Race in America 2nd edition Desmond Test Bank

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Name: _____ Class: _____ Date: _____

Chapter 1

1. Your friend does not believe that racial segregation in schools is a problem today. After all, she argues, the courts ruled segregated education unconstitutional many decades ago. Which of the five fallacies or misconceptions about racism best describes this example?

   a. tokenistic fallacy

   b. legalistic fallacy

   c. ahistorical fallacy

   d. individualistic fallacy

2. Beverly Daniel Tatum draws an analogy between racism and polluted air: “but always, day in and day out, we are breathing it in.” Provide your own personal observation of an example of “day in and day out” racism. Then, determine if the example reflects institutional or interpersonal racism.

3. Based on what you have learned in Chapter 1, how can whites contribute to reducing racial inequality? Use the concepts of white privilege and color-blindness in formulating your essay.

4. Some politicians—and even countries such as France—have argued against the use of racial categories on official data collection. For instance, some have argued for doing away with questions about race on the census or in collecting information on higher education enrollment. Why might this be a misguided response?

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5. You read a newspaper article on changing racial attitudes that declares young adults between eighteen and twenty-four years of age are the least racist in American history. While you hope this is true, you are worried that the research is using a static definition of racism. Which of the five fallacies or misconceptions about racism best describes this example?

   a. fixed fallacy

   b. legalistic fallacy

   c. tokenistic fallacy

   d. individualistic fallacy

6. Describe an example of how whiteness is held up as the status quo.

7. Sometimes speakers invoke examples of individuals—say, Madam C. J. Walker, Oprah Winfrey, or Barack Obama—to suggest that if they were able to triumph over racial barriers, the path is clear for everyone. What type of fallacy best describes such thinking?

   a. fixed fallacy

   b. legalistic fallacy

   c. ahistorical fallacy

   d. tokenistic fallacy

8. W. E. B. Du Bois admonished us to not “make the all too common error of mistaking names for things.” Discuss how labels, categories, and classifications have shaped race and ethnicity in relationship to institutions.

9. One of the fundamental tenets of the _____ fallacy is that racial legacies such as slavery and colonialism do not structure our experiences with race and racism today.

   a. ahistorical

   b. legalistic

   c. tokenistic

   d. individualistic

10. Which of the following best summarizes the process by which systemic white domination of people of color occurs?

   a. biological determinism

   b. institutional racism

   c. white privilege

   d. symbolic violence

11. What are two key forms of racial domination?

   a. institutional racism and white privilege

   b. institutional racism and political domination

   c. institutional racism and interpersonal racism

   d. interpersonal racism and white privilege

12. Which of the following best describes racial domination?

   a. Racial domination is characterized by overt coercion and violence.

b. Racial domination is an organizing force in society that disproportionately offers benefits to some groups and not to others.

c. Racial domination is often the conscious intention of those who benefit from it.

d. Racial domination is used to subjugate and control majority groups in society.

13. What distinguishes institutional racism from interpersonal racism?

a. Institutional racism covertly and overtly manifests in everyday interactions and practices, whereas interpersonal racism is embedded in the systemic oppression of people of color within social collectives.

b. Institutional racism is embedded in the systemic oppression of people of color within social collectives, whereas interpersonal racism covertly and overtly manifests in everyday interactions and practices.

c. Institutional racism is racism found in the everyday interactions, whereas interpersonal racism manifest in the everyday operations of corporations, police departments, and political institutions.

d. Both institutional and interpersonal racism result in systemic oppression, but only institutional racism is consistently present in everyday life.

14. Raul is an African American, but he has many other social identities in addition to his racial identity. He is also a young, middle-class college student who identifies as bisexual. Rather than thinking of any particular racial group as a monolithic category, scholars who take an intersectional approach pay attention to

a. how multiple dimensions in individual lives intersect.

b. prioritizing identities and social locations by economic importance.

c. how individuals manage narratives about their lives.

d. understanding which type of oppression is more important than others.

15. “Can people of color be racist?” is a popular question in the public imagination. How do the authors of this textbook respond to this question?

a. People of color can only be racist toward white people.

b. Because of white domination, only white people can be racist.

c. Everyone can be racist in the same ways.

d. All racial groups can commit interpersonal racism, but institutional racism can only be carried out by whites.

16. Identify law professor Charles Lawrence’s observations about unconscious racism.

a. Nonwhite Americans are often racist against white Americans.

b. If you were raised in a diverse community, you are less likely to have racist views.

c. Due to the history they share, all Americans hold some racist beliefs about nonwhites.

d. Most racist actions today are committed by people who identify as white supremacists.

