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Chapter 2 – Prejudice

Multiple Choice Questions

1. The tendency to assume that one's culture and way of life are superior to all others' is known as _____.
a. cultural relativism
b. discrimination
c. exploitation
d. ethnocentrism

Answer: d

Question Title: TB_02_01_Prejudice and Discrimination_Remember_LO 2.1
Learning Objective: 2.1: Differentiate between prejudice and discrimination.
Topic: Prejudice and Discrimination
Skill Level: Remember the Facts
Difficulty: 1 – Easy

2. A person who advocates ethnocentrism is likely to _____.
a. believe that each culture is equally valid
b. believe that prejudice is wrong
c. view other cultures as superior to that of his or her own culture
d. judge other cultures by the standards of his or her own group

Answer: d

Question Title: TB_02_02_Prejudice and Discrimination_Analyze_LO 2.1
Learning Objective: 2.1: Differentiate between prejudice and discrimination.
Topic: Prejudice and Discrimination
Skill Level: Analyze It
Difficulty: 3 – Difficult

3. Which of the following statements best describes prejudice?
a. It is a negative belief, not behavior.
b. It is a behavior aimed at individuals, not groups.
c. It is a negative action, not a belief.
d. It is a discriminatory behavior based on accurate definitions.

Answer: a

Question Title: TB_02_04_Prejudice and Discrimination_Remember_LO 2.1
Learning Objective: 2.1: Differentiate between prejudice and discrimination.
Topic: Prejudice and Discrimination
Skill Level: Remember the Facts
Difficulty: 1 – Easy

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4. A negative attitude toward an entire category of people is known as _____.
a. prejudice
b. affirmative action
c. exploitation
d. perjury

Answer: a

Question Title: TB_02_05_Prejudice and Discrimination_Remember_LO 2.1
Learning Objective: 2.1: Differentiate between prejudice and discrimination.
Topic: Prejudice and Discrimination
Skill Level: Remember the Facts
Difficulty: 1 – Easy

5. Which of the following is an example of an ethnophaulism?
a. An employer refuses to hire a qualified person because she has to care for her kids and would not be able to perform well.
b. A job applicant thinks he is refused employment because he is not Black.
c. A teacher tells Simon that, for someone belonging to a minority community, he is doing well in school.
d. Lucy is denied a pay raise on the basis of her gender.

Answer: c

Question Title: TB_02_06_Prejudice and Discrimination_Apply_LO 2.1
Learning Objective: 2.1: Differentiate between prejudice and discrimination.
Topic: Prejudice and Discrimination
Skill Level: Apply What You Know
Difficulty: 2 – Moderate

6. A prejudiced belief leads to _____.
a. categorical rejection
b. an attitude that coincides with behavior
c. pluralism
d. rejection of individuals based on their behavior

Answer: a

Question Title: TB_02_07_Prejudice and Discrimination_Understand_LO 2.1
Learning Objective: 2.1: Differentiate between prejudice and discrimination.
Topic: Prejudice and Discrimination
Skill Level: Understand the Concepts
Difficulty: 2 – Moderate

7. The process of denying certain opportunities and equal rights or privileges to individuals and

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groups is known as _____.
a. prejudice
b. assimilation
c. discrimination
d. ethnocentrism

Answer: c

Question Title: TB_02_08_Prejudice and Discrimination_Remember_LO 2.1
Learning Objective: 2.1: Differentiate between prejudice and discrimination.
Topic: Prejudice and Discrimination
Skill Level: Remember the Facts
Difficulty: 1 – Easy

8. A company refuses to hire women for managerial positions citing lack of management skills as the reason. This action by the company is an example of _____.
a. discrimination
b. privilege
c. self-serving bias
d. affirmative action

Answer: a

Question Title: TB_02_9_Prejudice and Discrimination_Apply_LO 2.1
Learning Objective: 2.1: Differentiate between prejudice and discrimination.
Topic: Prejudice and Discrimination
Skill Level: Apply What You Know
Difficulty: 2 – Moderate

