Un Making Race and Ethnicity A Reade 1st edition Emerson Test Bank

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(Un)Making Race and Ethnicity

Instructor's Manual

Unit 1

Part 1

Part 1: 5 critical thinking questions

1. Why is it important to make a distinction between race and ethnicity?

2. Given the complicated history of how racial and ethnic categories are socially constructed, do you think we should stop using these categories? Why or why not? What would be the benefits and challenges associated with ceasing to use these categories?

3. What are the positive and negative aspects of assimilation? Does every racial and ethnic group have equal opportunities to assimilate? If not, why?

4. What are the parallels between how the United States and France "other" certain groups? How does the historical context of these countries impact this othering process?

5. How does the history of immigration laws in the U.S. impact public perceptions' of immigrants? Imagine if immigration laws in the U.S. had focused less on racial and ethnic categories. How do you think attitudes toward immigrants now might differ?

Part 1: 5 discussion questions

1. Race and ethnicity are both social constructs. Think of other aspects of our society that are socially constructed. What connections can you draw between these and the process of socially constructing race and ethnicity?

2. Describe an example from your own life experiences of the connection between culture and ethnic identity.

3. Are there parallels between the racialization of Kurdish identity in Turkey and the racialization of ethnic groups in the U.S.? Share a specific example of an ethnic group becoming racialized in the U.S.

4. Think back to things that you've heard, or even said yourself, about a particular racial group. How do these exemplify the connections between moral boundaries and racial boundaries? What is problematic about these connections?

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5. Immigration is a hotly debated issue in public discourse. Think of one recent public debate about immigration laws. How do ideas about assimilation, race, and ethnicity play into this debate?

Part 1: 20 test questions (15 multiple choice and 5 essay)

1. Which of the following terms is defined as "something we build and maintain, something we learn and come to understand, but not something objective that exists in the world"?

    a. Biological determinism
    b. Social construction
    c. Human ecology
    d. Physical differences

2. What are the two characteristics of ethnicity?

    a. Identity and humanity
    b. Community and culture
    c. Identity and culture
    d. Race and ethnicity

3. Which of the following terms describes "a method for revitalizing ethnic boundaries and redefining the meaning of ethnicity in existing ethnic populations?"

    a. Racialization
    b. Assimilation
    c. Melting pot
    d. Cultural construction

4. Which of the following is a true statement about recent events in Turkey?

    a. Kurdish identity is experiencing a racialization process.
    b. Kurdish identity is experiencing a de-racialization process.
    c. Kurdish identity is disappearing.
    d. Kurdish identity is experiencing an assimilation process.

5. Which of the following terms is defined as "assigning racial meaning to a previously unclassified relationship, social practice, or group"?

    a. Assimilation
    b. Acculturation
    c. Racialization
    d. Socialization

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6. Racialization matters because it is always implicated in _____.

    a. Culture
    b. Power
    c. Identity
    d. Community

7. Which of the following accurately describes current school segregation in the U.S.?

    a. It has remained the same since 1986.
    b. It has decreased since 1986.
    c. It has increased since 1986.
    d. It has disappeared since 1986.

8. In both the U.S. and France, which of the following is NOT one of the criteria people use to define "people like us"?

    a. Moral qualities
    b. Values
    c. Virtues
    d. Systemic inequality

9. Which group is the most ostracized in the U.S., according to Michele Lamont's research?

    a. Blacks
    b. Whites
    c. Immigrants
    d. Asians

10. Which of the following is NOT a true statement about the current social climate in France?

    a. French blacks are not targeted as much as French Muslims.
    b. Blacks living in France are more religiously diverse than are the North Africans.
    c. Many black immigrants came from elite backgrounds and moved to France for education.
    d. French workers primarily focus on racial categories in their distinction between "people like us" and "them."

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11. Which of the following terms describes "a nostalgic allegiance to the culture of the immigrant generation, or that of the old country; a love for and pride in a tradition that can be felt without having to be incorporated in everyday behavior"?

    a. Symbolic ethnicity
    b. Racism
    c. Boundaries
    d. Inherent identity

12. The salience of race and ethnicity for "white ethnics" has

    a. Increased in recent decades
    b. Declined in recent decades
    c. Remained the same
    d. Never existed

13. What was the impact of World War II and a growing agriculture industry in the western United States?

    a. Shutting down of the Bracero Program in 1942
    b. Decrease in demand for Mexican immigrant labor
    c. Renewed demand for Mexican immigrant labor
    d. Decline in Mexican immigration to the U.S.

