Skill Level: Analyze It

Difficulty Level: 3 – Difficult

Page Reference: 15

Additional Essay Questions

71. Explain the social construction of race with an example. Describe the concept of racism.

Answer: Race is a social construction, and this process benefits the oppressor, who defines which groups of people are privileged and which groups are not. The acceptance of race in a society as a legitimate category allows racial hierarchies to emerge to the benefit of the dominant “races.” For example, inner-city drive-by shootings are now seen as a race-specific problem worthy of local officials cleaning up troubled neighborhoods. Yet school shootings are viewed as a societal concern and placed on the national agenda.

People could speculate that if human groups have obvious physical differences, then they could have corresponding mental or personality differences. No one disagrees that people differ in temperament,

potential to learn, and sense of humor, among other characteristics. In its social sense, race implies that groups that differ physically also bear distinctive emotional and mental abilities or disabilities. These beliefs are based on the notion that humankind can be divided into distinct groups. Despite the difficulties associated with pigeonholing people into racial categories, belief in the inheritance of behavior patterns and in an association between physical and cultural traits is widespread. It is called racism when this belief is coupled with the feeling that certain groups or races are inherently superior to others. Racism is a doctrine of racial supremacy that states one race is superior to another.

In modern complex industrial societies, one finds little adaptive utility in the presence or absence of prominent chins, epicanthic eye fold associated with Eastern and Central Asian peoples, or the comparative amount of melanin in the skin. It is of little importance that people are genetically different; what is important is that they approach one another with dissimilar perspectives. It is in the social setting that race is decisive. Race is significant because people have given it significance.

Question Title: TB_01_71_ Does Race Matter?_Analyze It_LO 1.3

Learning Objective: 1.3: Explain what is meant by race being socially constructed.

Topic: Does Race Matter?

Skill Level: Analyze It

Difficulty Level: 3 – Difficult

Page Reference: 10–11

72. Why are many Americans challenged when asked to address the question, “Who am I?” in terms of race and/or ethnicity?

Answer: People are now more willing to accept and advance identities that do not fit neatly into mutually exclusive categories. Hence, increasing numbers of people are identifying themselves as biracial or multiracial or, at the very least, explicitly viewing themselves as reflecting a diverse racial and ethnic identity. The diversity of the United States today has made it more difficult for many people to place themselves on the racial and ethnic landscape. It reminds people that racial formation continues to take place. Obviously, the racial and ethnic landscape, as they have seen, is constructed not naturally but socially and, therefore, is subject to change and different interpretations. Almost every nation faces the same problems.

The United States tracks people by race and ethnicity for myriad reasons, ranging from attempting to improve the status of oppressed groups to diversifying classrooms. Besides the increasing respect for biracial identity and multiracial identity, group names undergo change as well. The old 1950s statistical term of “people with a Spanish surname” has long been discarded, yet there is disagreement over a new term: *Latino* or *Hispanic*. Like Native Americans, Hispanic Americans avoid such global terms and prefer their native names, such as *Puerto Ricans* or *Cubans*.

Question Title: TB_01_72_ Biracial and Multiracial Identity: Who Am I?_Analyze It_LO 1.4

Learning Objective: 1.4: Define biracial and multiracial identity.

Topic: Biracial and Multiracial Identity: Who Am I?

Skill Level: Analyze It

Difficulty Level: 3 – Difficult

Page Reference: 11–13

73. Explain the concept of self-fulfilling prophecy with appropriate examples.

Answer: In certain situations, a person may respond to negative stereotypes and act on them, with the result that false definitions become accurate. This is known as a self-fulfilling prophecy. A person or group described as having particular characteristics begins to display the very traits attributed to him or her. Thus, a child who is praised for being a natural comic may focus on learning to become funny to gain approval and attention.

Self-fulfilling prophecies can be devastating for minority groups. Such groups often find that they are allowed to hold only low-paying jobs with little prestige or opportunity for advancement. The rationale of the dominant society is that these minority people lack the ability to perform in more important and lucrative positions. Training to become scientists, executives, or physicians is denied to many subordinate-group individuals (SGIs), who are then locked into society's inferior jobs. As a result, the false definition of the self-fulfilling prophecy becomes real. The subordinate group becomes inferior because it was defined at the start as inferior and was, therefore, prevented from achieving the levels attained by the majority.

Because of this vicious circle, a talented subordinate-group person may come to see the fields of entertainment and professional sports as his or her only hope for achieving wealth and fame. Thus, it is no accident that successive waves of Irish, Jewish, Italian, African American, and Hispanic performers and athletes have made their mark on culture in the United States. Unfortunately, these very successes may convince the dominant group that its original stereotypes were valid—that these are the only areas of society in which subordinate-group members can excel.