9. The sociologist who developed the typology exploring the relationship between negative attitudes and negative behavior was _____.
a. William Julius Wilson
b. Max Weber
c. Thomas Pettigrew
d. Robert Merton

Answer: d

Question Title: TB_02_10_ Prejudice and Discrimination _Remember_LO 2.1
Learning Objective: 2.1: Differentiate between prejudice and discrimination.
Topic: Prejudice and Discrimination
Skill Level: Remember the Facts
Difficulty: 1 – Easy

10. According to Merton's typology, all-weather liberals are those who _____.
a. discriminate in an overt fashion

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b. believe in equality and practice it
c. harbor prejudice but do not express it in a group
d. can express prejudice only in a group

Answer: b

Question Title: TB_02_11_ Prejudice and Discrimination _Remember_LO 2.1
Learning Objective: 2.1: Differentiate between prejudice and discrimination.
Topic: Prejudice and Discrimination
Skill Level: Remember the Facts
Difficulty: 1 – Easy

11. Adam Carter, the CEO of a multinational corporation, is a reluctant liberal. Which of the following would be the best way to influence Adam to display less discriminatory behavior?
a. advocating equal-opportunity legislation
b. inviting him to a diversity workshop
c. commissioning a public relations campaign
d. encouraging him to become an all-weather bigot

Answer: a

Question Title: TB_02_12_ Prejudice and Discrimination _Analyze_LO 2.1
Learning Objective: 2.1: Differentiate between prejudice and discrimination.
Topic: Prejudice and Discrimination
Skill Level: Analyze It
Difficulty: 3 – Difficult

12. The owner of a car dealership refuses to hire a female applicant not because he feels women are incompetent, but because he fears that customers will be less likely to buy a car from a saleswoman. According to Merton's typology, the owner is being a(n) _____.
a. authoritarian person
b. timid bigot
c. all-weather bigot
d. reluctant liberal

Answer: d

Question Title: TB_02_13_ Prejudice and Discrimination _Apply_LO 2.1
Learning Objective: 2.1: Differentiate between prejudice and discrimination.
Topic: Prejudice and Discrimination
Skill Level: Apply What You Know
Difficulty: 3 – Difficult

13. A person who harbors prejudice but will not discriminate if peers or the government apply pressure against doing so is called a(n) _____.
a. all-weather liberal

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b. timid bigot
c. all-weather bigot
d. reluctant liberal

Answer: b

Question Title: TB_02_14_ Prejudice and Discrimination _Remember_LO 2.1
Learning Objective: 2.1: Differentiate between prejudice and discrimination.
Topic: Prejudice and Discrimination
Skill Level: Remember the Facts
Difficulty: 1 – Easy

14. LaPiere's study in the early 1930s on racial attitudes and social conduct involving travel with a Chinese couple to places of business indicated that most people who participated in the follow-up questionnaire were _____.
a. all-weather liberals
b. reluctant liberals
c. all-weather bigots
d. timid bigots

Answer: d

Question Title: TB_02_15_ Prejudice and Discrimination _Remember_LO 2.1
Learning Objective: 2.1: Differentiate between prejudice and discrimination.
Topic: Prejudice and Discrimination
Skill Level: Remember the Facts
Difficulty: 1 – Easy

15. The study conducted by Richard LaPiere showed that people _____.
a. dislike Chinese openly and without reservation
b. stereotype Chinese as being war-like
c. were more willing to accept Chinese in person than they were in theory
d. consistently dislike Chinese more than Japanese people but better than Koreans

Answer: c

Question Title: TB_02_16_ Prejudice and Discrimination _Understand_LO 2.1
Learning Objective: 2.1: Differentiate between prejudice and discrimination.
Topic: Prejudice and Discrimination
Skill Level: Understand the Concepts
Difficulty: 2 – Moderate

16. Which of the following is true of White privilege?
a. It exists consciously for the White people who enjoy it.
b. It is often invisible to the White people who enjoy it.
c. It refers to special constitutional duties to be performed by members of the White community.

