Race and Racisms A Critical Approach Brief 2nd edition Golash-Boza Test Bank

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Race & Racisms: Brief Second Edition
Test Bank, Chapter 2

True/False

1. Audit studies have shown that blacks are less likely than whites to be interviewed and, once interviewed, to get a job.
    *True
    False

2. One way that individual racism persists, even in a society that decries racism, is through racial projects.
    True
    *False

3. Asian Americans are the one nonwhite group that doesn't face discrimination.
    True
    *False

4. Many Americans, even those who do not believe they are racially prejudiced, have implicit biases that operate at the level of the subconscious.
    *True
    False

5. According to Smith (2012), genocide, as a pillar of white supremacy, is rooted in colonialism.
    *True
    False

6. Almost all victims of police brutality are black or Latino.
    *True
    False

7. The pervasiveness of everyday acts of discrimination, combined with a legacy of unequal distribution of resources throughout every aspect of U.S. society, constitute individual racism.
    True
    *False

8. Studies of institutional racism show that racial inequalities do not reproduce themselves across generations.
    True
    *False

9. Native Americans continue to have a unique legal position in the United States: they are both citizens of the United States and of the tribes to which they belong.
    *True

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False

10. Today whites have twenty times the wealth of African Americans and eighteen times the wealth of Latinos.
*True
False

11. A person must consider themselves to be racist to be influenced by racist ideology.
True
*False

12. White men are seven times more likely than black men to go to prison.
True
*False

13. The authors of *The Bell Curve* took the fact that blacks scored lower on intelligence tests than whites as support for the idea that blacks are innately inferior to whites.
*True
False

14. Ann Ferguson argues that the use of black English or African American forms of expressiveness will get children in trouble in school.
*True
False

15. Racial ideologies have largely disappeared over time.
True
*False

Multiple Choice

1. Fill in the blank: _____ is a sociological explanation for how racial inequality is created and reproduced.
a. Color-blind universalism
*b. The sociological theory of racism
c. The "abstract liberalism" frame
d. Racialization

2. Mrs. Smith is a teacher who believes that whites are inherently more intelligent than blacks. Mrs. Smith's belief is an example of
a. racial discrimination.
b. racialization.
*c. racial prejudice.
d. racial advocacy.

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3. A white student is recommended for a gifted program over an equally qualified black student. This decision constitutes

*a. racial discrimination.
b. racialization.
c. racial prejudice.
d. racial advocacy.

4. Fill in the blank: Racially discriminatory actions by individuals, such as a landlord lying about an apartment being taken because the person on the phone has a Spanish accent, constitute _____ racism.

a. systemic
b. structural
c. institutional
*d. individual

5. Fill in the blank: _____ racism consists of policies, laws, and institutions that reproduce racial inequalities.

a. Systemic
b. Structural
*c. Institutional
d. Individual

6. Racial discrimination is frowned upon in the United States. However, individual racism persists through

a. racial affirmations.
b. racialization.
*c. racial microaggressions.
d. racial advocacy.

7. Fill in the blank: The criminal justice system is a prime example of _____ racism as evidenced by the fact that laws are written in ways that discriminate against blacks, and blacks are more likely to get harsher sentences.

a. systemic
b. structural
*c. institutional
d. individual

8. Systemic racism encompasses a diverse assortment of racist practices, inequalities, and ideologies. It includes

a. patterns of unjust impoverishment of nonwhites.
b. vested group interests of whites to maintain racism.
c. routinized discrimination against nonwhites.
*d. All of the above

9. Joe Feagin explains that systemic racism exists because of

*a. the history of the United States as a slaveholding nation.

b. legacies of Spanish colonialism.
c. Jim Crow laws.
d. backlash to the civil rights movement.

10. Fill in the blanks (3): _____ racism focuses on accumulated acts of racism across history and throughout one's lifetime, _____ racism focuses on interinstitutional interactions across time and space, and _____ racism focuses on practices within institutions.
a. Systemic; institutional; structural
*b. Systemic; structural; institutional
c. Institutional; systemic; structural
d. Structural; institutional; systemic

11. Fill in the blank: According to Eduardo Bonilla-Silva, societies that have _____ differentially allocate economic, political, social, and even psychological rewards to groups along racial lines.
*a. racialized social systems
b. skin-tone hierarchies
c. ethnic hierarchies
d. beauty queues

12. Jen is Korean American and works as a receptionist. Whenever an Asian client is in the office, her boss asks her if she will sit in on the meeting to help translate. Just because she is Asian, she is expected to be able to communicate with any Asian, regardless of what language they actually speak. Jen's experiences are an example of
a. multiracial miscommunications.
b. racial identification.
*c. microaggressions.
d. ethnic assumptions.

13. According to Omi and Winant, a racial project defined as racist when
a. it involves at least two social institutions.
b. there is a transition from racial prejudice to racial discrimination.
c. key gatekeepers of resources are all white.
*d. it reproduces structures of domination and hegemony.

