Race Class and Gender An Anthology 9th edition Andersen Test Bank

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PART II: SYSTEMS OF POWER AND INEQUALITY

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RACE AND RACISM

6. "White Privilege: Unpacking the Invisible Knapsack," Peggy McIntosh

Peggy McIntosh explores the invisibility of racial privilege. She argues that Whites tend to be unaware of the privilege they have as members of the dominant group. To illustrate this point she compares her own experiences with denied male privilege to her own limited perception of the privilege she enjoys because she is White. In an effort to challenge this lack of awareness, she lists forty-six examples of the invisible privilege she experiences in her everyday life that people of color do not. She points out that these daily benefits of being white make her life easier. For example, the ability to shop without being followed, to count on her skin color not causing suspicion of her financial reliability, or even the ability to find blemish cover to match her skin tone reflects her white privilege. She argues that for Whites these occurrences are largely taken for granted. They are expected, assumed to be the normal experiences of everyday life. For people of color, however, they are constant reminders of the struggle involved in all aspects of life when one's position in society is reflected as outside of the norm.

McIntosh identifies positive and negative aspects of privilege; unearned advantage and conferred dominance. The advantage experienced by the privileged group can be unearned, merely as a consequence of their position, or it can be created through dominance yielded because of their position. Both aspects challenge the notion that one's experience in society is based solely on one's merit, and recognizing this challenges the denial surrounding systems of privilege and oppression. McIntosh contends that once the privileged can no longer deny the benefits intrinsic to their position, they must then decide to either destroy or maintain the system from which they benefit.

Multiple Choice Questions:

1. In "White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences Through Work in Women's Studies (1988)," Peggy McIntosh:

a. is more interested in developing separate institutions for Blacks than raising the consciousness of Whites.
b. points out that Whites tend to be unaware of the privileges they have as members of the dominant group.
c. challenges the belief that minority group members are as prejudiced as members of the dominant group.
d. points out that White privilege no longer exists.

ANS: B

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2. McIntosh defines _____ as an invisible package of unearned assets.
a. White privilege
b. Black privilege
c. class
d. being a woman

ANS: A

3. McIntosh argues that men:
a. accept their privileged position in relation to women.
b. accept their privileged position in relation to people of color.
c. deny their privileged position in relation to women.
d. deny their privileged position in relation to people of color.

ANS: C

4. Peggy McIntosh argues that recognizing White privilege challenges:
a. the notion that an individual's experience is based solely on his or her own merit.
b. the notion that an individual's experience is based on unearned advantage.
c. the notion that an individual's experience is based on entitlement.
d. the idea that racism is still a problem in the U.S.

ANS: A

5. McIntosh argues that for White people:
a. sexual identity is the only area where a system of advantage can be found.
b. gender is the only area where a system of advantage can be found.
c. race is the only area where a system of advantage can be found.
d. systems of advantage can be found in several aspects of one's life.

ANS: D

6. McIntosh acknowledges that running through a matrix of White privilege were a pattern of _____ that were passed on to her as a White person.
a. assumptions
b. attitudes
c. behaviors
d. actions

ANS: A

7. The author believes Whiteness protected her from many kinds of:
a. adjustments, fears and actions
b. hostility, distress and violence

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c. fears, violence and adjustments
d. depression, anxieties, and self defeating behaviors

ANS: B

8. McIntosh says the word "privilege" now seems misleading. Its connotations are too _____to fit the conditions and behaviors that "privilege systems" produce.
a. negative
b. positive
c. ambiguous
d. guilt inducing

ANS: B

9. McIntosh believes race and sex are not the only advantaging systems at work. We need to similarly examine the daily experience of having other advantages such as:
a. age, work, money or experience.
b. age, ethnicity, physical ability, nationality, religion or sexual orientation.
c. age, behavior, attitude or privilege.
d. beauty, wealth and fame.

ANS: B

Essay and Discussion Questions:
1. How does McIntosh define White privilege?
2. Create a list of the privileges you experience based on your racial, gender, or sexual identity. Is it difficult for you to identify your privilege? Why do you think this is the case?
3. In what way do men deny their privileged position? In what way do Whites?
4. Why do you think people deny their privilege?
5. Can you identify the positive and negative aspects of your privilege?

Internet Sites and Questions for Further Study:
Catalyst: "Women of Color in Corporate Management: Opportunities and Barriers"
http://www.catalystwomen.org/press/mediakit/factswoc3.html
1. What barriers do women of color in corporate management face? How are these barriers unique to the experiences of women of color? What can be done to address the barriers women of color face in corporate management?

Center for the Study of White American Culture: Editorial Page
http://www.euroamerican.org/editor/editpage.htm#wpriv Click on the question, "White Americans, find out why YOU have to work to create a society centered on multiracial values." Explain the answer reflecting on McIntosh's arguments. Summarize one of the editorials listed and provide your own argument in support of or in opposition to the points made in the editorial.

7. "Color-Blind Privilege: The Social and Political Functions of Erasing the Color Line in Post Race America," Charles A. Gallagher

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Gallagher argues that a new form of racist thinking, an ideology called *color-blind racism,* has become dominant among whites in America. Media and popular culture have created an illusion of equality by reducing race to cultural symbols that are marketed to everyone. Symbols of racial equality are embodied in the images of successful personalities in politics and sports, as well as in commodities as diverse as music, clothing, condiments, and cars. This focus on race as merely symbolic allows a majority of whites to believe that racial harmony prevails, *institutional racism* has been eliminated, and race no longer shapes life chances. This myth buttresses the deeply held belief that America is a *meritocracy* and that therefore any advantages that whites have now relative to racial minorities are earned advantages, achieved through individual effort. White privilege is thus rendered invisible, and support for programs that address problems caused by institutional racism is undermined.

Multiple Choice Questions:

1. Color-blind ideology:
a. ignores race
b. creates equality
c. encourages racial harmony
d. disregards racial hierarchy

ANS: D

2. In color-blind thinking, race is reduced to:
a. cultural symbols
b. products for sale
c. differences in style
d. structural inequalities

ANS: C

3. A color-blind perspective insinuates that ____ are responsible for racial inequality:
a. social institutions
b. individuals
c. laws and policies
d. women

ANS: B

4. National polls indicate that a majority of whites now believe that racial discrimination:
a. explains the persistence of racial inequality
b. is systematic
c. has been eliminated
d. is still a problem, but only in the south

ANS: C

5. A social system that awards socio-economic success solely based on the effort of individuals

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is called a(n):
a. class hierarchy
b. meritocracy
c. racial hierarchy
d. ideology

ANS: B

6. Watching television is a form of ____ between whites and people of color that encourages whites to believe that little, if any, socio-economic difference exists now between races:
a. passive interaction
b. active exchange
c. education
d. illustration

ANS: A

7. Gallagher believes that ____ is responsible for racial inequality today:
a. cultural diversity
b. class consciousness
c. institutional racism
d. laziness on the part of individuals

ANS: C

Essay Questions:
1. What is a meritocracy? How does a color-blind perspective buttress the deeply held belief that America is a meritocracy? Why do you think Gallagher uses "OPPORTUNITY HAS NO COLOR" as one of his subtitles within this article?
2. On what evidence does Gallagher build his argument that a belief in color-blindness and a belief in meritocracy are both myths? What are some of the policy implications and social consequences of these related ideologies?
3. How do media images affect the way that whites think about race and racism, according to Gallagher? How can depictions of racial harmony be racist? How can media images of successful politicians, celebrities and sports figures contribute to racism? What important sociological concepts – and social realities - are missing from the picture in the color-blind perspective?
4. What does Gallagher mean when he says that "The new color-blind ideology does not ignore race: it acknowledges race while disregarding racial hierarchy..." What happens when media defines "race only as cultural symbols that are for sale"? Do consumers of all racial groups 'see' race the same way, according to Gallagher? Why might media have a different influence on the thinking of whites than on the thinking of racial minorities?

Internet Sites and Questions for Further Study:
1. See the following website about a debate in California regarding the continued use of racial classifications. How has the American Sociological Association responded to the proposed

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policy changes in California? What might happen to racial minorities in that state if the proposed legislation banning research using racial categories passes?
http://www.alternet.org/story/16792/?page=entire
2. What are some of the barriers to upward mobility that affect racial minorities regardless of merit? The article on the following website addresses this issue:
http://www.ncsociology.org/sociationtoday/V21/merit.htm

8. "What White Supremacists Taught a Jewish Scholar about Identity," Abby L. Ferber

Abby L. Ferber examines the interdependence of systems of oppression. Her research on white supremacy reveals the connection white supremacists groups make between anti-Semitism and racism in their efforts to maintain the dominant position of Whites in society. Ferber asserts that the changing racial classification of Jews, as revealed in their history, demonstrates the social construction of race. Ferber contrasts her own experience as a Jewish woman, who racially identifies herself as White, with that of her ancestors who experienced discrimination based on their designation as an inferior, non-White race. The variability of racial classifications directly challenges the white supremacists view of innate, and undeniable, White supremacy. Ferber contends that in order to maintain their position of racial superiority, white supremacists target Jews in an attempt to deny their evolved racial classification, thereby denying the relativeness and ambiguity of race.

Multiple Choice Questions:

1. Abby L. Ferber's research reveals that White supremacists view Jews as:
a. threats to racial purity.
b. supporters of their cause.
c. white.
d. a religious group, not a race

ANS: A

2. Abby L. Ferber's experience researching white supremacists led her to reflect on her own racial identity because:
a. she did not want to be a member of their targeted group.
b. she recognized her own views of white superiority.
c. although she largely identified as White, she recognized herself as a target of these groups because she is Jewish.
d. she had always considered herself to be a member of a racial minority group.