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d. It refers to additional financial benefits that governments provide to the White community by way of reduced taxes.

Answer: b

Question Title: TB_02_03_White Privilege_Understand_LO 2.2
Learning Objective: 2.2: Apply White privilege.
Topic: White Privilege
Skill Level: Understand the Concepts
Difficulty: 2 – Moderate

17. When asked about their Whiteness, most White people are likely to _____.
a. talk about their ethnic identity
b. see themselves stigmatized as racist
c. see themselves as having advantages over other racial groups
d. acknowledge the privileges that come with being White

Answer: b

Question Title: TB_02_17_White Privilege_Understand_LO 2.2
Learning Objective: 2.2: Apply White privilege.
Topic: White Privilege
Skill Level: Understand the Concepts
Difficulty: 2 – Moderate

18. The scapegoating theory is based on the principle that _____.
a. exploitation of the lower class is an integral part of capitalism
b. peer and social influences encourage tolerance or intolerance
c. adherence to conventional values, uncritical acceptance of authority, and concern with power and toughness are essential in society
d. people use some expressions of prejudice so they can refuse to accept responsibility for their actions

Answer: d

Question Title: TB_02_18_Theories of Prejudice_Understand_LO 2.3
Learning Objective: 2.3: Paraphrase the theories of prejudice.
Topic: Theories of Prejudice
Skill Level: Understand the Concepts
Difficulty: 2 – Moderate

19. When people blame others for their own failures, it is referred to as_____.
a. authoritarianism
b. scapegoating
c. stereotyping
d. exploitation

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Answer: b

Question Title: TB_02_19_Theories of Prejudice_Remember_LO 2.3
Learning Objective: 2.3: Paraphrase the theories of prejudice.
Topic: Theories of Prejudice
Skill Level: Remember the Facts
Difficulty: 1 – Easy

20. The citizens of the country of Celebria claim that immigrants from neighboring countries have contributed to unemployment problems in the country. The citizens blame the immigrants for the problems faced by them. The immigrant, in this instance becomes the _____.
a. creationist
b. pluralist
c. scapegoat
d. stereotype

Answer: c

Question Title: TB_02_20_Theories of Prejudice_Apply_LO 2.3
Learning Objective: 2.3: Paraphrase the theories of prejudice.
Topic: Theories of Prejudice
Skill Level: Apply What You Know
Difficulty: 2 – Moderate

21. People with authoritarian personalities are likely to _____.
a. blame others for their failure
b. believe that most moral issues are difficult to resolve
c. expect adherence to conventional values
d. acknowledge the influence of societal norms on prejudice

Answer: c

Question Title: TB_02_21_Theories of Prejudice_Analyze_LO 2.3
Learning Objective: 2.3: Paraphrase the theories of prejudice.
Topic: Theories of Prejudice
Skill Level: Analyze It
Difficulty: 3– Difficult

22. The _____ theory of prejudice is clearly part of the Marxist tradition in sociological thought.
a. scapegoating
b. normative
c. exploitation
d. authoritarian

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Answer: c

Question Title: TB_02_22_Theories of Prejudice_Remember_LO 2.3
Learning Objective: 2.3: Paraphrase the theories of prejudice.
Topic: Theories of Prejudice
Skill Level: Remember the Facts
Difficulty: 1 – Easy

23. The exploitation theory of prejudice explains the _____.
a. practice of blaming others for one's failures
b. contact hypothesis
c. basis of racial discrimination in the United States
d. concept of the authoritarian personality

Answer: c

Question Title: TB_02_23_Theories of Prejudice_Remember_LO 2.3
Learning Objective: 2.3: Paraphrase the theories of prejudice.
Topic: Theories of Prejudice
Skill Level: Remember the Facts
Difficulty: 1 – Easy

24. Racism is used to justify the exclusion of minority groups stating that they are inferior. Which of the following explains this process?
a. contact hypothesis
b. self-fulfilling prophecy
c. normative approach
d. exploitation theory