14. The Mexican-origin population in the U.S. is currently a mix of

    a. Immigrants
    b. Second-generation individuals
    c. Later-generation descendants of earlier immigrant waves
    d. All of the above

15. In what ways does the large immigrant presence in the U.S. reinforce intergroup boundaries that make ethnicity consequential and a less optional aspect of Mexican Americans' identity?

    a. Through the indirect effects of nativism aimed at Mexican immigrants only
    b. Through the ways in which immigrants contribute to the significance of race in the lives of later-generation Mexican Americans only
    c. A and B
    d. Neither A nor B

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16. Explain what is meant by the statement “race and ethnicity are social constructions.” Give examples of this process and discuss why viewing them as social constructions matters.

17. Discuss the ways that culture and ethnicity are connected. In your answer, define each of these concepts and explain their historical development as well as their current usage in the U.S. context.

18. Describe the process of racialization. In your answer be sure to define the term, give an example of the racialization process, and explain why it is important.

19. Explain the differences between how people in the United States and France differentiate between “people like us” and “them.”

20. Explain the process of assimilation in the context of Mexican Americans. In your answer be sure to define the term *assimilation*, describe the social science research on assimilation of this group, and explain how intragroup and intergroup boundaries factor into this.

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Part 2

Part 2: 5 critical thinking questions

1. Why is it important to distinguish between social structure and culture? Think of another concept besides race and ethnicity and apply the ideas of social structure and culture. What can we learn?

2. Describe the difference between race and racism. Why is this important? In what ways does our society often incorrectly use the concept of racism?

3. If being colorblind is not the solution to racial inequality, why does our culture tend to celebrate colorblindness?

4. How does the racialization of rural migrant workers in Chinese cities mirror racialization processes that have happened in the U.S.?

5. How can Suzy Killmister's typology of group membership be applied to our understanding of race and ethnicity?

Part 2: 5 discussion questions

1. Think of an example of the process of racial formation that you've observed in your own life experiences and explain it.

2. Explain what William Julius Wilson means by the new global economy and how these economic shifts have differentially impacted certain groups. Describe an example of this process in your own life experiences.

3. Describe what the job spatial mismatch is and think of an example of this in the places that you have lived.

4. Share an example of a time that you've observed or participated in colorblind racism.

5. Zamudio and Rios state that "any university's silence on issues of racism allows the attitudes and actions of white students . . . to take root and thrive on campus." Discuss this statement in light of recent public discourse about racism on college and university campuses across the country.

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Part 2: 20 test questions (15 multiple choice and 5 essay)

1. Which term describes "the way social positions, social roles, and networks of social relationships are arranged in our institutions?"

    a. Culture
    b. Social structure
    c. Values
    d. Community

2. Which term means the sociohistorical process by which racial categories are created, inhabited, transformed, and destroyed?

    a. Racialization
    b. Racial formation
    c. Socialization
    d. Racism

3. Which of the following is a true statement about the impact of the shift in the U.S. away from low-skilled workers?

    a. It has had a more negative effect on blacks than whites.
    b. It has had a more negative effect on whites than blacks.
    c. It has negatively affected whites and blacks equally.
    d. It has positively affected whites and blacks equally.

4. Race is all of the following EXCEPT

    a. Unstable
    b. Decentered
    c. Fixed
    d. Arbitrary

5. Racial formation processes occur through a linkage between structure and representation. Which of the following concepts does the ideological work of making these links?

    a. Critical race theory
    b. Racial projects
    c. Individual racism
    d. Biological differences

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6. Which of the following terms refers to the behavior of individuals within society?

    a. Social acts
    b. Social processes
    c. Social projects
    d. Social attitudes

7. The growing suburbanization of jobs in the U.S. has impacted all of the following EXCEPT

    a. Labor markets today are mainly regional.
    b. Long commutes in automobiles are common among blue-collar workers only.
    c. Long commutes in automobiles are common among blue-collar and white-collar workers.
    d. Many inner-city residents lack information about suburban job opportunities.