ANS: C

3. According to "What White Supremacists Taught a Jewish Scholar about Identity" by Abby L. Ferber, the history of the Jewish experience:
a. has followed a consistent path.
b. demonstrates the social construction of race.
c. represents the value of white supremacy.
d. is the history of freedom from racism.

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ANS: B

4. Social construction of race refers to:
a. the undeniable hierarchy of racial superiority.
b. the changing classification of race within society.
c. the justification behind anti-Semitism.
d. the biological foundations of racial identity.

ANS: B

5. According to "What White Supremacists Taught a Jewish Scholar about Identity," which of the following groups reflects the social construction of race?
a. Jews
b. Irish
c. Whites
d. all of these answers are correct

ANS: D

6. Ferber points out the identity of white supremacists, and the white racial purity they espouse requires the:
a. maintenance of secure boundaries.
b. maintenance of open boundaries.
c. maintenance of closed boundaries.
d. maintenance of protected.

ANS: A

7. White supremacist literature, according to Ferber, describes Interracial sex as the:
a. ultimate abomination.
b. ultimate betrayal.
c. ultimate fear.
d. ultimate dislike.

ANS: A

8. Contemporary white supremacist define Jews as non-white: "not a religion, they are an Asiatic race,
a. locked in a mortal conflict with mortal man."
b. locked in a mortal conflict with Aryan man."
c. locked in a mortal conflict with Asian man."
d. locked in a mortal conflict with Black man."

ANS: B

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9. According to Ferber, Caucasian Jews today are a:
a. small group in the United States.
b. strong group in the United States.
c. privileged group in the United States.
d. fiction, because 'Caucasians' are one race and 'Jews' are another.

ANS: C

10. Ferber reveals white supremacy is not a movement just about hatred, but even more about fear:
a. of the strength and courage reflected in Black identity.
b. of the vulnerability and instability of white identity and privilege.
c. of the deceptiveness of white identity and privilege.
d. of newcomers.

ANS: B

Essay and Discussion Questions:
1. Describe the white supremacists' view of Jewish people. How does Ferber explain their perspective?
2. What led Abby L. Ferber to reflect on her own racial identity?
3. What conclusions did Ferber draw regarding white supremacy and the social construction of race?
4. Explain the fear of ambiguity Ferber talks about in her essay. How does Ferber address the issue of ambiguity?

Internet Sites and Questions for Further Study:
Anti-Defamation League: "Exposing anti-Semitic Myths"
http://www.adl.org/frames/front_special_reports.html
1. Briefly explain two anti-Semitic myths addressed on the site. Why were these myths developed and what has been their effect on ant-Semitism?
2. Are you familiar with the myths listed on the site? If so, in what context have you experienced them?

Anti-Defamation League: "Stop Hate: Identity Church Movement"
http://www.adl.org/frames/front_uka.html
1. Briefly summarize the ideology of the Identity Church Movement.
2. What are the goals of this movement?

Southern Poverty Law Center: "Redefining America: A longtime analyst of the extreme right considers our situation and the choices we face as a nation"
http://www.splcenter.org/teachingtolerance/tt-index.html
1. What does Leonard Zeskind say about the affect world events, past and present, have on the white supremacist movement?
2. What role does white nationalism and scientific racism play in the white supremacist movement?

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9. "Are Asian Americans Becoming 'White'?" Min Zhou

Zhou discusses the way that, officially and unofficially, Asian Americans are more and more often being combined with Whites as having similar experiences. Unofficially they are considered the "model minority", with some achieving successes consistent with the American Dream, and officially the fact that the two groups are combined when it comes to equal opportunity programs. Zhou first criticizes this for the fact that Asian American is a designation that includes people from a multitude of different countries of origin, each having different experiences both in the past and during their time in the United States. The "model minority" label is seen as being problematic for reinforcing the stereotype that racism no longer exists: that any other racial or ethnic group should be able to achieve the same. It also ignores the fact that different Asian American groups have achieved different levels of assimilation and social class standing, and are not a heterogeneous group that can be described with a singular label.

Zhou describes that most Asian Americans are not seeing to become "White", but see that as the standard norm for American society, and their own identity is more nationalistic (American) than racial. However, the perspective that Asian Americans would be able to achieve "Whiteness" would also minimize and ignore the impact of anti-Asian discrimination and racism that is still present in American society.

Multiple Choice Questions:

1. The term "Asian American" was created in the
a. Early 1940s
b. Late 1950s
c. Late 1960s
d. Early 1970s

ANS: C

2. In a study of Vietnamese youth in San Diego, most identified themselves as being
a. Asian American
b. Vietnamese
c. Vietnamese American
d. American

ANS: B

3. The majority of Asian-origin populations in the United States are
a. First Generation
b. Second Generation
c. Third Generation
d. Fourth Generation

ANS: A

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4. Which of the following Asian American groups are overrepresented with lower education and lower skilled employment?
a. Taiwanese American
b. Filipino American
c. Indian American
d. Laotian American

ANS: D

5. Which of the following Asian American subgroups are the largest in the United States?
a. Japanese American
b. Chinese American
c. Korean American
d. Indian American

ANS: B

6. A study by David Lopez found that in Los Angeles, about _____ of second generation Asian Americans speak only English at home?
a. 10 Percent
b. 30 Percent
c. 45 Percent
d. 75 Percent

ANS: D

Essay and Discussion Questions:
1. What are major concerns with stereotyping Asian Americans as the "model-minority"?

2. What does Zhou mean when she asks if Asian Americans are becoming White: What are the implications of this?

3. How do experiences differ significantly from people who are all considered Asian American/

4. What differences between first and second generation Asian Americans are discussed by Zhou?

Internet Sites and Questions for Further Study:
Look at the articles posted at Asian Nation's website about the Asian experience in the United States. Are the perspectives shared on this site consistent with what Zhou discussed in her article about the subject?
http://www.asian-nation.org
See this article regarding the connection between Asian Americans as the "model minority" and the American educational system. Do you see consistency between experiences in public education with the overall social perception as a "model minority"?
http://www.nais.org/Magazines-Newsletters/ISMagazine/Pages/The-Model-Minority-Myth.aspx

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10. "Race as Class," Herbert J. Gans
Noting that most biologists argue that scientifically there can be no human 'races' and that sociologists argue that concepts of race are socially constructed, Gans links the persistent lay definition of 'race' to the hierarchy of social class in the U.S. The laity, he claims, notice variations in select physical characteristics and 'see' these variations as markers of individual races. The lay public then uses their definitions of race to place individuals in hierarchal categories that correspond to social class locations. Gans further claims that many immigrant groups were 'blanched' or 'whitened' in the lay imagination once those groups experienced upward mobility. This was not the case, he says for African Americans. While the reasons for this exception are a 'mystery' to Gans, he expects it to persist unless class hierarchies finally disappear "in some utopian future."

Multiple Choice Questions:
1. Sociologists argue that race is:
a. innate
b. biologically determined
c. socially constructed
d. a universal category

ANS: C

2. Biologists argue that human races:
a. have different DNA
b. cannot interbreed
c. scientifically cannot exist
d. were once biologically determined but are now weakened by intermarriage

ANS: C

3. Gans argues that the lay public uses a perception of select physical variations to define:
a. biology
b. social construction
c. individual races
d. strangers

ANS: C

4. Scholars trace color differences in human skin to:
a. different racial 'tribes'
b. climatic adaptations
c. intermarriage
d. immigration

ANS: B

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5. When descendants of European immigrants began to move up economically and socially their skin color:
a. darkened
b. lightened
c. appeared lighter to 'whites'
d. Was overlooked by 'whites'

ANS: C

6. Attitude surveys indicate that over the years White prejudice has:
a. declined
b. increased
c. become the only reason that racism persists
d. been limited to ideas about new groups of immigrants

ANS: A

7. The only population whose social features are not automatically perceived differently with upward mobility is:
a. Asian Americans
b. Native Americans
c. South Americans
d. African Americans

ANS: D

Essay and Discussion Questions:
1. What is "African American 'exceptionalism,'" according to the author?
2. What is meant by "the social construction of race"? How does this construction become reconstructed according to Gans?
3. On what basis do biologists argue that "scientifically there can be no races"?
4. How do scholars explain differences in skin color and other physical attributes that have been used as 'markers' of race?
5. How are race and class correlated, according to Gans? What will it take for "race to disappear as a category in his opinion?

Internet Sites and Questions for Further Study:
See this website regarding the Census Bureau's intentions regarding their use of racial categories in the future. What might be some of the consequences of eliminating racial categories in the census?
http://www.census.gov/population/www/socdemo/race/racefactcb.html
See "The Power of an Illusion" presented by PBS. Does the fact that other nations have more and/or different racial categories than the U.S. support or challenge the idea that race is socially constructed?
www.**pbs.org**/race/000_About/002_02-godeeper.htm

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11. "Is Capitalism Gendered and Racialized?" Joan Acker
Capitalism has been dominated by white males and built by a subordinated gender and race segregated labor force. It has been buttressed by a largely unpaid force of caregivers who are primarily female. These gender and race divisions of labor still exist and are global in scope. Furthermore, capitalist endeavors are gendered in that hegemonic masculinities define dominant values in the norms of corporate conduct.