Answer: d

Question Title: TB_02_24_Theories of Prejudice_Remember_LO 2.3
Learning Objective: 2.3: Paraphrase the theories of prejudice.
Topic: Theories of Prejudice
Skill Level: Remember the Facts
Difficulty: 1 – Easy

25. In the country of Arcadia, people belonging to minority groups are stigmatized as inferior. They usually have physically demanding jobs and are paid extremely low wages. The majority groups use this stigmatization to justify the treatment meted out to these minority groups. This scenario exemplifies the principles of the _____ theory.
a. exploitation
b. normative
c. scapegoating
d. authoritarian personality

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Answer: a

Question Title: TB_02_25_Theories of Prejudice_Apply_LO 2.3
Learning Objective: 2.3: Paraphrase the theories of prejudice.
Topic: Theories of Prejudice
Skill Level: Apply What You Know
Difficulty: 2 – Moderate

26. The theory that takes the view that prejudice is influenced by situations that encourage or discourage the tolerance of minorities is called the _____ theory.
a. frustration-aggression
b. exploitation
c. normative
d. scapegoating

Answer: c

Question Title: TB_02_26_Theories of Prejudice_Remember_LO 2.3
Learning Objective: 2.3: Paraphrase the theories of prejudice.
Topic: Theories of Prejudice
Skill Level: Remember the Facts
Difficulty: 1 – Easy

27. Paul had prejudiced feelings against foreigners and their culture. He was sent to a foreign country on an assignment. He found the people of the country to be warm and friendly. Paul also tried to understand the significance of their cultural practices and became tolerant toward those people. Which of the following theories describes Paul's behavior?
a. the exploitation theory
b. the normative theory
c. the authoritarian personality theory
d. the scapegoating theory

Answer: b

Question Title: TB_02_27_Theories of Prejudice_Apply_LO 2.3
Learning Objective: 2.3: Paraphrase the theories of prejudice.
Topic: Theories of Prejudice
Skill Level: Apply What You Know
Difficulty: 3 – Difficult

28. A lawyer finds himself becoming more sexist as he competes with three women for a position in a prestigious law firm. This situation is an example of the _____.
a. normative theory
b. exploitation theory
c. authoritarian personality theory
d. scapegoating theory

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Answer: a

Question Title: TB_02_28_Theories of Prejudice_Apply_LO 2.3
Learning Objective: 2.3: Paraphrase the theories of prejudice.
Topic: Theories of Prejudice
Skill Level: Apply What You Know
Difficulty: 2 – Moderate

29. Viewing Blacks as superstitious, Whites as uncaring, and Jews as shrewd are examples of _____.
a. stereotyping
b. ethnocentrism
c. exploitation
d. scapegoating

Answer: a

Question Title: TB_02_29_Stereotypes_Remember_LO 2.4
Learning Objective: 2.4: Describe stereotyping.
Topic: Stereotypes
Skill Level: Remember the Facts
Difficulty: 1 – Easy

30. Labeling individuals through negative stereotypes has strong implications for the self-fulfilling prophecy. Which of the following accurate statements supports this argument?
a. Stereotypes only influence how people feel about themselves.
b. People are aware of the negative images others have about them.
c. Explicit expressions of negative stereotypes are extremely common.
d. Stereotyping is limited to racial and ethnic groups.

Answer: b

Question Title: TB_02_30_Stereotypes_Analyze_LO 2.4
Learning Objective: 2.4: Describe stereotyping.
Topic: Stereotypes
Skill Level: Analyze It
Difficulty: 2 – Moderate

31. The police officers of a city receive intelligence reports about possible terrorist attacks on the city. Therefore, as a security measure, the officers check the vehicles of people belonging to minority communities for weapons and explosives. Which of the following best describes the action of the police?
a. social distancing
b. racial profiling
c. institutionalized discrimination

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d. color-blind racism

Answer: b

Question Title: TB_02_31_Stereotypes_Apply_LO 2.4
Learning Objective: 2.4: Describe stereotyping.
Topic: Stereotypes
Skill Level: Apply What You Know
Difficulty: 2 – Moderate

32. Racial profiling persists despite overwhelming evidence that it not a predictive approach toward identifying potential troublemakers. Which of the following accurate statements supports this argument?
a. Whites and Asian Americans have an equal chance of being stopped and searched by police officers.
b. Hispanics are more likely to carry weapons and are often searched by police officers.
c. African Americans are twice as likely to have their vehicles searched when compared to Whites.
d. Latinos are less likely to be stopped by police officers when compared to Asian Americans.