14. Andrea Smith argues that antiblack racism, genocide, and orientalism are the three pillars of
a. neoliberalism.
b. racial dominance.
*c. white supremacy.
d. ethnic hegemony.

15. Fill in the blank: In a survey conducted by Joe Feagin, he found that _____ of whites surveyed agreed with prejudicial statements about blacks such as "blacks have less native intelligence" than whites.
*a. 75 percent
b. none
c. 99 percent

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d. 5 percent

16. As defined by Omi and Winant, the sociohistorical process by which racial categories are created, inhabited, transformed, and destroyed, is called racial
a. categorization.
b. identification.
c. adaptation.
*d. formation.

17. To fully understand the experiences of black and Latina women in a battered women's shelter, we have to look at how race, class, and gender play a role in their need for the shelter's services. When we take these factors into account simultaneously, we are engaging in
a. racialized thinking.
*b. intersectionality.
c. strategic analytics.
d. categorical perspectives.

18. Fill in the blanks (2): Racism encompasses both racial _____, the *belief* that people belong to distinct races with innate hierarchical differences that can be measured and judged, and racial _____, the *practice* of treating people differently on the basis of their race.
a. ideology; prejudice
*b. prejudice; discrimination
c. prejudice; ideology
d. discrimination; prejudice

19. A set of principles and ideas that divides people into different racial groups and serves the interests of one group is known as
*a. racial ideology.
b. systematic racism.
c. segregation.
d. rhetorical strategy.

20. Fill in the blanks (2): Many scholars make a distinction between _____ racism, which permitted the enslavement of Africans, and _____ racism, in which it is no longer acceptable to make overtly racist statements, yet racial inequality persists.
a. new; old
b. institutional; systemic
*c. old; new
d. systemic; institutional

21. Fill in the blank: *The Bell Curve*, in which the authors argue that intelligence is quantifiable and that they found differences in intelligence across racial groups, is one of the most prominent examples of _____ in recent decades.
a. cultural racism
*b. biological racism
c. color-blind universalism

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d. systemic racism

22. African Americans have a higher unemployment rate than whites. If someone were to make the argument that African Americans are more likely to be unemployed because African Americans tend to be lazy, this would be an example of
*a. cultural racism.
b. biological racism.
c. color-blind universalism.
d. systemic racism.

23. Fill in the blank: Many schools today are still highly segregated. If someone were to justify school segregation by saying that black parents like to have their children go to school with other black children, they would be using a(n) _____ frame of color-blind racism.
a. abstract liberalism
b. minimization of racism
c. cultural racism
*d. naturalization

24. Fill in the blank: _____ racism is the idea that racism has been part of the United States since its founding and that it continues to be reproduced through various institutions, such as the educational system and the criminal justice system.
a. Cultural
b. Biological
c. New
*d. Systemic

25. Fill in the blank: White _____ refers to the advantages inherent in being categorized as white.
a. advancement
b. supremacy
*c. privilege
d. dominance

26. W. E. B. DuBois argued that white workers received a psychological "wage of whiteness" by
a. developing working-class solidarity with recently freed black slaves.
*b. seeing themselves as white, thereby aligning themselves with the dominant group.
c. forming strong labor unions that included blacks, Asians, and Mexicans.
d. All of the above

27. An example of a white privilege is being able to
a. go shopping alone without being followed or harassed by store clerks.
b. do well in a challenging situation without it being called a credit to your race.
c. choose bandages in "flesh" color and have them more or less match your skin.
*d. All of the above

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28. Ryan pays for his groceries with a credit card, and the machine reads "denied." The cashier simply swipes the card again, assuming it must have been a machine error because Ryan is white, and the cashier believes that whites are financially reliable. This scenario demonstrates

a. the burden of white privilege.
*b. how white privilege is related to white supremacy.
c. social capital.
d. how an honorary white can still experience racism.

29. Sociologists, including W. E. B. DuBois, claim that there is a "psychological wage of whiteness" and that racism affects everyone, including whites. How might racism affect whites negatively?

*a. Racism has driven a wedge between white and black laborers who otherwise could have worked together to fight for better conditions.
b. Whites must carry the guilt of having more advantages than any other racial group.
c. Whites have lost out on valuable slots at top universities due to affirmative action.
d. All of the above.

30. Oliver and Shapiro point to three instances of structured inequalities that work together to reproduce wealth inequalities. Which of the following is *not* one of these instances?

a. The suburbanization of whites and the ghettoization of blacks
*b. The outsourcing of low-skilled jobs
c. The transition from slavery to freedom without a material base
d. Contemporary institutional racism in lending and real estate

Short Answer/Essay Questions

1. Explain the difference between individual racism and institutional racism and provide an example of each.

Individual racism is an act of discrimination at the individual level between two people. Institutional racism operates at a broader level through the perpetuation of racist ideologies by institutions and organizations. Rather than representing an individual action, institutional racism demonstrates a pattern. For example, a particular police officer that racially profiles a black driver during a traffic stop is an example of individual racism. However, evidence demonstrating a broader pattern of police racially profiling black and Latinx drivers on a widespread basis indicates institutional racism.

