Diversity and Society Race Ethnicity and Gender 6th edition Healey Test Bank

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Chapter 2: Assimilation and Pluralism: From Immigrants to White Ethnics

Test Bank

Multiple Choice

1. _____ sees assimilation as benign and egalitarian, a process that emphasizes sharing and inclusion.
A. Anglo-conformity
B. Americanization
C. The melting pot
D. Gordon
E. Park
Ans: C
Learning Objective: 2-1: Students will understand that assimilation and pluralism are broad pathways for intergroup relations. They appear in multiple forms and occur simultaneously within a society.
Cognitive Domain: Knowledge
Answer Location: Types of Assimilation
Difficulty Level: Easy

2. Which of the following minority group processes must be in place to allow for Gordon's third stage of assimilation to occur?
A. substantial integration into the primary sector
B. increased access to public institutions
C. adoption of dominant group value systems
D. intermarriage with the dominant group
E. creation of systems for economic survival
Ans: A
Learning Objective: 2-2: Students will understand the theoretical perspectives of Park and Gordon that form the "traditional model" of assimilation, as well as their shortcomings identified by more recent scholarship.
Cognitive Domain: Knowledge
Answer Location: Milton Gordon
Difficulty Level: Easy

3. Which of the following theories argues that status attainment is a direct result of education, personal values, skills, and other individual characteristics and abilities?
A. social exchange theory
B. human capital theory
C. Park's assimilation theory
D. Gordon's assimilation theory
E. segmented assimilation theory

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Ans: B
Learning Objective: 2-2: Students will understand the theoretical perspectives of Park and Gordon that form the "traditional model" of assimilation, as well as their shortcomings identified by more recent scholarship.
Cognitive Domain: Knowledge
Answer Location: Human Capital Theory
Difficulty Level: Easy

4. According to the text, which traditions still have a significant influence on American culture and society?
A. German American traditions
B. Catholic American traditions
C. Anglo-Saxon Protestant traditions
D. Jewish American traditions
E. Eastern European American traditions
Ans: C
Learning Objective: 2-3: Students will understand that Americanization is the dominant process of assimilation in the United States.
Cognitive Domain: Knowledge
Answer Location: Types of Assimilation
Difficulty Level: Easy

5. It was _____ who concluded that U.S. society in the 1960s actually incorporated not three but four melting pots, each of which was internally subdivided by social class.
A. Park
B. Kennedy
C. Herberg
D. Gordon
E. Kallen
Ans: D
Learning Objective: 2-6: Students will understand how variations in assimilation experiences are influenced by race, religion, class, and gender.
Cognitive Domain: Knowledge
Answer Location: Milton Gordon
Difficulty Level: Easy

6. As late as 1920, 81% of employed _____ in the United States worked as domestics.
A. Italian-born women
B. Eastern European–born Jewish women
C. German-born women
D. Norwegian-born women
E. Irish-born women
Ans: E
Learning Objective: 2-9: Students will learn about the assimilation experiences of European immigrants and identify the social dimensions that created variations in assimilation between European ethnic groups.

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Cognitive Domain: Knowledge
Answer Location: Gender
Difficulty Level: Easy

7. _____ work was the second most prevalent form of employment among Irish-born women as late as 1920.
A. Factory
B. Domestic
C. House
D. Office
E. Farming
Ans: A
Learning Objective: 2-9: Students will learn about the assimilation experiences of European immigrants and identify the social dimensions that created variations in assimilation between European ethnic groups.
Cognitive Domain: Knowledge
Answer Location: Gender
Difficulty Level: Easy

8. From what group can a large percentage of immigrants between 1899 and 1924 be considered sojourners?
A. Eastern European Jewish immigrants
B. German immigrants
C. Norwegian immigrants
D. Italian immigrants
E. Irish immigrants
Ans: D
Learning Objective: 2-9: Students will learn about the assimilation experiences of European immigrants and identify the social dimensions that created variations in assimilation between European ethnic groups.
Cognitive Domain: Knowledge
Answer Location: Sojourners
Difficulty Level: Easy

9. The Pennsylvania Dutch, or the _____, a religious community, are a culturally pluralistic group.
A. Hollanders
B. Brits
C. Protestants
D. Amish
E. Quakers
Ans: D
Learning Objective: 2-4: Students will understand that pluralism has been a subject of increased interest in recent years. Specifically, they will differentiate between the different types of pluralism, including cultural, structural, and integration without acculturation.