Multiple Choice Questions:

1. What kind of labor has been viewed as outside the main business of capitalism?
a. domestic labor and care giving
b. white collar jobs
c. industrial labor
d. teaching

ANS: A

2. *Masculinity* is:
a. toughness
b. strength
c. violent
d. a contested term

ANS: D

3. Hegemonic masculinity is:
a. the form of masculinity attributed to those men who hold power.
b. the way men naturally act.
c. the way all men learn to act.
d. the way men in subordinate positions are supposed to act with men who have power over them.

ANS: A

4. Cutting jobs to raise profits is a form of:
a. violent and hegemonic masculinity.
b. marginalized masculinity.
c. subordinate masculinity.
d. communism.

ANS: A

5. _____ has been an essential component of power within capitalist history.
a. Compassion
b. Violence
c. Fairness

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d. Kindness

ANS: B

6. Aggressiveness, decisiveness, competition, a focus on winning and defeating the enemy, and taking of territory from others are characteristics of:
a. successful CEOs.
b. successful capitalist organizations.
c. hegemonic masculinities.
d. all of these answers are correct.

ANS: D

7. Masculinities:
a. are stable images and ideals.
b. shift with other social changes.
c. are universal.
d. are simply individual choices that men make.

ANS: B

Essay Questions:
1. How are hegemonic masculinities played out in the conduct of economic enterprises?
2. On what basis does the author argue that industrial capitalism emerged in the U.S. as a gendered institution?
3. On what basis does the author argue that industrial capitalism emerged in the U.S. as a racialized institution?
4. How does unpaid caregiving and domestic labor figure into the gendering of capitalism?

Internet Sites and Questions for Further Study:
The National Organization of Women addresses mothers and caregivers economic rights. Should women be paid for this type of work? Should benefits be provided? What are the social and economic costs to women of this type of work remaining unpaid? Might there be a downside for women of providing pay and benefits for this type of work?
http://www.now.org/issues/mothers/background.html

12. "The Great Divergence: Growing Income Inequality Could Destabilize the U.S. So Why Isn't Anyone Talking about It?" Timothy Noah
Examining the historical status of income inequality in the United States, Timothy Noah paints a picture that shows just how much worse economic disparity has become. In 1915, Willford I. King was troubled by the fact that the top 1% of earners possessed 15-18% of American wealth. Today, that figure is closer to 24%. Income equality was more consistent following the Second World War and into the 1950s and 1960s, but the following decades saw the separation begin to grow dramatically. Noah argues that income inequality is ignored by most of the population due to a long-standing belief in social mobility, and that hard work and intelligence can allow anyone

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to move to a higher income bracket. He also illustrates the point how with the "Great Divergence", American economic inequality is more significant than in Latin American nations where it is always assumed to be a long-standing problem.

Multiple Choice Questions:

1. According to Timothy Noah, income equality became dramatically more equal in the
a. 1930s
b. 1940s
c. 1970s
d. 1980s

ANS: B

2. Today, the richest 1% of Americans account for how much of the nation's income?
a. 12%
b. 19%
c. 24%
d. 29%

ANS: C

3. According to the CIA, income in the United States is more unequal than it is in
a. Guyana
b. Nicaragua
c. Venezuela
d. all of these choices are correct

ANS: D

4. According to Noah, one that that continues to allow drastic economic disparity in the U.S. is
a. social programs
b. prejudice
c. geographic distance
d. none of these choices are correct

ANS: C

5. Economic historians Goldin and Margo named the income distribution stability of the 1950s and 1960s the
a. Great Compression
b. Great Divergence
c. Great Recession
d. Great Sustaining

ANS: A

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Essay and Discussion Questions:
1. What are reasons why most Americans do not pay attention to the ever-expanding level of income equality?

2. What changes and trends have been observed in income inequality in the United States over the past 100 years?

3. According to Noah, what are the similarities and differences in income inequality between the United States and Latin America?

4. Explain what Noah means when he writes about the "Great Divergence"

Internet Sites and Questions for Further Study:
Explore inequality.org, a project of the Institute for Policy Studies. Besides the shifting trends in overall economic disparity, what role does race have, and what about wealth as well?
http://inequality.org/
Examine the information found at the Census website regarding income inequality. The site provides tables and charts further in depth than Noah's article. What sort of future trends do you see based upon this information?
https://www.census.gov/hhes/www/income/data/historical/inequality/

13. "Closing the Wealth Gap: A Review of Racial and Ethnic Inequalities in Homeownership," Meghan Kuebler

The American Dream of wealth has been historically closely linked to the ability to own a home. Kuebler discusses how owning a home (and yard or associated property) has long been the symbol of achieving the American Dream in society and as a symbol of success. The benefits, including investment in tangible wealth, text breaks, and a chance for assimilation for minorities have been touted for a number of years. The reality is, however, that minorities have had fewer opportunities to become homeowners. The effect of "White flight" on what property is owned by Blacks has a detrimental effect on homeownership, receiving less of the benefits that Whites receive. Hispanic homeownership differs from group to group, but is still subject to discrimination as far as ability to receive mortgages, and thus their level of home ownership is low. Asian Americans have higher rates of homeownership than other ethnic and racial groups (though still less than Whites), but up to 20 percent of them reported suffering from discrimination when attempting to purchase a home.

Multiple Choice Questions:
1. As of 2010, which of the following groups had the lowest level of homeownership in the US?
a. Whites
b. Blacks
c. Hispanics
d. Asians

ANS: B

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2. Compared to Whites, Blacks
a. earn home equity slower
b. earn less overall home equity
c. have a greater risk of returning to renting
d. all of these choices are correct

ANS: D

3. Small numbers of _____ in neighborhoods increases home values compared to those without.
a. Whites
b. Blacks
c. Asians
d. Hispanics

ANS: D

4. While _____ have higher incomes than Whites, they are less likely to own their own homes.
a. Asians
b. Blacks
c. Hispanics
d. None of these choices are correct

ANS: A

5. Asians have been found to experience discrimination approximately how often when purchasing homes?
a. 10%
b. 15%
c. 20%
d. 25%

ANS: C

Essay and Discussion Questions:
1. What are the benefits of homeownerships in the United States that puts minority groups at a disadvantage?

2. What has been the historical importance of homeownership in the United States?

3. What hurdles do Black Americans face specifically with regard to owning a home?

4. What are the similarities and differences experienced by Hispanic homeowners when compared to Black homeowners?

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Internet Sites and Questions for Further Study:
Examine the Housing and Urban Development website regarding low-income home ownership. Do you believe the suggestions made are reasonable and feasible given what you know about the American economy?
http://www.huduser.gov/portal/periodicals/em/fall12/highlight1.html

Is the perspective regarding Black homeownership on this site (and the associated video) consistent with what you learned in Kuebler's article? How does the outlook look for the situation becoming better in the coming years?
http://newsone.com/3121805/housing-crisis-threatens-minority-homeownership/

14. "The Intersection of Poverty Discourses: Race, Class, Culture, and Gender", Debra Henderson and Ann Tickamyer
Henderson and Tickamyer focus on the stereotyped image of welfare as being synonymous with African Americans, and how that is not accurate. The work of Moynihan (1965) began linking welfare with poverty as a function of Black culture, broken families, and a "tangle of pathology", blaming the poverty issues on a lack of personal responsibility rather than systemic discrimination. Welfare reform has then been consistently tied to racial politics and remains a controversial issue. As a point of comparison, they turn the focus to rural welfare recipients in Appalachia, and find that due to their geographic isolation, women especially suffer from hardships due to the lack of resources that are more available in urban settings.

Multiple Choice Questions:
1. Proponents of welfare reform have historically blamed problems on
a. A lack of personal responsibility
b. Structural constraints
c. Institutionalized racism
d. Strong family values

ANS: A

2. Moynihan's often criticized work on the "culture of poverty" was heavily utilized by welfare policy developers, but rejected by
a. Police departments
b. Social service agencies
c. Politicians
d. Social scientists

ANS: D

3. Welfare reform policy largely ignores the role of racial discrimination in
a. Ability to secure employment
b. Ability to attain safe and affordable housing
c. Ability to obtain childcare
d. All of these choices are correct

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ANS: D

4. _____ women often suffer from a lack of economic assets like childcare, transportation, and healthcare
a. Urban
b. Suburban
c. Rural
d. Urban and Suburban

ANS: C

Essay and Discussion Questions:
1. How has Moynihan's work on the culture of poverty affected the perceptions of impoverished Blacks in the United States?

2. According to Henderson and Tickamyer, what role has racism played in the perception of welfare? Are these perceptions correct?

3. What has been the negative perception of immigrants and welfare policy? Are these perceptions correct?

4. Discuss the Appalachian experience as it relates to welfare.

Internet Sites and Questions for Further Study:
Read this report from the Personal Responsibility and Work Opportunity Reconciliation Act regarding the results of welfare reform in rural areas. How do you think these would differ if this article was the result of research on urban welfare reform?
http://www.urban.org/research/publication/implementing-welfare-reform-rural-communities
This article examines the reality of welfare rather than the stereotypes. Why do you think the social perception of welfare recipients is unrealistic? How do you think it could be rectified?
http://thinkprogress.org/economy/2013/12/18/3081791/welfare-recipient-spending/

15. "Health and Wealth: Our Appalling Health Inequality Reflects and Reinforces Society's Other Gaps," Lawrence R. Jacobs and James A. Morone
Jacobs and Morone address the relatively low ranking of the United States relative to other countries on issues influencing life chances, particularly those relevant to health and longevity. They note disparities within the United States based on wealth, and identify three causes of health woes including poverty, inequality, and the organization of the health care system. They conclude that while other countries have followed "three paths to good health" the United States has supported public policies that compromise the health of most of its citizens.