Answer: c

Question Title: TB_02_32_Stereotypes_Analyze_LO 2.4
Learning Objective: 2.4: Describe stereotyping.
Topic: Stereotypes
Skill Level: Analyze It
Difficulty: 1 – Easy

33. Color-blind racism refers to the use of race-neutral principles to defend _____.
a. affirmative action on racism
b. racial profiling by law enforcement officers
c. the racially unequal status quo
d. multicultural education

Answer: c

Question Title: TB_02_33_Color-Blind Racism_Remember_LO 2.5
Learning Objective: 2.5: Put into your own words color-blind racism.
Topic: Color-Blind Racism
Skill Level: Remember the Facts
Difficulty: 1 – Easy

34. Problems such as welfare, urban decay, homelessness, and crime are now viewed as _____ issues.
a. economic
b. racial

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c. political
d. structural

Answer: b

Question Title: TB_02_34_Color-Blind Racism_Remember_LO 2.5
Learning Objective: 2.5: Put into your own words color-blind racism.
Topic: Color-Blind Racism
Skill Level: Remember the Facts
Difficulty: 1 – Easy

35. The results of a nationwide survey conducted in the United States offer insight into sharply different views on the state of race relations today. Which of the following statements is true?
a. A large number of Hispanics feel that racial tension is not a significant problem.
b. Latinos are confident of equal opportunities becoming available for achieving success.
c. Hispanics feel that the criminal justice system favors the rich and powerful.
d. A majority of the Asian American immigrants feel that hard work can bring success.

Answer: d

Question Title: TB_02_35_The Mood of the Oppressed_Understand_LO 2.6
Learning Objective: 2.6: Discuss how members of subordinate groups respond to prejudice.
Topic: The Mood of the Oppressed
Skill Level: Understand the Concepts
Difficulty: 2 – Moderate

36. The Clarks' experiment involving Black children showed that Black children preferred white dolls. Which of the following is a reason for this preference?
a. Black children had developed a negative self-image.
b. Their minority status influenced the personality traits of the children.
c. Black children had positive feelings of self-esteem.
d. The children hated themselves because of their minority status.

Answer: a

Question Title: TB_02_36_The Mood of the Oppressed_Analyze_LO 2.6
Learning Objective: 2.6: Discuss how members of subordinate groups respond to prejudice.
Topic: The Mood of the Oppressed
Skill Level: Analyze It
Difficulty: 2 – Moderate

37. Which of the following is true of prejudice?
a. It does not lead to categorical rejections.
b. It exists only between dominant and subordinate groups.
c. It exists among specific subordinate groups.
d. It is an action rather than an attitude.

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Answer: c

Question Title: TB_02_37_The Mood of the Oppressed_Understand_LO 2.7
Learning Objective: 2.7: Explain how hostility is present among racial and ethnic groups.
Topic: Intergroup Hostility
Skill Level: Understand the Concepts
Difficulty: 2 – Moderate

38. Studies consistently document that increased formal education, regardless of content, is associated with _____.
a. scapegoating
b. racial profiling
c. racial tolerance
d. social distance

Answer: c

Question Title: TB_02_38_Reducing Prejudice_Remember_LO 2.8
Learning Objective: 2.8: Illustrate research on reducing prejudice.
Topic: Reducing Prejudice
Skill Level: Remember the Facts
Difficulty: 1 – Easy

39. A Hispanic student from southwest United States finds that her new roommate at college is a Jewish woman from New York. As they get to know one another, they are able to overcome their initial prejudices and grow to appreciate each other's strengths and talents. This is an example of the _____.
a. contact hypothesis
b. self-fulfilling prophecy
c. formal education hypothesis
d. normative theory