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Cognitive Domain: Knowledge
Answer Location: Types of Pluralism
Difficulty Level: Easy

10. Which of the following best illustrates a middleman minority?
A. Korean American grocery stores dispersed throughout an area
B. Chinatown shops concentrated in a neighborhood
C. Native American reservations
D. Jewish Americans working in factory positions
E. German Americans participating in politics
Ans: A
Learning Objective: 2-4: Students will understand that pluralism has been a subject of increased interest in recent years. Specifically, they will differentiate between the different types of pluralism, including cultural, structural, and integration without acculturation.
Cognitive Domain: Comprehension
Answer Location: Types of Pluralism
Difficulty Level: Medium

11. In the late 1960s and early 1970s, there was a notable increase in the visibility of and interest in White ethnic heritage, an upsurge often referred to as the _____.
A. White supremacy movement
B. ethnic revival
C. ethclass
D. ethnogenesis
E. emergence of Whiteness
Ans: B
Learning Objective: 2-7: Students will understand that white ethnicity is fading in its importance for many people, as white ethnic groups have nearly completely assimilated. Today, white ethnic identity is largely symbolic and is replaced by a race-based identity that supports ideologies of modern racism.
Cognitive Domain: Comprehension
Answer Location: The Evolution of White Ethnicity
Difficulty Level: Medium

12. Which of the following groups were most likely to be sojourners?
A. Eastern European Jews
B. Germans
C. Norwegians
D. Italians
E. Swedes
Ans: D
Learning Objective: 2-9: Students will learn about the assimilation experiences of European immigrants and identify the social dimensions that created variations in assimilation between European ethnic groups.
Cognitive Domain: Knowledge

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Answer Location: Sojourners
Difficulty Level: Easy

13. A politician states in a campaign speech, “It is inevitable that our group differences will disappear as we grow and mature as a society.” This statement echoes the thinking of _____.
A. Robert Park
B. Milton Gordon
C. Andrew Greely
D. Robert Blauner
E. Horace Kallen
Ans: A
Learning Objective: 2-2: Students will understand the theoretical perspectives of Park and Gordon that form the “traditional model” of assimilation, as well as their shortcomings identified by more recent scholarship.
Cognitive Domain: Application
Answer Location: Robert Park
Difficulty Level: Hard

14. Which of the following categories is considered a part of the primary sector of social structure?
A. businesses
B. schools
C. families
D. bureaucracies
E. labor unions
Ans: C
Learning Objective: 2-6: Students will understand how variations in assimilation experiences are influenced by race, religion, class, and gender.
Cognitive Domain: Application
Answer Location: Milton Gordon
Difficulty Level: Hard

15. Ethnic succession refers to the process in which _____.
A. groups were pushed to more favorable statuses by those who arrived later
B. ethnic groups arrived to the United States based on their geographical location
C. ethnic groups became more Americanized as generations passed
D. White ethnicity was replaced by a singular European American identity
E. minority ethnic groups began to intermarry with one another
Ans: A
Learning Objective: 2-8: Students will learn that mass immigration from Europe to the United States lasted for a century and supplied much of the labor force needed to fuel the American industrial revolution.
Cognitive Domain: Comprehension
Answer Location: Ethnic Succession
Difficulty Level: Medium

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16. In Milton Gordon's theory of assimilation, the most crucial step toward assimilation is from _____.
A. integration to acculturation
B. acculturation to integration
C. assimilation to pluralism
D. structural to cultural assimilation
E. integration to intermarriage
Ans: B
Learning Objective: 2-2: Students will understand the theoretical perspectives of Park and Gordon that form the "traditional model" of assimilation, as well as their shortcomings identified by more recent scholarship.
Cognitive Domain: Comprehension
Answer Location: Milton Gordon
Difficulty Level: Medium

17. Kennedy studied multicultural intermarriage and described a phenomenon she called a triple melting pot, referring to the multicultural intermarriage within three separate groups: _____.
A. African Americans, European Americans, and Jews
B. Native Americans, Hispanics, and African Americans
C. Jews, Muslims, and Buddhists
D. Protestants, Catholics, and Jews
E. Mormons, Jews, and Catholics
Ans: D
Learning Objective: 2-6: Students will understand how variations in assimilation experiences are influenced by race, religion, class, and gender.
Cognitive Domain: Comprehension
Answer Location: Religion
Difficulty Level: Medium

18. Which intermarriage best illustrates Kennedy's concept of the triple melting pot?
A. marriage between an Irish Catholic woman and a Russian Jewish man
B. an interracial marriage between an African American man and a European American woman
C. marriage between an Irish Catholic man and an Irish Protestant woman
D. marriage between a Native American woman and a French Protestant man
E. marriage between a Polish Jewish man and a Russian Jewish woman
Ans: E
Learning Objective: 2-6: Students will understand how variations in assimilation experiences are influenced by race, religion, class, and gender.
Cognitive Domain: Comprehension
Answer Location: Religion
Difficulty Level: Medium

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19. Which of the following is a critique Ngo made of Park and Gordon's assimilation theories?
A. Groups can experience integration without acculturation.
B. Assimilation is an inevitable outcome for group dynamics.
C. Groups may become less assimilated over time.
D. Race, class, and gender may affect possibilities for assimilation.
E. Access to education is a significant factor in whether groups can assimilate.
Ans: D
Learning Objective: 2-2: Students will understand the theoretical perspectives of Park and Gordon that form the "traditional model" of assimilation, as well as their shortcomings identified by more recent scholarship.
Cognitive Domain: Comprehension
Answer Location: The Traditional Perspective on Assimilation: Theories and Concepts
Difficulty Level: Medium