Multiple Choice Questions:
1. Which of the following is NOT included by Jacobs and Morone as one of the "three interrelated causes" of health troubles in the United States:
a. poverty

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b. inequality
c. personal choices, like poor eating habits and drug and alcohol abuse
d. the organization of the health care system

ANS: C

2. A male born in some sections of Washington D.C., according to Jacobs and Morone, has a life expectancy _____ years lower than a woman born in many wealthy neighborhoods.
a. 40
b. 15
c. 10
d. 25

ANS: A

3. According to Jacobs and Morone, people in Harlem die younger than people in Bangladesh because of:
a. drug and alcohol abuse
b. homicide rates
c. AIDS
d. stress, cardiovascular disease, cancer and untreated medical conditions

ANS: D

4. According to Jacobs and Morone, the United States population "suffers more illness and dies younger" because of which type of public policy:
a. universal health care
b. tax cuts, deregulation and unmediated markets
c. too much government
d. tax hikes that cut into profits leaving corporations unable to provide health insurance

ANS: B

5. Which of the following is NOT included by Jacobs and Morone as one of the "three paths to good health" followed by other industrial countries?
a. universal health care
b. investment in education
c. tax cuts
d. maintaining taxes, instead of cutting taxes

ANS: C

6. According to Jacobs and Morone, 33 million people in the United States live with:
a. food insecurity & homelessness
b. untreated AIDS

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c. alcohol abuse and/or drug addiction
d. unemployment and no health insurance

ANS: A

7. No other industrial nation tolerates _____ according to Jacobs and Morone.
a. wide gaps in health insurance coverage
b. universal health insurance
c. high taxes to cover health costs
d. a welfare state

ANS: A

Essay and Discussion Questions:
1. Jacobs and Morone argue that most people have misconceptions about why people die younger in Harlem than in Bangladesh. What are these misconceptions? What are the real reasons, according to the authors?
2. How, according to Jacobs and Morone, does United States public policy lead to the population suffering more illness and dying younger than people in other industrial countries? What 'paths to good health' have other countries taken that the United States has failed to take, according to these authors?

Internet Sites and Questions for Further Study:
Health Pac Online
http://www.healthpaconline.net/health-care-statistics-in-the-united-states.htm
1. Consider the 'vision for quality health care for all' as put forward on this site. How does this vision compare to the ideas of Jacob and Morone?
2. What types of policies do you nthink are needed to improve the health of people in the United States, after reading this article and viewing this site?

Economic Research Service, United States department of Agriculture, Readings
http://www.ers.usda.gov/Briefing/FoodSecurity/readings.htm
1. What populations in the United States are most severely hurt by the problem of food insecurity, according to this site?
2. What types of policies have had a positive effect on food security so far?

16. "Is This A White Country, or What?" Lillian Rubin
Lillian Rubin demonstrates the links between economic competition, racial prejudice, and the anti-immigration sentiments expressed by working class whites. Rubin points out that while there is a long history of racial hostility toward immigrant groups in America, the limited employment opportunities and the darker skin tones of recent immigrants have intensified these hostilities. Racism and nativism, according to Rubin, is apparent in Whites' views of recent immigrants and people of color. The visibility of and the demands for recognition expressed by these groups are seen as threats to whites' economic livelihood and their understanding of America. Rubin's interviews with working class Whites illustrate this point, as well as two contradictions evident in Whites' attitudes toward immigrants and people of color: Whites resent

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the unity of these groups, yet they exclude them from dominant society. Whites criticize members of these groups for their perceived failures as well as their successes. Rubin asserts that Whites have begun to reclaim their ethnic heritage as a way to secure what they see as their hard earned position of privilege in American society.

Multiple Choice Questions:

1. As noted in "Is This A White Country, or What?" early Irish, Italian, and Jewish immigrants:
a. experienced racial prejudice and were viewed as able to assimilate by the dominant group.
b. were welcomed to America as an additional labor force.
c. never experienced racial prejudice and were viewed as able to assimilate by the dominant group.
d. were always considered to be White by the dominant group.

ANS: A

2. According to "Is This A White Country, or What?" the visibility of immigrant groups and people of color has:
a. been well-received by most Whites.
b. led Whites to consider their own racial identity.
c. meant an end to racism in the U.S.
d. created unity of all races in the struggle against racism.

ANS: B

3. As noted in "Is This A White Country, or What?" which of the following contributes to the anti-immigration sentiments expressed by Whites?
a. cultural pluralism.
b. nativism and economic competition.
c. the ethnocentrism of immigrants.
d. the fact that no Whites have never been immigrants.

ANS: B

4. According to "Is This A White Country, or What?" Whites:
a. resent the unity of immigrants and people of color, yet they exclude them from the dominant society.
b. recognize the racial hostilities their ancestors faced.
c. view immigration as culturally enriching.
d. welcome immigrants who remind them of their ancestors.

ANS: A

5. According to "Is This A White Country, or What?" being White no longer automatically assures dominance in the politics of a _____society.
a. racialized
b. multiracial

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c. gendered
d. corporate

ANS: B

7. What reason does Lillian Rubin give for Whites wanting to "reclaim their ethnic roots?"
a. They can recount the struggles that their ancestors went through when arriving in the United States.
b. They want to learn more about the cultures of their ancestors.
c. They want to be a powerful force against minorities.
d. They want to be able to identify the struggles new immigrants are facing.

ANS: A

Essay and Discussion Questions:
1. Compare and contrast the experiences of past and present immigrants.
2. According to Rubin, how has the visibility of immigrants and people of color affected Whites?
3. Explain the paradox in Whites' views of immigrants as identified by Rubin.
4. Why have Whites begun to reclaim their ethnic heritage? In your opinion, how will this affect racial/ethnic relations?

Internet Sites and Questions for Further Study:
The Boston Phoenix: White Like Me
http://bostonphoenix.com/alt1/archive/styles/97/07/10/WHITE_LIKE_ME.html
What does it mean to be White? As illustrated in Rubin's article and in this piece, it is difficult for White people to consider their Whiteness. What is behind this difficulty? How is the recognition of Whiteness changing?
Virtual Ellis Island Tour
http://capital.net/~alta/index.html
Which identity did you adopt for the tour? Describe your "immigrant experience." Did this tour of Ellis Island broaden your knowledge and understanding of the immigrant experience?
Free Genealogy Search
http://www.familysearch.org
Can you find any of your ancestors here? Whose ancestors do you think it might be most difficult to locate through a site like this one? Explain why.

17. "Must-See TV: South Asian Characterizations in American Popular Media," Bhoomi K. Thakore
Thankore examines the changing role South Asian and Indians have had in American popular culture, and the rather rapid increase in TV characters of this background. The surprise popularity of *Slumdog Millionaire* is cited as a possible reason for this, as well as the ability for Indian characters to act as a token minority in place of Arab and Muslim characters in a post-9/11 society. Along with this though has been a racialization of South Asians and the associated stereotyping in society. Thakore examines the evolution of Indian characters, from dangerous savages in India to cab drivers and convenience store owners in urban areas, and increasingly as

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high achieving students. The stereotype of the low-earning service employee is one not consistent with the academic and economic achievements of Indians and South Asians, while the more modern presence as scientists and doctors is more realistic.

Multiple Choice Questions:

1. According to Thakore, South Asian and Indian characters began appearing as minor or not speaking characters in American TV and media?
a. 1960s
b. 1970s
c. 1980s
d. 1990s

ANS: C

2. _____ tend to be portrayed in American media as being from either highly educated backgrounds or low skilled employment, with little in-between
a. East Asians
b. South Asians
c. North Africans
d. Middle Easterners

ANS: B

3. What is largely considered to be the main reason that South Asians are subject to "forever foreigner" status?
a. Skin color
b. Lack of educational opportunities
c. Lack of employment opportunities
d. Religious discrimination

ANS: A

4. According to Thakore, the United States has evolved a ____ tier system of racial hierarchy
a. Two
b. Three
c. Four
d. Five

ANS: B

5. Even though they were most often portrayed as low prestige service industry workers, about _____ of South Asians who entered the US between 1966 and 1977 had background in the STEM (Science, Technology, Engineering, and Mathematics) fields
a. 35%
b. 58%

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c. 73%
d. 83%

ANS: D

Essay Questions:

1. How has the presentation of South Asians and Indian Americans in popular culture been limited historically?

2. What are the two archetypes of South Asians most commonly presented on television? Give examples.

3. What is the three-tiered hierarchy of race that was discussed in your text?

4. Explain the racialization process that Indians and South Asians experience in the United States

Internet Sites and Questions for Further Study:

View the text and videos linked at the following website regarding Indian stereotypes in American popular culture. Do you think this group is subject to more or less stereotyped imagery than others in American society?
http://everydayfeminism.com/2015/06/indian-stereotypes/

18. "Optional Ethnicities: For Whites Only?" Mary C. Waters

Mary Waters explores the difference in ethnic identities experienced by White and non-White ethnic and racial groups. Waters asserts that White ethnics are able to decide if, and what part of, their ethnic ancestry they want to claim. For White ethnics, theirs is a symbolic ethnicity, one which is individually designed and only serves to benefit White ethnics. Non-White groups do not have the same choice regarding their ethnic identities because the physical distinctions of these groups denies the choice. As a result, Waters argues, non-White ethnic group members are unable to avoid the negative experiences associated with being a member of an ethnic/racial minority group. Because White ethnics view their own ethnicities as voluntarily acquired and since those aspects of their ethnicity which are not beneficial to them are ignored, White ethnics do not recognize the involuntary nature of non-White ethnicities, nor do they identify with the racial oppression experienced by these groups. Waters points out that this understanding results in problematic race relations which can be seen on college campuses around the country. Waters argues that a cultural pluralistic society can only be achieved once the dynamics and consequences of ethnic identity are recognized by individuals and within social institutions.