17. Institutional racism is facilitated by different types of power. Which of the following is one of these modes of power?

a. personal power

b. political power

c. military power

d. physical power

18. As it relates to racial domination, symbolic power is best described as

a. the power to define and classify groups as normal or abnormal.

b. the power to legally withhold basic rights from certain groups.

c. the power to privilege whites over others in terms of access to employment and the accumulation of wealth.

d. the power to deny people of color membership in desirable associations.

19. What statement best distinguishes the definitions of institutional racism and interpersonal racism?

a. Institutional racism is overt, while interpersonal racism is embedded in the social practices in schools, politics, and law enforcement.

b. Institutional racism often quietly privileges some groups (for example, by highlighting the accomplishments of the dominant group in school curricula), while interpersonal racism is more overt.

c. Neither institutional nor interpersonal racism is necessarily overt; both forms of racism often operate in the habitual commonsense and largely unconscious practices of daily life.

d. Both institutional and interpersonal racism are consciously chosen ways of acting in social settings and in creating social order.

20. Prejudice surrounds us, and people of color may internalize negative attitudes aimed at their own racial group. Psychologists describe this as “internalized oppression,” while sociologist Pierre Bourdieu labels it

a. unconscious oppression.

b. internalized racism.

c. symbolic violence.

d. interpersonal racism.

21. Janice, a black woman, believes that light-skinned black men are more attractive than darker-skinned black men. This is an example of

a. symbolic violence.

b. color-blindness.

c. individual discrimination.

d. racism.

22. The near worldwide acceptance of European beauty standards offers us an insightful look at how _____ can take form in everyday individual practices and social interactions.

a. interpersonal racism

b. institutional racism

c. symbolic violence

d. legalistic fallacy

23. Race is often described with reference to _____, but there is much more genetic variation within _____ than between them.

a. genomes; cultures

b. biological markers; genomes

c. cultures; traditionally defined racial groups

d. biological markers; traditionally defined racial groups

24. Historically, racial oppression has been justified through explanations grounded in scientific language. However, modern scientists tell us that we share _____ percent of the same genes with other humans, and there is much greater genetic variation within traditionally defined racial groups than among them.

a. 99.9

b. 88.7

c. 79.9

d. 65.0

25. Sociologists believe that race is a(n)

a. biological reality.

b. social construction.

c. ahistorical fallacy.

d. ethnicity.

26. A _____ is a social and symbolic hierarchical system of classification and separation that organizes people into rigid groups.

a. racial hierarchy

b. caste system

c. phenotypical classification

d. genetic variation

27. _____ is best described as the argument that social and economic differences between races are the result of immutable, inherited, and inborn distinctions.

a. Biological determinism

b. Social constructivism

c. Institutional racism

d. Interpersonal racism

28. Sociologists argue that _____ reappears—even when disproven—during eras of political retrenchment or during times when elites are fearful of changes to their status.

a. social constructivism

b. institutional racism

c. biological determinism

d. interpersonal racism

29. When scholars or activists adopt an intersectional perspective of race, they think about race in which of the following ways?

a. Poor white Americans experience the world differently than middle-class white Americans.

b. Race is the most powerful form of oppression.

c. Racial essentialism should be advocated.

d. All forms of racism are covert racism.

30. Two friends are arguing over the results of a recent NBA draft. Alex tells Jorge that his favorite team should have picked more black players because they naturally have more athletic skill and everyone knows “white men can’t jump.” Jorge calls Alex out for basing his argument on

a. biological determinism.

b. social constructivism.

c. institutional racism.

d. interpersonal racism.

31. What did Charles Darwin determine about racial differences in biology?

a. Racial differences can be traced to DNA.

b. Racial differences can be traced to phenotype.

c. Race can be traced to genetic variation.

d. Race has no biological grounding.

32. Michelle, Jennifer, and Amber are all friends. However, Michelle and Jennifer are not as close to each other as they are to Amber. When Amber asks Michelle if she does not hang out with Jennifer as much as her because she is African American, Michelle quickly responds, “No, I don’t see color. I like her, but we just do not see the world the same way.” This is an example of which concept?

a. white privilege

b. symbolic violence

c. color-blindness

d. institutional racism

33. In the United States, whiteness is the _____ racial category, that with which all other categories are compared and contrasted.

a. fixed

b. dominant

c. social

d. cultural

34. Which explanation do researchers provide for why whites are less likely than people of color to identify themselves in racial terms?

a. Whites often do not think of themselves as belonging to a racial category.

b. Whites are less concerned with racism than other groups.

c. Whites think of race in biological, not cultural, terms.

d. Whites worry that drawing attention to race is impolite.