8. What does Bonilla-Silva describe as "racism with a smile"?

    a. Systemic racism
    b. Individual racism
    c. Racial equality
    d. Colorblind racism

9. Which form of racism do Zamudio and Rios say dominated the post–civil rights era in the U.S.?

    a. Liberal racism
    b. Traditional racism
    c. Legal racism
    d. Jim Crow racism

10. The experiences of rural migrant workers in China (*mingong*) has been compared to the experiences of all of the following groups EXCEPT

    a. Blacks in South Africa under apartheid
    b. Blacks in the U.S. in the early twentieth century
    c. Asians in the U.S. in the early twentieth century
    d. European ethnic immigrants in the U.S.

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11. Which of the following is NOT an accurate description of changes in Chinese society in the past three decades?
    a. Market-oriented reform (re)installed capitalistic relationships in multiple social sectors.
    b. Social hierarchy has remained exactly the same.
    c. City-centered, industrialization-oriented developmental policy extracted rural surpluses to fuel urban growth.
    d. Cities became the center of economic and cultural development.

12. The household registration system (*hukou*) that was originally set up in China in the 1950s to bind peasants to the land they farmed started being used to mark the presence of rural migrants in cities as temporary. Which of the following is NOT an example of the impact this has had on rural migrants?

    a. Taking advantage of their labor
    b. Denying them urban citizenship
    c. Deeming them as "second-class" citizens
    d. Giving them opportunities for social mobility

13. The term "three withouts" was coined for rural migrant workers, beggars, and the homeless in China and creates a target group for the police. Which of the following is NOT one of the aspects of "three withouts"?

    a. Without money
    b. Without ID card
    c. Without temporary residence permit
    d. Without proof of employment

14. Suzy Killmister posits a typology for understanding how group membership matters. What is the model that identifies the interest members have in group membership in universal terms?

    a. The relational model
    b. The nominal model
    c. The participatory model
    d. The community model

15. Suzy Killmister posits a typology for understanding how group membership matters. Which of the models is concerned with goods that gain their meaning through being shared by the social group?

    a. The relational model
    b. The nominal model
    c. The participatory model
    d. The community model

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16. Explain the difference between social structure and culture, making sure to define these terms in your answer. Then, apply these concepts to analyzing how race matters to social life.

17. Omi and Winant state that the case of Susie Guillory Phipps is "a parable of America's unsolved racial dilemma." Explain what they mean by this. In your answer be sure to describe the Phipps case and the importance of it.

18. Discuss the ways that political and economic forces indirectly contribute to racial inequality. Provide three specific examples of this process.

19. Explain what is meant by the term "colorblind racism." In your answer define this term, give an example of this kind of racism, and discuss why it is important.

20. Describe the difference between traditional racism and liberal racism, supporting your explanation with examples and historical context.

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Part 3

Part 3: 5 critical thinking questions

1. Why do you think our society promotes the idea that we live in a postracial era? Who benefits when we frame our society as one in which racism is no longer an issue?

2. Why do you think it is important to delineate between institutional racism and interpersonal racism? What are the distinctions between these, and how can they be applied in our society?

3. In their research, Embrick and Henricks explore the question "In what ways are epithets and stereotypes racially unequal?" What do they find? What do you think of their findings? Do you agree or disagree with the idea that epithets and stereotypes are racially unequal? Why?

4. Why does the racial composition of public school teachers matter? How would you respond to the argument that we are in a postracial society and therefore should not be concerned about the racial demographics of teachers and students?

5. In her research with students and teachers in Mexico, Sue finds that racial lenses among various groups of color are distinct. Why is this such an important finding? What are the implications of this finding for public discourse about race and future research on race?

Part 3: 5 discussion questions

1. Discuss what it means to say that racial categories are "race-specific" and "time-specific." Give an example of this.

2. Desmond and Emirbayer describe five fallacies about racism that occur in public debates about racism. Choose two of these fallacies and discuss examples of your observations of these fallacies playing out in conversations about racism.

3. Think of an example of a racial epithet or stereotype that you have heard or thought. What life experiences shape your interaction with that epithet or stereotype?

4. Clealand finds that blacks in Cuba still feel a sense of solidarity and some display a strong sense of racial consciousness. Explain why this is remarkable given the historical context that Clealand describes.

5. What are some ways that public schools could more effectively adapt to the changing demographics of public school children?