Multiple Choice Questions:

1. According to "Optional Ethnicities: For Whites Only?," social scientists consider ethnicity primarily a:

a. belief in a common ancestry.
b. social phenomenon.
c. biological phenomenon.
d. matrilineal phenomenon.

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ANS: B

2. As noted in "Optional Ethnicities: For Whites Only?" White Americans have options regarding their ethnic identities, including:
a. the choice of which of their European ancestries to claim and whether to claim any specific ancestry.
b. what holidays they will observe.
c. what religion they will practice.
d. genetic testing.

ANS: A

3. As explained in "Optional Ethnicities: For Whites Only?" symbolic ethnicity refers to an:
a. ethnicity that is individualistic in nature and without real social cost for the individual.
b. ethnicity that is socially determined and without real social cost for the individual.
c. ethnicity that is biological in nature and without real social cost for the individual.
d. ethnicity that is socially determined with real social cost for the individual.

ANS: A

4. According to "Optional Ethnicities: For Whites Only?" identifying as Irish on St. Patrick's day is an example of:
a. symbolic ethnicity.
b. oppositional identity.
c. socially determined ethnicity.
d. racialization.

ANS: A

5. According to Mary Waters in "Optional Ethnicities: For Whites Only?" White ethnics fail to recognize:
a. the difference between individualistic symbolic ethnic identity and a socially enforced and imposed racial identity.
b. the similarity between individualistic symbolic ethnic identity and a socially enforced and imposed racial identity.
c. that some ethnicities are more important than others.
d. that all ethnicities are merely symbolic in today's worlds.

ANS: A

6. According to "Optional Ethnicities: For Whites Only?" as a result of the exclusion they experienced at college, Black students may form:
a. militant defense groups.

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b. oppositional identities.
c. inhibited identities.
d. symbolic ethnicities.

ANS: B

7. Black Americans, Hispanic Americans, Asian Americans, and American Indians do not have the option of a _____at present in the United States.
a. symbolic ethnicity
b. symbolic necessity
c. symbolic interaction
d. symbolic reality

ANS: A

Essay and Discussion Questions:
1. What is "symbolic ethnicity"?
2. How does ethnic identity formation differ for White and non-White groups?
3. How does symbolic ethnicity affect race relations?
4. What is "oppositional identity"?
5. What comparisons does Water make between pluralism and capitalism?
6. Can you identity racial tensions on campus similar to the examples Waters talks about? How can these tensions be resolved?

Internet Sites and Questions for Further Study:
The Boston Phoenix: White Like Me (six parts and conclusion)
http://bostonphoenix.com/alt1/archive/styles/97/07/10/WHITE_LIKE_ME.html
1. In what way does this article challenge the optional nature of claiming whiteness among White Americans?
2. In what way do White Americans claim white ethnicity?
3. What is the relationship between whiteness and racism?

Race Traitor
http://www.postfun.com/racetraitor/
1. What is the position of Race Traitor? What is your reaction to this message?
2. In your opinion, is anti-racist work compromised by recognizing a White identity?
3. How does recognizing race as a socially constructed concept affect one's understanding of his or her own racial identity?

19. "Living 'Illegal': The Human Face of Unauthorized Immigration", Marie Friedmann Marquardt, Timothy J. Steigenga, Philip J. Williams, and Manuel A. Vásquez
Marquardt, Steigenga, Williams and Vásquez focus on the way "illegal aliens" were portrayed during the 2010 midterm elections. The focus on perceived dangerousness and claims of social security benefits and economic perks that these groups receive was used to build public opinion against them. Four broad claims are outlined that are made regarding unauthorized immigration: they flood across the U.S./Mexico border to take advantage of public benefits, they are a burden on the economy, they are closely connected with crime and drugs, and they cannot be integrated

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into our society. The concern of local law enforcement often being at the front lines of enforcing immigration policy is also discussed, focusing how this is a problem in an increasingly privately run penal system.

Multiple Choice Questions:

1. Which of the following claims are often made to criticize "unauthorized immigrants"?
a. They largely come from Mexico to take advantage of social services
b. They are a burden on the US economy
c. They are closely associated with criminal behavior and violence
d. All of these choices are correct

ANS: D

2. The use of terms such as _____ allows politicians to objectify and dehumanize populations in an attempt to persuade voters.
a. "illegals"
b. "undocumented"
c. "unauthorized"
d. "immigrants"

ANS: A

3. Current policies often result in the problematic fact that _____ are the ones enforcing immigration policy.
a. Immigration and Customs Enforcement (ICE)
b. Border Patrol
c. Federal Bureau of Investigation
d. Local Law Enforcement

ANS: D

4. The majority of unauthorized immigrants who are detained in Cobb County, Georgia were there for
a. Violent crimes
b. Traffic violations
c. Fraudulent documentation
d. Property crimes

ANS: B

Essay and Discussion Questions:

1. How are unauthorized immigrants dehumanized in political rhetoric?

2. What claims are made about unauthorized immigrants in the United States. Are these accurate?

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3. What are the major concerns about immigration policy often being enforced by local law enforcement agencies?

Internet Sites and Questions for Further Study:
The article Fear and Loathing in Prime Time examines the use of "illegal" as a term to paint immigrants in a negative light. Based on this article, why do you think these perspectives are continually perpetrated in the media?
http://mediamattersaction.org/reports/fearandloathing/online_version

What do you think of the development of "Kate's Law" as it relates to unauthorized immigrants? What do you foresee as problems that can arise from this law being established?
http://townhall.com/tipsheet/katiepavlich/2015/08/31/jorge-ramos-slams-kates-law-as-unfair-to-illegal-immigrants-n2045931

20. "A Dream Deferred: Undocumented Students at CUNY," Carolina Bank Munoz
Carolina Bank Munoz argues that contemporary immigration policy ignores structural conditions that force people to migrate to the United States. These policies, she argues, seek individual solutions to structural problems, thereby unfairly denying college education to undocumented students. Many undocumented students came here as children with parents who obtained visas that eventually expired. Under current policies it is difficult for these students to obtain documentation. The author advocates for passage of the Dream Act, which would make it easier for students to obtain documentation. Documentation would not only increase the life chances of the students, but would also assure that this country does not lose "a generation of extraordinarily bright and talented students…"

Multiple Choice Questions:
1. Why do undocumented high school students often drop out?
a. They see that they have no opportunities for upward mobility.
b. They want to return to their home countries.
c. Their parents want them to earn wages instead of getting an education.
d. They don't value education as a means to upward mobility.

ANS: A

2. College recruitment of undocumented students is essential to increasing their:
a. income.
b. life chances.
c. aspirations for success.
d. chances of returning to their home countries.

ANS: B

3. The Dream Act would:
a. permit undocumented students to stay in school.
b. permit undocumented students to obtain school loans.
c. make it easier for some immigrant students to obtain temporary legal status and become

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eligible under certain conditions for permanent legal status.
d. punish undocumented parents for not obtaining legal status for their children.

ANS: C

4. Currently our immigration policy is sending the message that undocumented students who have been raised in the United States are:
a. welcome to stay and become permanent citizens
b. welcome to stay if they finish college
c. welcome to stay if they turn their undocumented parents in to authorities for deportation.
d. disposable.

ANS: D

5. Undocumented college students have _____ access to federal and state student aid, work study programs, and many scholarships.
a. little
b. greater than average
c. no
d. easy

ANS: C

6. Our immigration system has its roots in:
a. a shared belief in equal opportunity for all
b. institutionalized racism
c. family law
d. the historical open-door policy

ANS: B

7. Immigration policy is flawed because:
a. it fails to keep out undocumented workers
b. it seeks individual solutions to structural problems
c. it seeks structural solutions to individual problems
d. it creates too easy a path to legal citizenship

ANS: B

Essay and Discussion Questions:
1. What are the consequences of current immigration policies for undocumented students?
2. What factors have contributed to the number of students who are undocumented?
3. What is the Dream Act and why does the author advocate for its passage?
4. What limitations does the author find in the Dream Act?

Internet Sites and Questions for Further Study:

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DreamActivist blog
http://www.dreamactivist.org/
1. What is happening now with the Dream Act according to the student activist running this blog? How does the perspective on this site compare to the article in our reader?

White House blog
http://www.whitehouse.gov/blog/2010/12/01/get-facts-dream-act
1. How is the Dream Act presented on this White House blog? What factors are emphasized to gain support for the act?

National Association for College Admission Counseling
http://www.nacacnet.org/LegislativeAction/LegislativeNews/Pages/TheDREAMAct.aspx
1. Consider the longevity of this association's support of the Dream Act. Why do you think this group supports the act?

Washington Post
http://www.washingtonpost.com/local/legal-immigrants-join-fight-against-dream-act/2011/11/22/gIQA9xti2N_story.html
1. Why do these documented workers oppose the Dream Act?

21. "Sex and Gender Through the Prism of Difference," Maxine Baca Zinn, Pierrette Hondagneu-Sotelo, and Michael Messner

Maxine Baca Zinn, Pierrette Hondagneu-Sotelo, and Michael Messner present a new framework of the study of gender. The "prism of difference" they describe broadens the traditional view of gender by recognizing the influences of social locations other than gender, and hierarchical systems other than patriarchy. This new perspective encompasses the experiences of all women, not just those defined as middle class white women, new views on men and masculinity, and the consideration of gender within a global perspective. The authors argue that by looking at gender through a "prism," instead of a patchwork of other factors, such as class, race, national identity, age, etc., the differences and inequalities recognized among both women and men will serve to expand our understanding of gender.