35. _____ is the collection of unearned cultural, political, economic, and social advantages and privileges possessed by people of Anglo-European descent or those who pass as such.

a. White privilege

b. Racial domination

c. Institutional racism

d. Caste hierarchy

36. Which of the following best exemplifies how white people can contribute to fighting racial injustice?

a. Promote colorblindness by refusing to provide one's race on the census.

b. Accept guilt for the crimes committed by other whites.

c. Join an antiracist group on campus and suggest improvements to make residential life more inclusive.

d. Protest affirmative action in admissions.

37. When discussing race, it is common to focus on the experiences of nonwhite groups and their various disadvantages. However, this textbook emphasizes the role of whiteness and its various privileges. Which is significant about this shift in focus?

a. It shows us that a group's disadvantages don't correspond to its privileges.

b. It emphasizes the racial reality of whiteness, which is often the unnamed race.

c. It reminds us that all whites are inherently racist because of their cultural socialization.

d. It encourages us to downplay the experiences of racial minorities because they are disadvantaged.

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39. Race is a _____ category that is misrecognized as a _____ category.

a. symbolic; cultural

b. biological; genetic

c. cultural; biological

d. symbolic; natural

40. Which of the following is an example of a homogenizing heading?

a. Native American

b. Irish American

c. Korean American

d. Italian American

41. The current _____ in the United States delineates five major groups.

a. homogenizing heading

b. institutional racism

c. intersectionality

d. racial taxonomy

42. A person's _____ is their physical appearance, including skeletal structure, height, hair texture, eye color, and skin tone.

a. race

b. ethnicity

c. phenotype

d. ancestry

43. A person's _____ is their family lineage, which often includes tribal, regional, or national affiliation.

a. race

b. ethnicity

c. phenotype

d. ancestry

44. Racial taxonomies are bound to their specific social and _____ contexts.

a. economic

b. historical

c. tribal

d. familial

45. When racial categories are considered natural and immutable, they have become _____ in a society.

a. legal

b. undermined

c. naturalized

d. erased

46. Although many people think of Tiger Woods as African American, he considers himself multiracial and as a child invented the term “Cablinasian” to describe himself. This example helps us understand the complex relationship between _____.

a. ancestry and culture

b. culture and tribal membership

c. phenotype and culture

d. ancestry and phenotype

47. According to the authors, which of the following are appropriate actions in responding to racism today?

a. People should be conscious of race.

b. White people should feel collective guilt for the wrongs of the past.

c. People should dedicate themselves to becoming color-blind in all areas of life.

d. View everything through the lens of race.

48. Aliya Saperstein and Andrew Penner used longitudinal survey data that followed 12,000 Americans for nineteen years, beginning when they were teenagers. Which of the following did they find?

a. Nobody “changed races.”

b. Interviewers were more likely to see someone as black when the respondents’ situations fit the stereotype of black people.

c. Unemployed respondents were more likely to be classified as white.

d. People who were initially classified as “multiracial” on the Census drifted toward a single category by the end of the nineteen-year period.

49. What was the context in which the concept of ethnicity was invented?

a. It was invented by the British empire to differentiate between British people who stayed or left the country.

b. It was invented after World War II to define Jewish people in terms other than “race.”

c. It was created by Americans to make sense of the new immigration from southern and eastern Europe.

d. It was created to reflect the movement of people from various African countries around the world.

50. If someone is considered a resident of the United States, then they are granted all the rights and privileges associated with citizenship. However, racial classification has had an important impact on whether or not someone was granted citizenship. Historically speaking, identify who decided which racial groups could become citizens and which individuals belonged to particular racial groups.

a. Congress

b. popular vote by citizens

c. the people themselves through their own self-identity

d. the President of the United States

51. Race, ethnicity, and nationality are overlapping _____ that are mutually reinforcing and cannot be understood in isolation from one another.

a. racial categories

b. legal categories

c. symbolic categories

d. cultural categories

52. In the United States, _____ often creates distinctions and identities within _____. For instance, four people may be considered white, yet they may each have ancestry and cultural traditions originating from different countries, including Poland, Ireland, England, and Norway.

a. racial identity; ethnic groups

b. ethnicity; racial groups

c. culture; ethnic groups

d. racial groups; cultures

53. George's father is an African American, and his mother is a white American. Mike's father is a white Italian, and his mother is a white American. Why would Mike have a higher degree of fluidity and freedom when self-identifying ethnically?

a. because Mike's father is from a different country

b. because George's black identity is stigmatized

c. because whites are better at "performing" ethnic identity

d. because of Mike's personal values

54. In an attempt to resist stigma, some people of color—especially new immigrants—may highlight their ethnicity and resist American

a. racial categories.

b. racial dispositions.

c. epithets.

d. cultural categories.