Answer: a

Question Title: TB_02_39_Reducing Prejudice_Apply_LO 2.8
Learning Objective: 2.8: Illustrate research on reducing prejudice.
Topic: Reducing Prejudice
Skill Level: Apply What You Know
Difficulty: 3 – Difficult

40. One way to fight prejudice is to _____.
a. attend hate rallies
b. focus on short-term goals
c. accept apathy
d. teach acceptance

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Answer: d

Question Title: TB_02_40_Reducing Prejudice_Remember_LO 2.8
Learning Objective: 2.8: Illustrate research on reducing prejudice.
Topic: Reducing Prejudice
Skill Level: Remember the Facts
Difficulty: 1 – Easy

Essay Questions

41. Distinguish between prejudice and discrimination and then explain the relationship between them using Merton's typology.

Answer: Prejudice is a belief or attitude; discrimination is action. Discrimination is the denial of opportunities and equal rights to individuals and groups because of prejudice or for other arbitrary reasons. Unlike prejudice, discrimination involves behavior that excludes members of a group from certain rights, opportunities, or privileges. Like prejudice, it is categorical, except for a few rare exceptions.
In exploring the relationship between negative attitudes and negative behavior, sociologist Robert Merton identified four major categories. The label added to each of Merton's categories may more readily identify the type of person described:
1. The unprejudiced nondiscriminator—or all-weather liberal
2. The unprejudiced discriminator—or reluctant liberal
3. The prejudiced nondiscriminator—or timid bigot
4. The prejudiced discriminator—or all-weather bigot

Question Title: TB_02_41_Prejudice and Discrimination_Understand_LO 2.1
Learning Objective: 2.1: Differentiate between prejudice and discrimination.
Topic: Prejudice and Discrimination
Skill Level: Understand the Concepts
Difficulty: 2 – Moderate

42. Define White privilege and explain how it is invisible to those who benefit from it. Provide specific examples of privileges based on race.

Answer: White privilege refers to the rights or immunities granted as a particular benefit or favor for being White. This advantage exists unconsciously and is often invisible to the White people who enjoy it. Being White or being successful in establishing a White identity carries with it distinct advantages. Among those that McIntosh (1988) identified were the following:
• Being considered financially reliable when using checks, credit cards, or cash
• Taking a job without having coworkers suspect it came about because of race
• Never having to speak for all the people of an individual's race
• Watching television or reading a newspaper and seeing people of one's own race widely represented
• Speaking effectively in a large group without being called a credit to a person's race

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• Assuming that if legal or medical help is needed, a person's race will not work against him or her

Typically, White people do not see themselves as privileged in the way many African Americans and Latinos see themselves as disadvantaged. Privilege for many White people may be easy to exercise in one's life, but it is difficult to acknowledge.

Question Title: TB_02_42_White Privilege_Remember_LO 2.2
Learning Objective: 2.2: Apply White privilege.
Topic: White Privilege
Skill Level: Remember the Facts
Difficulty: 1 – Easy

43. How is economics related to the formation of prejudice as explained by both the exploitation and scapegoating theories?

Answer: People use some expressions of prejudice so they can blame others and refuse to accept responsibility. Scapegoating theory says that prejudiced people believe they are society's victims. Today in the United States, both legal and illegal immigrants often are blamed by "real Americans" for their failure to secure jobs or desirable housing. The immigrant becomes the scapegoat for one's own lack of skills, planning, or motivation. It is so much easier to blame someone else.

The exploitation theory is clearly part of the Marxist tradition in sociological thought. Karl Marx emphasized exploitation of the lower class as an integral part of capitalism. Similarly, the exploitation or conflict approach explains how racism can stigmatize a group as inferior to justify the exploitation of that group. As developed by Oliver Cox (1942), exploitation theory saw prejudice against Blacks as an extension of the inequality faced by the entire lower class. Both the enslavement of African Americans and the removal westward of Native Americans were to a significant degree economically motivated.