Multiple Choice Questions:

1. In "Gender Through the Prism of Difference," Maxine Baca Zinn, Pierrette Hondagneu-Sotelo, and Michael Messner present:

a. an argument for the polarization of men and women.
b. a new framework for the study of gender.
c. an argument against the inclusion of men in the study of gender.
d. an argument against a consideration of race and class as part of gendered experience.

ANS: B

2. The authors of "Gender Through the Prism of Difference," argue that traditional women's studies ignored the experiences of women who:

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a. were homemakers.
b. were married.
c. were not white and from the middle class.
d. were middle class and educated.

ANS: C

3. According to Maxine Baca Zinn, Pierrette Hondagneu-Sotelo, and Michael Messner in "Gender Through the Prism of Difference," what factor(s) other than gender affect women?
a. class
b. race
c. age
d. all of these answers are correct

ANS: D

4. According to "Gender Through the Prism of Difference," the study of men and masculinity includes:
a. the view of masculinity as a fixed biological essence.
b. the role of sex in defining masculinity.
c. the recognition of more than one “male sex role.”
d. the recognition of how a normal male should act.

ANS: C

5. According to Maxine Baca Zinn, Pierrette Hondagneu-Sotelo, and Michael Messner, the experiences of which of the following groups need to be considered under the "prism of difference”?
a. international companies
b. immigrant women and refugee women
c. schools
d. civic organizations

ANS: B

6. The “prism of difference,” set forth by Maxine Baca Zinn, Pierrette Hondagneu-Sotelo, and Michael Messner, illustrates the fact that:
a. no one is defined by gender alone.
b. we are blind to differences.
c. women do not perform as well as men in math.
d. the relationship between women and men is defined within the confines of an oppressive system.

ANS: A

7. Maxine Baca Zinn, Pierrette Hondagneu-Sotelo, and Michael Messner argue in "Gender

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Through the Prism of Difference," that an emphasis on differences and inequalities will result in:
a. separation of groups.
b. unity of groups.
c. empty pluralism.
d. greater gender disparities.

ANS: B

8. Maxine Baca Zinn, Pierrette Hondagneu-Sotelo, and Michael Messner argue it is possible to make good generalizations about women and men. But these generalizations should be drawn carefully, by always asking the question(s):
a. Why? How?
b. Which women? Which men?
c. Why not include children?
d. How important is biology in determining the differences between genders?

ANS: B

9. Maxine Baca Zinn, Pierrette Hondagneu-Sotelo, and Michael Messner believe the study of women in society offered:
a. a new approach.
b. a balanced approach.
c. new ways of seeing the world.
d. new masculine ways of seeing the world.

ANS: C

10. In the 1970s, riding the wave of a resurgent feminist movement, colleges and universities began to develop women's studies courses that aimed first and foremost to make women's lives:
a. tolerable.
b. visible.
c. acceptable.
d. interesting.

ANS: B

Essay and Discussion Questions:
1. What is the “prism of difference” as presented by Maxine Baca Zinn, Pierrette Hondagneu-Sotelo, and Michael Messner in "Gender Through the Prism of Difference"?
2. Describe the framework of early women’s studies. How did it limit the study of gender?
3. How has the study of men and masculinity changed?
4. Why is it important to study gender in international contexts?
5. What are the criticisms of the “prism of difference”? How do the authors respond to these arguments?

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Internet Sites and Questions for Further Study:
The WWW Virtual Library: Search - Men's Issues Page
http://vlib.org/
1. What type issues are identified on the Men's Issues Page? How do these issues relate to issues faced by women?
2. How can the information presented here help to create a "prism of difference"?

National Organization for Women (NOW): Key Issues, Racial and Ethnic Diversity
http://www.now.org
1. What is the National Organizations for Women doing to create alliances with women of color?
2. How can the efforts of the National Organization for Women help to create a "prism of difference"?

22. "Seeing Privilege Where It Isn't: Marginalized Masculinities and the Intersectionality of Privilege", Bethany M. Coston and Michael Kimmel

Coston and Kimmel take a different approach to studying intersectionality and privilege, in this case the way in which a class with privilege (males) intersects with one without (disabled, gay, and working class). They theorize that the reason for this intersectional marginalization is that all three classes remove some element of masculinity: physical prowess for the disabled, the dominant role in sexuality for gay men, and expendability in the case of working class men. The primary focus becomes that privilege too is not a dichotomous, black and white issue, but also one subject to intersectionality.

Multiple Choice Questions:
1. According to Coston and Kimmel, expectations for men in US society can be summed up as
a. "hegemonic masculinity"
b. "toxic masculinity"
c. "machismo"
d. "hegemonic dominance"

ANS: A

2. According to Coston and Kimmel, men are often preoccupied with _____ gender to others
a. displaying
b. performing
c. proving
d. doing

ANS: C

3. Which of the following is NOT a way in which disabled males may cope with their marginalization?

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a. Reject their own masculinity
b. Promote certain hegemonical ideals
c. Reformulate their idea of masculinity
d. Reject mass societal norms and deny their importance

ANS: A

4. The pathologicalization of homosexuality during which century closely aligned it with demasculinization.
a. 18th Century
b. 19th Century
c. 20th Century
d. 21st Century

ANS: C

5. According to a survey by Levitt and Klassen (1976), a majority of Americans felt homosexual males were only appropriate for which of the following careers
a. artist
b. judge
c. doctor
d. lawyer

ANS: A

6. A way in which working class males are marginalized is the fact that society sees them as
a. not masculine enough
b. expendable
c. they are not marginalized
d. not hard workers

ANS: B

Essay and Discussion Questions:
1. What are examples of marginalized White men discussed by Coston and Kimmel?

2. In what ways are disabled men marginalized? How do they compensate for this status?

3. Why are gay males marginalized with regard to their masculinity? What is the dynamic that leads to this?

4. What is "effeminism" according to Coston and Kimmel?

5. In what unique ways are working class males marginalized? How do they differ from other marginalized classes?

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6. Describe in what ways the methods used by working class males to compensate for their marginalization are problematic for more than just themselves

Internet Sites and Questions for Further Study:
Read this excerpt from an interview on the subject of masculinity and disability, in this case specifically blindness. Are the experiences discussed here akin to what Coston and Kimmel discuss?
http://masculinities101.com/2014/04/28/conflicting-ideologies-converging-identities-the-masculinity-disability-dilemma/
Examine this brief text on working class masculinities. Do you think addressing it specifically from a feminist perspective changes one's interpretation of the situation?
http://feministing.com/2013/03/13/the-wednesday-weigh-in-white-working-class-masculinities/

23. "The Myth of the Latin Woman: I Just Met a Girl Named Maria," Judith Ortiz Cofer
In her essay, Judith Ortiz Cofer offers her experience as a Puerto Rican woman. She discusses how cultural differences have singled her out as a target of stereotypes, disapproval, and inappropriate treatment by members of mainstream society. Cofer recognizes the voice her education has given her, and she uses it to open others up to her culture and experiences.

Multiple Choice Questions:
1. In "The Myth of the Latin Woman: I Just Met a Girl Named Maria," Judith Ortiz Cofer makes reference to "The Island." This refers to:
a. her trip back to her homeland.
b. an Island vacation.
c. her ethnicity.
d. names she has been called.

ANS: C

2. As noted in "The Myth of the Latin Woman: I Just Met a Girl Named Maria," Judith Ortiz Cofer discusses which of the following as setting her apart?
a. appearance and clothing
b. taste in music
c. social class
d. her accent

ANS: A

3. In "The Myth of the Latin Woman: I Just Met a Girl Named Maria," Judith Ortiz Cofer dispels stereotypes by explaining:
a. slang words.
b. terminology.
c. gender differences.
d. cultural differences.

ANS: D

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4. As noted in "The Myth of the Latin Woman: I Just Met a Girl Named Maria," stereotypes of Latin women's sexuality stem from:
a. cultural differences.
b. biological differences.
c. gender differences.
d. racial differences.

ANS: A

5. According to Judith Ortiz Cofer in "The Myth of the Latin Woman: I Just Met a Girl Named Maria," what has helped her in dealing with ethnic and racial prejudice?
a. economic independence
b. education, books, and art
c. a strong family network
d. a political voice

ANS: B

6. According to Judith Ortiz Cofer, _____ and _____could provide a young woman with a circle of safety in her small pueblo on the Island.
a. community/church
b. school/church
c. extended family/church structure
d. courts/extended family

ANS: C

7. According to Judith Ortiz Cofer, _____have perpetuated certain stereotypes; for example, that of the of the Hispanic woman as the "Hot Tamale" or sexual firebrand.
a. mixed cultural signals
b. clear cultural signals
c. the absence of cultural signals
d. women

ANS: A

Essay and Discussion Questions:
1. How have cultural differences affected Cofer's experiences?
2. What forms of prejudice and discrimination did Cofer experience?
3. Explain how unrecognized cultural differences create stereotypes.
4. How does Cofer challenge the stereotypes and myths about Latinas?

Internet Sites and Questions for Further Study:
About-Face
http://www.about-face.org/

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1. How are women portrayed in the media? How does this portrayal influence gender stereotypes?
2. How can the sexist images of women in the media be challenged?