55. The Johnson-Reed Act of 1924, with its imposition of national quotas and racial restrictions, contributed to the U.S. racial order by

a. distinguishing all Europeans as part of a white race, distinct from all those considered nonwhite.

b. blaming immigrants for the rise of urban poverty and class conflict.

c. creating a symbolic boundary between ancestry and phenotype in racial classification.

d. producing rigid immigration controls that gave rise to illegal border-crossing.

56. According to the historian Mae Ngai, laws and policies that made ethnic or racial identity a determining factor in the opportunity to immigrate during the 1920s resulted in racial and ethnic identities uncoupling for

a. European immigrants.

b. Latinx immigrants.

c. Caribbean immigrants.

d. Asian immigrants.

57. The U.S. courts have played an important role in adjudicating racial categorization processes. Understanding these legal decisions and definitions further underscores how race and ethnicity are _____ and _____ constructs.

a. economic; material

b. geographic; cultural

c. biological; genetic

d. social; historical

58. While black Americans were granted the right of citizenship in 1870 as part of the Reconstruction Amendments after the Civil War, other nonwhite Americans were denied citizenship until

a. the 1890s.

b. the 1920s.

c. the 1940s.

d. the 1960s.

59. C. Wright Mills coined the term "_____," which means understanding and interpreting everyday life not only through one's own personal circumstances, but also through the broader historical forces that structure and direct our social worlds.

a. sociological lens

b. interpretative analysis

c. aggregated analysis

d. sociological imagination

60. School board members are debating a policy change that would increase the police presence at the local high school. What course of action might a sociologist recommend before making a decision?

a. assigning police to schools based on the per pupil percentage of disciplinary infractions

b. letting the principal decide based on what he thought worked at the high school he attended

c. analyzing the history of, and any notable patterns with, strong police presences in high schools

d. letting the students vote

Answer Key

Chapter 1

1. Answer: B

2. Answer: Answers and examples may vary depending on student experience. However, answers should identify whether the examples are institutional or interpersonal.

3. Answer: Answers will vary. However, answers should conclude that whites can learn whiteness is an unearned asset, and that unearned privileges result from it. Moreover, they should show an understanding of the fact that if there is privilege, there must be oppression. In other words, even if they are unaware of white privilege, another group is being oppressed because of the “unearned benefits” they receive that the other nonwhite group members are denied.

4. Answer: Answers will vary, but should express that racial classification varies from nation to nation because these categories are socially, culturally, politically, and historically construed. While this may lead some to conclude there is no need to continue collecting information about these categories, ignoring racial categories in data collection would dismiss the historical racial legacies and their institutional consequences. For instance, higher education enrollment is influenced by social class, which is influenced by race in social hierarchies. The refusal to recognize race only exacerbates racial inequalities by rendering antiracist programs impossible.

5. Answer: D

6. Answer: Answers may vary, but should provide an example that demonstrates how whiteness is unspoken and unnamed. Whiteness is normalized and all other groups are measured against this dominant category. By not having its language, clothing, food, and all other everyday normative activities or choices questioned, “whiteness” results in a form of cultural and social privilege for those belonging to or enacting it in their everyday lives.

7. Answer: D

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8. Answer: Answers will vary, but should address that institutional racism involves symbolic power, which is power to classify one group as “normal” and the other group as “abnormal.” These classifications create identity categories and group boundaries in society. Those who control symbolic power define who belongs to the majority group, who has access to resources, who has rights to those resources and institutions, and who has the power to “name” other groups in society. DuBois’s quote also highlights that conversations about race remain on a superficial level because the focus is on the words—definitions, names, and labels—rather on the thing—systems, inequality, and racial domination.

9. Answer: A

10. Answer: B

11. Answer: C

12. Answer: B

13. Answer: B

14. Answer: A

15. Answer: D

16. Answer: C

17. Answer: B

18. Answer: A

19. Answer: C

20. Answer: C

21. Answer: A

22. Answer: C

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23. Answer: D

24. Answer: A

25. Answer: B

26. Answer: B

27. Answer: A

28. Answer: C

29. Answer: A

30. Answer: A

31. Answer: D

32. Answer: C

33. Answer: B

34. Answer: A

35. Answer: A

36. Answer: C

37. Answer: B

38. Answer: C

39. Answer: D

40. Answer: A

41. Answer: D

42. Answer: C

43. Answer: D

44. Answer: B

45. Answer: C

46. Answer: D

47. Answer: A

48. Answer: B

49. Answer: C

50. Answer: A

51. Answer: C

52. Answer: B

53. Answer: B

54. Answer: A

55. Answer: A

56. Answer: A

57. Answer: D

58. Answer: C

59. Answer: D

60. Answer: C