Question Title: TB_02_43_Theories of Prejudice_Understand_LO 2.3
Learning Objective: 2.3: Paraphrase the theories of prejudice.
Topic: Theories of Prejudice
Skill Level: Understand the Concepts
Difficulty: 2 – Moderate

44. Explain how stereotypes can be related to real conditions and yet not apply to most people within a particular minority group.

Answer: Stereotypes are unreliable generalizations about all members of a group and do not take individual differences into account. Numerous scientific studies have been made of these exaggerated images. This research has shown the willingness of people to assign positive and negative traits to entire groups of people, which are then applied to particular individuals. Stereotyping causes people to view Blacks as superstitious, Whites as uncaring, and Jews as shrewd. If stereotypes are exaggerated generalizations, then why are they so widely held, and why are some traits assigned more often than others? Evidence for traits may arise out of real conditions. For example, more Puerto Ricans live in poverty than Whites, so a prejudiced

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individual associates Puerto Ricans with laziness. According to the New Testament, some Jews were responsible for the crucifixion of Jesus, so, to the prejudiced mind, all Jews are Christ killers. Some activists in the women's movement are lesbians, so all feminists are seen as lesbians. From a kernel of fact, faulty generalization creates a stereotype.

Question Title: TB_02_44_Stereotypes_Understand_LO 2.4
Learning Objective: 2.4: Describe stereotyping.
Topic: Stereotypes
Skill Level: Understand the Concepts
Difficulty: 2 – Moderate

45. Discuss the important aspects of color-blind racism.

Answer: An important aspect of color-blind racism is the recognition that race is rarely invoked in public debates on social issues. Instead, people emphasize lower social class, the lack of citizenship, or illegal aliens; these descriptions serve as proxies for race. Furthermore, the emphasis is on individuals failing rather than on recognizing patterns of groups being disadvantaged. This leads many White people to declare they are not racist and that they do not know anyone who is racist. It also leads to the mistaken conclusion that more progress has been made toward racial and ethnic equality and even tolerance than has really taken place.

Question Title: TB_02_45_ Color-Blind Racism _Understand_LO 2.5
Learning Objective: 2.5: Illustrate research on reducing prejudice.
Topic: Color-Blind Racism
Skill Level: Understand the Concepts
Difficulty: 2 – Moderate

46. How do different minority groups feel about the state of race relations in the United States?

Answer: The results of a nationwide survey conducted in the United States offer insight into sharply different views on the state of race relations today. Latinos, African Americans, and Asian Americans all have strong reservations about the state of race relations in the United States. They are skeptical about the level of equal opportunity and perceive a lot of discrimination. It is interesting to note that Hispanics and Asian Americans, overwhelmingly immigrants, are more likely to feel they will succeed if they work hard. Yet the majority of all three groups have a positive outlook for the next ten years.

Question Title: TB_02_46_ The Mood of the Oppressed _Understand_LO 2.6
Learning Objective: 2.6: Discuss how members of subordinate groups respond to prejudice.
Topic: The Mood of the Oppressed
Skill Level: Understand the Concepts
Difficulty: 2 – Moderate

47. What is the evidence of intergroup hostility between minority groups? What explanations are offered for exploited and oppressed groups perceiving one another with hostility and suspicion?

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Answer: Prejudice is as diverse as the nation's population. It exists not only between dominant and subordinate peoples but also among specific subordinate groups. Often, low-income people compete daily with other low-income people and do not readily see the larger societal forces that contribute to their low status. A survey results reveal that many Hispanics are more likely to believe Asian Americans are getting in their way than the White Americans who are the real decision makers in their community. Most troubling is when intergroup hostility becomes violent. Ethnic and racial tensions among African Americans, Latinos, and immigrants may become manifest in hate crimes. Violence can surface in neighborhoods where people compete for scarce resources such as jobs and housing.