Eroticize This
http://members.aol.com/Critchicks/index.html
Making Faces, Making Souls
http://www.chicanas.com

1. In what way do feminist women of color challenge dominant gender stereotypes?

24. Keep Your "N" in Check: African American Women and the Interactive Effects of Etiquette and Emotional Labor", Marlese Durr and Adia M. Harvey Wingfield

Durr and Harvey Wingfield first begin with an examination of negative perceptions of Michelle Obama, and how the stereotype of the "angry Black woman" reinforces a lack of femininity and self worth. This is then extrapolated to experiences of Black women in the modern office workplace, and the role they have been forced into as a side effect of affirmative action policies. The authors discuss the need for a specific form of presentation, titled emotional labor, as a way in which they must present specifically in a largely passive manner. The focus then is to appear as quiet and non-intrusive as possible, leaving them without any identity of their own and undermining the superficial push for diversity that many organizations are highly focused upon.

Multiple Choice Questions:

1. Durr and Wingfield argue that society casts Michelle Obama as which stereotype?
a. Emerald
b. Sapphire
c. Mammy
d. none of these choices are correct

ANS: B

2. The ways Black women in the workplace had to engage in self-presentation was closely tied to the fact they were working in largely _____ roles.
a. supervisory
b. administrative
c. support
d. executive

ANS: B

3. Most of the Black women interviewed about their workplace reported that they were discouraged from
a. Speaking their mind
b. Avoiding conversations
c. Not participating in meetings
d. all of these choices are correct

ANS: A

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Essay and Discussion Questions:

1. What are the negative ways in which Michelle Obama has been criticized based upon both her gender and her race?

2. Describe the "performance" that Black women must go through in order to work in a corporate setting.

3. What are the ways the Black women in Durr and Wingfield's study had to act in order to feel like they "fit in"?

4. What is "emotional labor" according to the research conducted by Durr and Wingfield?

Internet Sites and Questions for Further Study:

Read Schwartz's article on emotional labor from a more general perspective as applied to workplaces as a whole. What are the consequences for the laborers? For the customers?
http://www.huffingtonpost.com/david-a-schwartz/emotional-labor_b_1686102.html
This article enumerates collective experiences from Black employees in corporate America. Discuss the type of emotional labor that is needed to "fit in" while dealing with these stereotypes.
http://www.freemaninstitute.com/20ways.htm

25. The Gendered Rice Bowl: The Sexual Politics of Service Work in Urban China", Amy Hanser.

Hanser examines the shifts in perception of femininity that have occurred in China during the country's transition from socialism to its current, more capitalistic stage. At first she discusses the ways in which young women were portrayed as strong (physically and mentally) and part of the agricultural labor force that would drive socialism, and the associated egalitarianism. Now, however, the ideal of femininity is that of the fashion model, with middle-aged women seen as a symbol of a distant and dated past. The sexualization of women was seen via two participant observation experiences, one at a state-owned clothing store and the other a more upscale, privately owned business. The former had a more middle aged staff, with proficiency and experience being the benchmarks of success. The latter, however, emphasized a sexualized presentation from youthful sales clerks. These women, however, were seen by the older employees as being of lower social class and having less ability as workers. The overall conclusion was centered on how inequality was perpetrated and enforced by these differing approaches.

Multiple Choice Questions

1. According to Hanser, a woman who is admired for her work is most likely to be a(n)
Agricultural worker
a. Lawyer
b. Mother
c. Fashion model
d. Agricultural worker

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ANS: C

2. Service industry work is theorized by Hanser to separate women largely based on
a. appearance
b. social class
c. education
d. wealth

ANS: B

3. Employer-based sexualization of women's bodies was most prevalent in retail stores that were _____ in China.
a. privately run
b. state run
c. neither of these choices are correct
d. both of these choices are correct

ANS: B

Essay and Discussion Questions:
1. How were women portrayed during China's "iron rice bowl" era? What was considered an example of femininity?

2. How did the transition away from socialism impact social perspectives of women in China?

3. How were women sexualized in the privately owned clothing store discussed by Hanser?

4. How are the middle aged, working class women examined by Hanser perceived in modern day China?

Internet Sites and Questions for Further Study:
Read this piece written on the topic of capitalism and sexuality and its negative impact upon women in the United States. What could a country who is still developing as a capitalist system do in order to reduce these problems and prevent them from taking hold?
http://www.browndailyherald.com/2009/09/22/capitalism-and-sexual-oppression-linked-says-activist/

26. "The Prison and the Closet," Patricia Hill Collins
Patricia Hill Collins considers the intersecting relationship between racism and heterosexism. She argues that the assumption that these two hegemonic ideologies represent separate systems of oppression obscures the fact that racism and sexism rely upon each other for meaning. Without sacrificing the acknowledgement of differences in the way that racism and heterosexism manifest, the author shows that the two systems converge and that *both* systems affect the everyday lives of *all* people.

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Multiple Choice Questions:

1. Colonial regimes routinely manipulated ideas about _____ in order to maintain unjust power relations:

a. race
b. sexuality
c. gender
d. democracy

ANS: B

2. The sexual exploitation of women has been a basic ingredient of _____, according to the authors:

a. sexism
b. prisons
c. closets
d. racism

ANS: D

3. According to Patricia Hill Collins, racism and heterosexism:

a. constitute two separate systems of oppression
b. are independent concerns
c. rely upon one another for meaning
d. are unrelated.

ANS: C

4. Ignoring the heterosexism that underpins Black patriarchy hinders the development of:

a. conservative political campaigns
b. progressive political parties
c. a progressive Black sexual politics
d. patriarchy itself.

ANS: C

5. Racism and heterosexism use similar mechanisms to maintain:

a. racial and sexual hierarchies
b. race and class hierarchies
c. discrimination in education
d. prejudice

ANS: A

6. According to Patricia Hill Collins, if marriage were in fact a natural and normal occurrence between heterosexual couples and if it occurred naturally within racial categories there would be no need to _____ it.

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a. allow
b. regulate
c. discuss
d. allow divorces from

ANS: B

7. Racism and sexism use a common cognitive framework called _____ thinking.
a. prejudiced
b. discriminatory
c. opposites attract
d. binary

ANS: D

8. Contemporary social welfare policies remain preoccupied with:
a. Black men's sexual freedom
b. Black women's fertility
c. profits for private companies where recipients shop for necessities
d. fairness for Black families in poverty

ANS: B

9. West claims that LGBT people carry the stigma of _____.
a. asexuality
b. AIDS
c. rejecting heterosexuality
d. childlessness

ANS: C

Essay and Discussion Questions:

1. Discuss the ways in which heterosexism and racism are linked, historically, according to Patricia Hill Collins.
2. The author writes that, "Sakia and her friends share with all women the vulnerabilities that accrue to women who negotiate public space." Discuss what she means by the phrase 'negotiate public space.' How was Sakia negotiating space? Do you agree that all women share the vulnerability the author describes? Why or why not?
3. Discuss the differences and similarities between the stigmatizing and deviancy associated with Black sexuality and the stigmatizing and deviancy associated with LBGT sexuality, according to the author.
4. Discuss how *binary thinking* produces hegemonic ideologies. How else might we think about race and sexuality in order *not* to support such ideologies?
5. On what basis does the author argue that marriage regulation has been "needed" when it has been imposed? What conditions do you think the author believes would have been necessary for such regulation not to have been needed by those who imposed it?

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Internet Sites and Questions for Further Study:
Consider the miscegenation laws discussed in the Eugenics Watch site pasted below. Do you agree with Patricia Hill Collins that such laws would not have been necessary if intermarriage had not been natural? What was the purpose of such laws, according to the information on this site?
www.**eugenics-watch.com**/roots/chap07.html
Then consider the *Washington Post* article. Why does the *Washington Post* call anti-gay marriage laws 'Virginia's New Jim Crow'? How might Patricia Hill Collins respond to this comparison?
www.**washingtonpost.com**/wp-dyn/articles/A36314-2004Jun12.html

27. "'Dude, You're a Fag:' Adolescent Masculinity and the Fag Discourse," C. J. Pascoe
Pascoe examines the relationship of the use of the epithet "fag" amongst boys in an American high school. Contrary to the often cited argument that the term has nothing specifically to do with sexuality (and therefore homophobia in general), Pascoe discusses how the use of term as a synonym for "stupid", and as an insult for males who are not meeting the perceptions of what sound be considered masculinity, further perpetuates homophobia. The double standard present in the perception of gay males (negative) and lesbians (neutral to positive) is examined, as well as the gender specific use of the slur. The racial nature is also examined, as it was used far more often amongst White male students compared to African Americans.

Multiple Choice Questions:
1. Studies of adolescents by Pascoe found that largely
a. gay males and lesbians were looked at equally negatively
b. lesbians were looked at more positively
c. lesbians were looked at more negatively
d. both were looked at equally positively

ANS: B

2. In the study of River High, the word "fag" was found to be most often synonymous with
a. homosexual
b. stupid
c. lazy
d. none of these choices are correct

ANS: B

Essay and Discussion Questions
1. How does Pascoe argue that adolescent use of the word "fag" differs from what we know as homophobia?

2. What is the difference in perception by adolescents when comparing gay males and lesbians?

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3. In what context did boys at River High use the word "fag" most frequently?

4. Describe the ways in which Pascoe found that the use of the word "fag" was different between White and African American male high school students.