Question Title: TB_01_73_Sociology and the Study of Race and Ethnicity_Analyze It_LO 1.5

Learning Objective: 1.5 Describe how sociology helps us understand race and ethnicity.

Topic: Sociology and the Study of Race and Ethnicity

Skill Level: Analyze It

Difficulty Level: 3 – Difficult

Page Reference: 17

74. Discuss assimilation.

Answer: Assimilation is the process by which a subordinate individual or group takes on the characteristics of the dominant group and is eventually accepted as part of that group. Assimilation is a majority ideology in which $A + B + C \rightarrow A$. The majority (A) dominates in such a way that the minorities (B and C) become indistinguishable from the dominant group. Assimilation dictates conformity to the dominant group, regardless of how many racial, ethnic, or religious groups are involved.

To be complete, assimilation must entail an active effort by the minority-group individual to shed all distinguishing actions and beliefs and the unqualified acceptance of that individual by the dominant society. In the United States, dominant White society encourages assimilation. The

assimilation perspective tends to devalue alien culture and to treasure the dominant. For example, assimilation assumes that whatever is admirable among Blacks was adapted from Whites and that whatever is bad is inherently Black. The assimilation solution to Black-White conflict has been typically defined as the development of a consensus around White American values.

Assimilation is very difficult. The person being assimilated must forsake his or her cultural tradition to become part of a different, often antagonistic culture. Cross-border movement is often preceded by adjustments and awareness of the culture that awaits the immigrant.

Question Title: TB_01_74_The Consequence of Subordinate-Group Status_Analyze It_LO 1.8

Learning Objective: 1.8: Restate the consequences of subordinate groups.

Topic: The Consequences of Subordinate-Group Status

Skill Level: Analyze It

Difficulty Level: 3 – Difficult

Page Reference: 24–25

75. Provide an argument against the statement that “subordinate groups merely accept the definitions and ideologies of the dominant group.” Give specific historical and contemporary examples to support your answer.

Answer: Subordinate groups do not merely accept the definitions and ideology proposed by the dominant group. A continuing theme in dominant–subordinate relations is the minority group’s challenge to its subordination. Resistance by subordinate groups is well documented as they seek to promote change that will bring them more rights and privileges, if not true equality. Often, traditional notions of racial formation are overcome not only through panethnicity but also because Black people, along with Latinos and sympathetic Whites, join in the resistance to subordination.

Resistance can be seen in efforts by racial and ethnic groups to maintain their identity through newspapers and organizations and in today’s technological age through cable television stations, blogs, and Internet sites. Resistance manifests itself in social movements such as the civil rights movement, the feminist movement, and gay rights efforts. The passage of such legislation as the Age Discrimination Act or the Americans with Disabilities Act marks the success of oppressed groups in lobbying on their own behalf.

Resistance efforts may begin through small actions. For example, residents of a reservation question why a toxic waste dump is to be located on their land. Although it may bring in money, they question the wisdom of such a move. Their concerns lead to further investigations of the extent to which American Indian lands are used disproportionately as containment areas for dangerous materials. This action in turn leads to a broader investigation of the ways in which minority-group people often find themselves “hosting” dumps and incinerators. These local efforts eventually led the Environmental Protection Agency to monitor the disproportionate placement of toxic facilities in or near racial and ethnic minority communities. There is little reason to expect that such reforms would have occurred if the reservation residents had relied on traditional decision-making processes alone.

Question Title: TB_01_75_Resistance and Change_Analyze It_LO 1.9

Learning Objective: 1.9: Articulate how change occurs in racial and ethnic relations.

Topic: Resistance and Change

Skill Level: Analyze It

Difficulty Level: 3 – Difficult

Page Reference: 26–27

76. Discuss the Afrocentric perspective.

Answer: It is easy to overlook how people's understanding of today has been shaped by the way institutions and even the very telling of history have been presented by members of the dominant group. African American studies scholar Molefi Kete Asante has called for an Afrocentric perspective that emphasizes the customs of African cultures and how they have pervaded the history, culture, and behavior of Blacks in the United States and around the world. Afrocentrism seeks to balance Eurocentrism and works toward a multiculturalist or pluralist orientation in which no viewpoint is suppressed. The Afrocentric approach could become part of one's school curriculum, which has not adequately acknowledged the importance of this heritage.

The Afrocentric perspective has attracted much attention in education. Opponents view it as a separatist view of history and culture that distorts both past and present. Its supporters counter that African people everywhere can come to full self-determination only when they are able to overthrow the dominance of White or Eurocentric intellectual interpretations.

Question Title: TB_01_76_Resistance and Change_Understand_LO 1.9

Learning Objective: 1.9: Articulate how change occurs in racial and ethnic relations.

Topic: Resistance and Change

Skill Level: Understand the Concepts

Difficulty Level: 2 – Moderate

Page Reference: 27–28