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Part 3: 20 test questions (15 multiple choice and 5 essay)

1. Which of the following is NOT one of the fallacies about racism?

    a. Individualistic fallacy
    b. Legalistic fallacy
    c. Structural fallacy
    d. Tokenistic fallacy

2. The fact that white people accumulate more property and earn more income than members of minority populations is an example of

    a. Interpersonal racism
    b. Institutional racism
    c. Equal opportunity
    d. Individual racism

3. Which of the following is NOT an assumption of the ideology of racial democracy common in Latin American countries, including Cuba?

    a. Race as a social cleavage is not relevant.
    b. Race is connected to life chances and socio-economic status.
    c. Race is replaced with a universal national identity.
    d. Racism and discrimination are foreign problems.

4. Which of the following is a true statement about the demographic makeup of U.S. public schools?

    a. The number of teachers of color is on the incline and the number of students of color is on the incline.
    b. The number of teachers of color is on the decline and the number of students of color is on the decline.
    c. The number of teachers of color is on the decline while the number of students of color is on the incline.
    d. The number of teachers of color and the number of students of color have remained steady over time.

5. Which of the following terms means belonging to the realm of ideas, meaning-making, and language?

    a. Symbolic category
    b. Ancestry
    c. Phenotype
    d. Natural category

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6. Which of the following terms is used to describe citizenship, membership in a specific politically delineated territory controlled by a government?

    a. Race
    b. Ethnicity
    c. Culture
    d. Nationality

7. The assumption that the presence of people of color in influential positions is evidence of the eradication of racial obstacles is an example of which type of fallacy?

    a. Individualistic
    b. Tokenistic
    c. Legalistic
    d. Ahistorical

8. The nearly worldwide acceptance of European standards of beauty is an example of all of the following EXCEPT

    a. Symbolic violence
    b. False aesthetic separation
    c. Inherent reality
    d. Long-term impact of slavery

9. The term "white habitus" means

    a. How whites tap anti-black resentment to foster racial solidarity
    b. How blacks tap anti-white resentment to foster racial solidarity
    c. How whites engage in racial justice and equality efforts
    d. How whites have higher home ownership rates than blacks

10. Which of the following terms means success is based on hard work and determination and is a common stereotype of whites?

    a. Noble
    b. Elite
    c. Individualistic
    d. Meritocratic

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11. The term "Special Period in the Time of Peace" is used to describe the time period when Cuba suffered enormous loss from the collapse in foreign trade, credit, and aid following which historical event?

    a. Fall of the Soviet Union
    b. World War I
    c. World War II
    d. Vietnam War

12. The impact of defining racism as only acts of individual prejudice includes all of the following EXCEPT?

    a. Takes the onus away from the government
    b. Makes the problem a moral issue beyond the state's realm of control
    c. Places the onus on the government to make structural changes
    d. Masks the structural racism that exists

13. The impact of the rhetoric of racial democracy and Cuban nationalism has been that

    a. Blacks downplay the importance of race.
    b. Blacks emphasize the importance of race.
    c. Blacks see themselves as separate from whites and mulattoes in the national project.
    d. Whites see themselves as separate from blacks and mulattoes in the national project.

14. The assertion that an individual's or group's objective position in the socio-economic hierarchy determines racial discourses and attitudes draws on which theory?

    a. Cultural theory
    b. Functionalist theory
    c. Interest-based theory
    d. Economic theory

15. Which of the following is a primary finding in Sue's research with students and teachers in Mexico?

    a. Racial lenses among various groups of color are the same.
    b. Racial lenses among various groups of color are distinct.
    c. Groups of color do not use racial lenses.
    d. The racial lenses used by whites and groups of color are the same.

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16. Desmond and Emirbayer state: “Like a recessive tumor, twenty-first century racism has disguised itself, calling itself by other names and cloaking itself behind seemingly ‘race-neutral’ laws, policies, practices, and language.” Explain what the authors mean by this statement, describe the historical context of how racism has evolved in the U.S., and give three current examples of this process.

17. Describe the historical context that is important for understanding the idea that epithets and stereotypes are racially unequal. Use specific examples to illustrate your argument.

18. Explain how racial inequality and discrimination in Cuba increased in the 1990s due to the economic crisis brought about by the fall of the Soviet Union. Describe the mechanisms by which this process occurred and what the impact is on current social dynamics in Cuba.

19. Sue explains that the U.S. education system is struggling to adapt to the changing nature of America’s classrooms. Describe what she means by this. In your answer be sure to describe what the changing nature of America’s classrooms is as well as what the obstacles public schools face in adapting to these changes.