5. What was the nature of the fag identity discussed by Pascoe? How did it function within adolescents?

Internet Sites and Questions for Further Study:
Visit the No Homophobes site. This site tracks how often various homophobic slurs are used on Twitter each day. Why do you think this form of slur is so casually used, while others are less acceptable?
http://www.nohomophobes.com
Read the following blog post, inspired by Pascoe's work. Can you think of similar experiences you had with the use of homophobic terminology when you were an adolescent? How did you feel about the use of them then compared to now?
https://bmerrisoc3320.wordpress.com/2014/09/21/the-fag-discourse/

28. "The Invention of Heterosexuality," Jonathan Ned Katz
The author documents the history and invention of the term heterosexuality as a means of categorizing sexual relationships. The author emphasizes how sexuality has been closely linked to structural power and the means of production within a society throughout history. He argues that an ahistorical approach to studying sexuality continues to privilege "normal" and "natural" sexual expression.

Multiple Choice Questions:
1. According to Katz, the idea of heterosexuality is a modern invention, dating to the _____ century.
a. early 16th
b. late 17th
c. early 18th
d. late 19th

ANS: D

2. According to Katz, during 1820 to 1860, middle-class White Americans idealized "True Womanhood, True Manhood, and True Love." All were characterized by:
a. sensuality
b. purity
c. production
d. procreation

ANS: B

3. During the Early Victorian True Love era (1820-1860), the human body was thought of as a

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means for:
a. pleasure
b. sensuality
c. procreation
d. consumption

ANS: C

4. During 1892-1900, the ideas of heterosexual and homosexual were initially formulated by:
a. U.S. doctors
b. British monarchs
c. religious authorities
d. newspaper journalists

ANS: A

5. Which doctor's conceptualization of heterosexual "offered the modern world a new norm that came to dominate our idea of the sexual universe, helping to change it from a mode of human reproduction…to a mode of pleasure?"
a. Dr. Kiernan
b. Dr. Rusk
c. Dr. Kinsey
d. Dr. Krafft-Ebing

ANS: D

6. Katz refers to the time period when the heterosexual norm went almost unchallenged as:
a. the cult of domesticity
b. heterosexual hegemony
c. hetero/homo duo
d. heterosexual mystique

ANS: B

7. In *Sexual Behavior of the Human Male*, Kinsey found that:
a. homosexual experience is virtually absent within males.
b. homosexual experience is rare among young and middle-aged males.
c. homosexual experience is more common than was previously thought.
d. homosexuality is rare among elderly men.

ANS: C

Essay and Discussion Questions:
1. For Katz, what is the significance of tracing the historical process of the concept of heterosexuality?
2. Trace the timeline of the development of heterosexuality highlighting significant historical

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developments throughout your timeline.
3. What effect did the transformation of the family from producer unit to consumer unit have on sexuality?
4. What role did doctors play in sexuality during the Late Victorian Sex-Love era (1860-1892)?
5. Discuss the key points of the "First Years" (1892-1900) heterosexual epoch.
6. Compare and contrast Dr. Kiernan and Dr. Krafft-Ebing's conceptualizations of homosexuality and heterosexuality.
7. What are some of the key points to Kinsey's research? Does he believe that the heterosexual/homosexual division is "natural?" Why or why not?
8. What does Katz mean by the statement: "Biology does not settle our erotic fates?" Please explain your answer.

Internet Sites and Questions for Further Study:
Creating Safe Schools for Lesbian and Gay Students: A Resource Guide for School Staff
http://members.tripod.com/~twood/guide.html
1. Upon examining the statistics presented by the website, why should school personnel be concerned about the experiences of lesbian and gay students in their schools?
2. What are some suggestions for reducing homophobia within the school environment?
3. Does the website's "Truth about Sexual Orientation" address the common myths and stereotypes held about lesbian and gay individuals? Are there any that you would like to add?

Campaign to End Homophobia: Beyond Gay or Straight
http://www.endhomophobia.org/BeyondGay.htm
1. Discuss the three scales for measuring sexual identity. Are there strengths and weakness to each? Please explain your answer.
2. How does the story between the three friends "change" when they live in a culture that celebrates sexual diversity?

Campaign the End Homophobia: Homophobia
http://www.endhomophobia.org/homophobia.htm
1. How can you recognize homophobia within yourself?
2. In what ways can homophobia hurt heterosexuals? Please explain your answer.

Children Of Lesbians and Gays Everywhere
http://www.colage.org
1. How does homophobia hurt children growing up with lesbian or gay parents?
2. What myths do the children in COLAGE challenge about their lives?
3. How many children in the U.S. are estimated to be growing up with lesbian or gay parents?

29. "Straight: The Surprisingly Short History of Heterosexuality," Hanne Blank
Blank draws upon personal experience regarding the topic of being labeled "straight" based upon her own definition, having a male-appearing partner who has Klienfelter's Syndrome, a chromosomal makeup that includes an additional X chromosome. The role that genetics, as well as biology (in the form of being able to reproduce) have been used to define what is male and female are addressed as being non-binary, while our definitions of sexuality usually is based on

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those simple assumptions (heterosexual, homosexual, bisexual). The fact that "heterosexual" and "homosexual" are terms of relatively recent origin, and have been tied more closely to legal issues than anything related to personal perception or identity.

Multiple Choice Questions:

1. Klinefelter's syndrome, a genetic anomaly, results in what chromosomal arrangement?
a. XY
b. XX
c. XXY*
d. XYY

ANS: C

2. Biologists such as Anne Fausto-Sterling argue that humans have how many major sexes?
a. 2
b. 3
c. 4
d. 5

ANS: D

3. The identity (and label) "heterosexual" has, according to Blank, only existed since
a. 1845
b. 1869
c. 1921
d. 1944

ANS: B

4. The original creation of the terms "homosexual" and "heterosexual" was for
a. medical purposes
b. philosophical purposes
c. religious purposes
d. legal purposes

ANS: D

Essay and Discussion Questions:

1. What perspective does Blank take when discussing the relationship between heterosexuality and genetics?

2. What is the physical manifestation of someone who displays XXY syndrome?

3. Why and how did the label "heterosexual" appear during the 19th century?

Internet Sites and Questions for Further Study:

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Read the following site that summarizes research on sexual orientation and sexual identity, as well as the Kinsey Scale. Where do you feel you sit on this continuum? Or do you believe in a more dichotomous approach to sexuality?
http://kinseyconfidential.org/sexual-identity-sexual-orientation/
Visit the Sexual Identity Institute website and read blog posts regarding labels of sexual orientation and adolescence. Do you think a wider, more varied approach to labeling sexual orientation would be beneficial to teenagers, or not?
http://www.sexualidentityinstitute.org/issi-blog-3

30. "Selling Sex for Visas: Sex Tourism as a Stepping-stone to International Migration," Denise Brennan

Addressing the myth that sex workers around the globe are simply victims of exploitation and domination, Denise Brennan considers the case of women sex workers in Sosua, Dominican Republic. These women - predominantly poor, single mothers with limited educations - see sex work not as a survival strategy, but as an advancement strategy. They have meager job opportunities and can make more money more quickly selling sex than in any other job available to them. Ultimately many hope to obtain marriage proposals from wealthy sex tourists, and with them visas to places with greater economic opportunities. Brennan sites these strategies as examples of the "savviness and resourcefulness of the so-called powerless."

Multiple Choice Questions:

1. Dominican sex workers make a distinction between marriage for love and marriage for:
a. obtaining fathers for their children
b. romance
c. making a family
d. visas

ANS: D

2. Poor single mothers use sex work with European clients as:
a. a survival strategy for themselves
b. a survival strategy for their children
c. an advancement strategy
d. a self-esteem enhancer

ANS: C

3. How are the working conditions of women sex workers in Sosua controlled?
a. largely by the women themselves
b. by pimps
c. by drug lords
d. by patriarchs in their own families

ANS: A

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4. Working in export-processing zones or in domestic work pays on average approximately $100 *per month*. How much does a sex worker usually earn during a single encounter with a foreign client?
a. $10 (100 peso)
b. $100 (1,000 pesos)
c. $500 (5,000 pesos)
d. $50 (500 pesos)

ANS: C

5. The most decisive factor pushing women into the sex trade in Sosua is:
a. single motherhood
b. their abusive families
c. sex slave traders
d. drugs

ANS: A

6. According to Brennan, the attempts by Dominican sex workers to take advantage of clients in order to get visas is evidence of their:
a. resourcefulness
b. greed
c. oppression
d. victimization by savvy foreign clients

ANS: A

7. Marginalized women in marginalized economies:
a. are unable to protect themselves in any way from being passive victims.
b. come up with creative strategies to control their economic lives.
c. are clueless about how to survive, much less advance.
d. usually become very wealthy once they enter the sex trade as long as they are pretty and compliant.

ANS: B

Essay Questions:
1. Discuss the factors that pull and factors that push women into the sex trade in Sosua.
2. To what extent do the women sex workers in this article have power and control over their own lives? What factors limit their power and control?
3. Do you agree with the author that the strategies of the Dominican sex workers are evidence of their 'savviness and resourcefulness?' Why or why not?
4. Discuss the available alternatives that women sex workers in Sosua have rejected. What do you think you might do if you found yourself in their position? Why?
5. Why might a Dominican woman decide that a marriage certificate would be 'wasted on romantic love"?

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Internet Sites and Questions for Further Study:
See the following article and consider Brennan's analysis. Are you convinced that the creative strategies of sex workers reduce the level of their exploitation? How does their participation in this HIV vaccination experiment influence your thinking about this?
www.**kaisernetwork.org**/daily_reports/rep_index.cfm?DR_ID=43058
Consider the use of the terms 'trafficking and 'exploitation' in the following report. How does this compare to Brennan's analysis?
www.**oas.org**/atip/country specific/TIP DR IOM REPORT.pdf

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