2. In some states, African American men are imprisoned on drug charges at a rate fifty times the rate of their white counterparts. Use the concept of institutional racism to explain this disparity in incarceration rates.

This disparity is caused by institutional racism because it is the result of racism at different levels of the criminal justice system. Drug laws have historically punished black drug users more than whites, for example, by criminalizing crack to a greater extent than

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cocaine. Blacks are more likely to be pulled over, searched, and arrested during traffic stops.

3. Define systemic racism and identify its core principle. What explanation does Joe Feagin provide for why systemic racism exists in the United States?

Systemic racism represents a multifaceted system that advantages whites through a cumulative effect of racist practices, inequitable economic and political power, inequity of resources, and attitudes, ideologies, and institutions that perpetuate white supremacy across history. According to Fagan, systemic racism exists in the United States because of the legacy of slavery.

4. Define structural racism and explain how Bonilla-Silva's concept of "racialized social systems" is a structural racism perspective.

Structural racism refers to the intersecting nature of different forms of institutional racism, which leads to cumulative disadvantage that becomes reproduced across generations. Bonilla-Silva's concept of "racialized social systems" is a structural racism perspective because he focuses on structures of inequality, hierarchies, and social relations and practices that reproduce and justify racial disparities.

5. Explain how the concept of racial formation is linked to the concept of a racial project.

According to Omi and Winant, racial formation is "the sociohistorical process by which racial categories are created, inhabited, transformed, and destroyed." A racial project indicates how racial categories are interpreted and assigned meaning and resources through the process of racial formation.

6. Identify and discuss the three pillars of white supremacy that Smith describes in her indigenous studies perspective.

1. Antiblack racism—justifies slavery and racial exploitation by defining people as property. The system is designed to extract profit. A logic of capitalism.
2. Genocide—rooted in colonialism and ideologies that perpetuated the erasure of native people.
3. Orientalism—based on the supremacy of Western civilization and the right to protect against threats to that civilization.

7. Describe the concept of intersectionality. What aspects of contemporary racism does this perspective allow us to see that the other perspectives on racism presented in Chapter 2 do not?

Intersectionality explains how oppression is shaped not by race as an independent category, but by the intersection of race with other forms of difference and inequality such as gender, class, sexuality. This concept helps us better understand contemporary social problems and policies, such as the targeting of black women through welfare

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reform. The other perspectives on racism tend to treat race as a distinct variable without considering how race intersects with other identities/forms of oppression.

8. Define racial ideology. What is its essential purpose?

A racial ideology is a set of principles and ideas that separates people into racial groups and serves the interest of one of those groups. Its purpose is hegemony: to establish the power of the dominant racial group, which, in the United States, is whites.

9. Define prejudice. How does prejudice relate to discrimination?

Prejudice is part of racism. It is the belief in differences between racial groups. Discrimination refers to acting on a prejudicial belief.

10. Describe biological racism and provide a concrete example of a contemporary biological racist argument.

Biological racism uses genetic explanations for racist ideologies that establish whites as the dominant race. Examples will vary.

11. Compare and contrast cultural racism with biological racism.

Both biological and cultural racism ignore the structural factors that shape racial inequality. While biological racism explains inequality on genetic factors, cultural racism blames inequality on the culture or of a disadvantaged race. While biological racism is declining, cultural racism remains prevalent in the United States.

12. Define white privilege. Explain how the concept of white privilege is linked to W. E. B. DuBois's notion of a "wage of whiteness."

White privilege represents the inherent advantages of being white in a white supremacist society that upholds the disadvantages faced by people of color. These privileges often go unnoticed. DuBois's notion of "wage of whiteness" demonstrates how white people who are disadvantaged by class can still claim the superior position of their race, and in doing so, decline to coalesce with people of color around a shared economic position.

13. Explain the argument that whiteness is the norm because it is an unmarked identity. Why is it important to think about whiteness if we want to understand racism?

In the United States, people of color must frequently contend with an imposed racial identity. Being white, however, is considered the "default." White people do not suffer any disadvantage for their race, so they do not have to think about it. This is related to white privilege, which often goes unnoticed. Whiteness is critical for understanding racism because a system of disadvantage for people of color is ultimately upheld by a system that advantages white people.

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14. Identify a privilege enjoyed by white Americans. Use the concept of white privilege to explain why it might be difficult for a beneficiary of this privilege to recognize it as a privilege.

Examples will vary. For example, white people tend not to be profiled in stores. They may not recognize this as a privilege because they have never had the opposite experience of being racially profiled.

15. Describe Kimberle Crenshaw's intersectional explanation of why women of color are overrepresented in domestic violence shelters. What would racial justice look like for these women?

Crenshaw explains that, while women of any race may be abused, women of color are more likely to be economically disadvantaged and therefore have fewer options to escape their abuser.

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