20. Describe the historical context of the development of the race-blind ideology as a cornerstone in the process of nation building in Mexico, and discuss the long-term impact of this process on racial dynamics in Mexico today.

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Unit 1: 10 related websites

1. http://www.pbs.org/race/002_SortingPeople/002_00-home.htm
2. http://humanae.tumblr.com/
3. http://www.census.gov/topics/population/race/about.html
4. http://raceandgenomics.ssrc.org/
5. http://www.pbs.org/mattersofrace/
6. http://race2012pbs.org/watch-online/
7. http://whiteseducatingwhites.tumblr.com/post/30824175814/race-101-colorblindness-and-the-privilege-of-not
8. http://www.pewsocialtrends.org/interactives/multiracial-timeline/
9. https://globalsociology.pbworks.com/w/page/14711243/Race%2C%20Ethnicity%20and%20Indigenous%20Peoples
10. http://popculturefreaks.tumblr.com/tagged/race?platform=hootsuite

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Unit 1: 10 related videos and films (annotated)

1. Race: The Power of an Illusion

   Available: http://newsreel.org/video/race-the-power-of-an-illusion

   Synopsis: This is a three-part documentary that traces the historical development of the concept of race. The first episode looks at our society's misunderstanding about the genetic basis of race. The second episode analyzes the historical context of how the concept of race was developed and how it was used to justify oppression in the United States. The third episode discusses the ways that race has become embedded in our institutions and how that differentially impacts various racial groups.

2. Rachel Dolezal, Racial Identity, and Privilege

   Available: http://www.thesociologicalcinema.com/videos/rachel-dolezal-racial-identity-and-privilege

   Synopsis: This is an interview on NBC with Rachel Dolezal, who identified as black and served as the president of the Spokane, Washington, chapter of the NAACP until her white parents discredited her black identity. The interview provides opportunity for class discussion about racial identity and privilege.

3. Matters of Race

   Available: http://www.pbs.org/mattersofrace/

   Synopsis: This documentary is divided into four sections. The first section discusses changing racial demographics in the U.S. as well as changing conceptions of the significance of race. The second section addresses the ways that the multiracial nature of U.S. society impacts people's experiences. The third section focuses on American Indians and Native Hawaiians and traces their historical and contemporary social dynamics. The final section discusses the connections between youth and racial identity.

4. Race 2012, A Conversation about Race and Politics in America

   Available: http://race2012pbs.org/watch-online/

   Synopsis: This film analyzes the 2012 presidential election and the role of race in public discourse and politics. This would be a great film to illustrate how race plays out in historical context and current political climates.

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5. White Privilege: Racism, White Denial & The Cost of Inequality

   Available: http://www.filmsforaction.org/watch/white_privilege_racism_white_denial_and_the_cost_of_inequality/

   Synopsis: This is a lecture by Tim Wise, an anti-racist activist. This lecture discusses the social construction of racial identities and the role of white privilege in shaping social dynamics in the U.S.

6. Sprawling from Grace: Driven to Madness

   Available: http://www.filmsforaction.org/watch/sprawling_from_grace_driven_to_madness_2008/

   Synopsis: This documentary addresses the consequences of urban sprawl. This would be a good video to show in connection with William Julius Wilson's analysis of the disinvestment in cities and the investment in suburbs during the post–World War II era and the consequences of these structural decisions.

7. Slavery to Mass Incarceration

   Available: http://www.filmsforaction.org/watch/slavery-to-mass-incarceration/

   Synopsis: This is a very short film that gives a concise overview of the long-term consequences of slavery and the role of institutional racism in shaping current racial inequality in the U.S.

8. Jay Smooth on Racism

   Available: https://www.youtube.com/watch?v=b0Ti-gkJiXc and https://www.youtube.com/watch?v=MbdxeFcQtaU&feature=player_embedded

   Synopsis: These are two videos, which are great to show in succession, by Jay Smooth, who discusses the best ways to talk about interpersonal racism.

9. Colorblind: Rethinking Race

   Available: https://vimeo.com/58354274

   Synopsis: This documentary discusses the ways in which the U.S. is not actually a colorblind society by analyzing institutional racial inequality throughout multiple systems in this country.

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10. Black Is/Black Ain't

    Available: http://newsreel.org/video/BLACK-IS-BLACK-AINT

    Synopsis: This documentary discusses issues of black identity. This would be a great documentary to show alongside the readings about identity, social construction of race, meaning-making, and community.

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