Question Title: TB_02_47_Intergroup Hostility_Understand_LO 2.7
Learning Objective: 2.7: Explain how hostility is present among racial and ethnic groups.
Topic: Intergroup Hostility
Skill Level: Understand the Concepts
Difficulty: 2 – Moderate

48. William Corporation is motivated to decrease prejudice and stereotyping among its employees. What approach would have the most lasting impact on the workers and the organization?

Answer: In an effort to improve workplace relations, most organizations have initiated some form of diversity training. These programs are aimed at eliminating circumstances and relationships that cause groups to receive fewer rewards, resources, or opportunities. Typically, programs aim to reduce ill-treatment based on race, gender, and ethnicity. In addition, diversity training may deal with age, disability, religion, and language as well as other aspects, including citizenship status, marital status, and parental status.
Research into different corporate policies has found two that are particularly effective. Diversity task forces that bring together people from different departments to brainstorm about opening up hiring opportunities appear to eventually increase the diversity in upper management. A second successful policy is the diversity mentoring programs designed for aspiring women and minorities, as well as White men, to achieve their career goals.

Question Title: TB_02_48_Reducing Prejudice_Analyze_LO 2.8
Learning Objective: 2.8: Illustrate research on reducing prejudice.
Topic: Reducing Prejudice
Skill Level: Analyze It
Difficulty: 3 – Difficult

49. Explain the empirical measurement of social distance.

Answer: Emory Bogardus (1968) conceptualized a scale that could measure social distance empirically. His social distance scale is so widely used that it is often called the Bogardus scale. The scale asks people how willing they would be to interact with various racial and ethnic groups in specified social situations. The situations describe different degrees of social contact or social distance. The items used, with their corresponding distance scores, follow. People are asked whether they would be willing to work alongside someone or be a neighbor to someone of a

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different group, and, showing the least amount of social distance, be related through marriage. Over the 70-year period in which the tests were administered, certain patterns emerged. In the top third of the hierarchy are White Americans and northern Europeans. Held at greater social distance are eastern and southern Europeans, and generally near the bottom are racial minorities.

Question Title: TB_02_49_Reducing Prejudice_Understand_LO 2.8
Learning Objective: 2.8: Illustrate research on reducing prejudice.
Topic: Reducing Prejudice
Skill Level: Understand the Concepts
Difficulty: 2 – Moderate

50. What are the strategies that can be used by individuals to fight prejudice?

Answer:
1. Act. Do something. In the face of hatred, apathy will be taken as acceptance, even by the victims of prejudice themselves.
2. Unite. Call a friend or coworker. Organize a group of like-thinking friends from school or a place of worship or club. Create a coalition that is diverse and includes the young, the old, law enforcement representatives, and the media.
3. Support the victims. Victims of hate crimes are especially vulnerable. Let them know they are cared for by words, in person, or by e-mail. If a friend is a victim, report it.
4. Do the required homework. If it appears that a hate crime has been committed, do research to document it.
5. Create an alternative. Never attend a rally where hate is a part of the agenda. Find another outlet for releasing frustration, whatever the cause.
6. Speak up. Each person has First Amendment rights. Denounce the hatred, the cruel jokes. If a news organization is misrepresenting a group, speak up.
7. Lobby leaders. Persuade policymakers, business heads, community leaders, and executives of media outlets to take a stand against hate.
8. Look long term. Participate or organize events such as annual parades or cultural fairs to celebrate diversity and harmony. Supplement it with a website that can be a 24/7 resource.
9. Teach acceptance. Prejudice is learned, and parents and teachers can influence the content of curriculum. In a first-grade class in Seattle, children paint self-portraits, mixing colors to match their skin tone.
10. Dig deeper. Look into the issues that divide people—social inequality, immigration, and sexual orientation. Work against prejudice. Dig deep inside for prejudices and stereotypes that may be embraced. Find out what is happening and act!

Question Title: TB_02_50_Reducing Prejudice_Remember_LO 2.8
Learning Objective: 2.8: Illustrate research on reducing prejudice.
Topic: Reducing Prejudice
Skill Level: Remember the Facts
Difficulty: 1 – Easy

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