

*Racial Formation in the United States, Third Edition*  
By Michael Omi and Howard Winant

TEST ITEMS

SECTION I

CHAPTER 1 - ETHNICITY  
(pp 21-52)

Test Items (All Answers are bolded for clarity):

1. The “Curse of Ham” story in the Bible was often cited to legitimize the enslavement of Africans. This is an example of what view of race in America?
  - a. Biological views of race.
  - b. **Religious/puritanical views of race (p. 23).**
  - c. Scientific views of race.
  - d. Ethnic views of race.
  - e. Nationalist views of race.
2. What famous publication by Charles Darwin spurred on the notion that race was biologically inherent and could explain group social characteristics such as intelligence, temperament and sexuality?
  - a. *The Evolution of Barnacles in Early America*
  - b. *Monkeys, Humans, and Apes: An Evolutionary Tale*
  - c. *Creationism in Modern Science*
  - d. ***The Origin of Species (p. 24)***
  - e. *The Negro American*
3. Scientists who consider the phenotypical characteristics of race (skin color, hair texture, etc.) as indicators of a group’s social development or evolution view race as an indicator of...
  - a. **Natural or biological differences (pp. 23-24).**
  - b. Nationalistic differences.
  - c. Ethnic or cultural differences.
  - d. Social class differences.
  - e. Socially constructed differences.



- a. The “immigrant analogy” assumes that race, class, and gender has no effect on assimilation.
  - b. The “immigrant analogy” assumes that nationality has everything to do with successful assimilation.
  - c. **The “immigrant analogy” assumes that physical differences of race (skin color) do not matter in successful assimilation (pp. 28-30).**
  - d. The “immigrant analogy” assumes that physical differences of race (skin color) do matter in successful assimilation.
  - e. The “immigrant analogy” assumes that politics are key to explaining successful assimilation.
8. What major historical events do Omi and Winant identify as significant in pushing social scientists to extend the immigrant analogy to explain non-white discrimination and oppression?
- a. The American Civil War and the Reconstruction Era.
  - b. World War I and the 1920s.
  - c. **The Civil Rights Movement and World War II (pp. 30-31).**
  - d. The Great Depression and Jim Crow Era
  - e. The Cold War and the election of Ronald Reagan.
9. All of the following are critiques made by Omi and Winant of the ethnicity paradigm except
- a. It led to little to no racism in 21<sup>st</sup> century America.
  - b. **It ushered in the first challenges to the biological and religious views of race and racism in America (pp. 39-46).**
  - c. It became the dominant understanding of race and racism in social science.
  - d. It reduced the notions of race and racism to culture.
  - e. It overuses the relative success of white immigrants assimilating into white America as the normative comparison for non-white groups.
10. Which historical period saw the ethnicity paradigm become a tool for the “neoconservative” approach to suggest the United States is “colorblind?”
- a. Late 1800s
  - b. Between 1900s to the 1940s.
  - c. 1940s to the 1960s.
  - d. **After the 1960s (p. 46).**
  - e. During the great wave of European immigration at the beginning of the 20th century.
11. Some social scientists and politicians suggest that immigrant groups that fail to successfully assimilate do so because of their unwillingness to take on American norms and values. Omi and Winant title and critique this neoconservative view as...

- a. “Once is Not Enough.”
  - b. **“Bootstraps Model”(pp. 42-44)**
  - c. “They All Look Alike”
  - d. “Level Playing Field”
  - e. “Biological Determinism”
12. Recent campaigns to use “English only” in public education and on state public signs have occurred in various states: California, Georgia, and North Carolina. These campaigns are an example of
- a. Continuing support of America being an inclusive, melting pot society.
  - b. Continuing support of America being a multicultural, "salad bowl" society.
  - c. **Continuing calls for immigrants to assimilate into American culture (application question – no specific reference point).**
  - d. Growing need for bilingual education.
  - e. The end of white supremacy in America.

## CHAPTER 2: CLASS

(pp. 53-74)

### Test Items (All Answers are bolded for clarity):

1. The **key** issue for Omi and Winant in using class-based explanations of race is that...
  - a. Such explanations focus too much on culture in explaining discrimination and stratification.
  - b. Such explanations focus too much on nationality in explaining discrimination and stratification.
  - c. Such explanations do not mention class enough in explaining discrimination and stratification.
  - d. Such explanations overemphasize gender in explaining discrimination and stratification.
  - e. **Such explanations minimize the role of race in explaining discrimination and stratification (pp.67-68).**
  
2. Which of the following class-based approach explains racial discrimination in the economy as the result of whites' "taste for discrimination"?
  - a. Disruptive state practices
  - b. Racial formation theory
  - c. Monopolistic practices modal
  - d. **Irrational prejudice model (p. 55)**
  - e. Stratification theory
  
3. The notion of a "race tax" suggests that...
  - a. Blacks in the U.S. pay higher income taxes than whites.
  - b. **The American economy gives whites an unfair advantage in accessing food, housing, and jobs (p. 56).**
  - c. Whites have lost jobs and resources to non-whites due to affirmative action policies.
  - d. Whites who have historically benefited from racism should pay non-whites for the historic discrimination they've faced in the U.S.
  - e. Non-whites pay more income tax than whites.
  
4. All of the following are Omi and Winant's critiques of class-based paradigms on race and its role in social stratification except
  - a. Class-based paradigms focus too much on economic relationships as the primary dimension of race and racism.