20. Based on Park's race relations cycle, African Americans will _____.
A. become fully assimilated and experience equal treatment
B. experience acculturation without integration
C. attempt to revolt and establish a new social order
D. experience integration without acculturation
E. be permanently marginalized
Ans: A
Learning Objective: 2-2: Students will understand the theoretical perspectives of Park and Gordon that form the "traditional model" of assimilation, as well as their shortcomings identified by more recent scholarship.
Cognitive Domain: Comprehension
Answer Location: Robert Park
Difficulty Level: Medium

21. According to Alba (1990), what ideological function does a combined White identity provide to descendants of White ethnic groups?
A. a shared history of assimilation experiences
B. perception of full access to social and cultural spheres of society
C. equation of difficulties faced by ancestors with those suffered by racial minorities
D. the ability to connect with ethnic ancestry whenever they desire
E. an understanding of barriers to assimilation faced by racial minorities
Ans: C
Learning Objective: 2-7: Students will understand that white ethnicity is fading in its importance for many people, as white ethnic groups have nearly completely assimilated. Today, white ethnic identity is largely symbolic and is replaced by a race-based identity that supports ideologies of modern racism.
Cognitive Domain: Comprehension
Answer Location: The Twilight of White Ethnicity?
Difficulty Level: Medium

22. Which of the following best illustrates an enclave minority?

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A. Chinatown, located in San Francisco
B. a Native American reservation in South Dakota
C. isolated ethnic stores in a run-down urban area
D. an Amish community in rural Ohio
E. a commune in a college town
Ans: A
Learning Objective: 2-4: Students will understand that pluralism has been a subject of increased interest in recent years. Specifically, they will differentiate between the different types of pluralism, including cultural, structural, and integration without acculturation.
Cognitive Domain: Knowledge
Answer Location: Types of Pluralism
Difficulty Level: Easy

23. One of the first to support pluralism, newspaper editor _____ argued in *The Nation* in 1915 that the existence of separate ethnic groups--even with separate cultures, religions, and languages--could be quite consistent with a democratic political system.
A. Robert Park
B. Milton Gordon
C. Horace Kallen
D. Stephen Steinberg
E. Karl Marx
Ans: C
Learning Objective: 2-4: Students will understand that pluralism has been a subject of increased interest in recent years. Specifically, they will differentiate between the different types of pluralism, including cultural, structural, and integration without acculturation.
Cognitive Domain: Knowledge
Answer Location: Types of Pluralism
Difficulty Level: Easy

24. When integration into the primary sector becomes substantial, the basis for Gordon's _____ stage of assimilation is established.
A. first
B. second
C. fourth
D. third
E. fifth
Ans: D
Learning Objective: 2-2: Students will understand the theoretical perspectives of Park and Gordon that form the "traditional model" of assimilation, as well as their shortcomings identified by more recent scholarship.
Cognitive Domain: Comprehension
Answer Location: Intermarriage or Marital Assimilation
Difficulty Level: Medium

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25. _____ exists when groups practice a common culture but do so with minimal interaction across group boundaries.
A. Segmented assimilation
B. Cultural pluralism
C. Structural pluralism
D. Multiculturalism
E. Integration without assimilation
Ans: C
Learning Objective: 2-4: Students will understand that pluralism has been a subject of increased interest in recent years. Specifically, they will differentiate between the different types of pluralism, including cultural, structural, and integration without acculturation.
Cognitive Domain: Comprehension
Answer Location: Intermarriage or Marital Assimilation
Difficulty Level: Medium

26. _____ immigrant groups who were ethnically similar to the dominant group generally experienced a lower degree of ethnocentric rejection.
A. Southern European
B. Eastern European
C. Italian
D. Northern and Western European
E. Southern and Eastern European
Ans: D
Learning Objective: 2-9: Students will learn about the assimilation experiences of European immigrants and identify the social dimensions that created variations in assimilation between European ethnic groups.
Cognitive Domain: Knowledge
Answer Location: Northern and Western Protestant Europeans
Difficulty Level: Easy

27. Movement from acculturation to integration was smoother for immigrants from _____ when compared to other groups.
A. Norway, the Netherlands, and England
B. Poland, Russia, and the Ukraine
C. Bulgaria and Hungary
D. Italy
E. Greece
Ans: A
Learning Objective: 2-9: Students will learn about the assimilation experiences of European immigrants and identify the social dimensions that created variations in assimilation between European ethnic groups.
Cognitive Domain: Knowledge
Answer Location: Assimilation Patterns
Difficulty Level: Easy

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28. Which of the following is the most important factor of success according to the status attainment theory?
A. coming from a wealthy family
B. working hard
C. getting a good education
D. superior intellect
E. religious beliefs that are consistent with American values
Ans: C
Learning Objective: 2-2: Students will understand the theoretical perspectives of Park and Gordon that form the "traditional model" of assimilation, as well as their shortcomings identified by more recent scholarship.
Cognitive Domain: Knowledge
Answer Location: Human Capital Theory
Difficulty Level: Easy

29. White ethnic identity has become a symbolic ethnicity, meaning that it _____.
A. is representative of American ideals
B. creates difference in access to resources among White ethnic groups
C. has no significant impact on social life
D. shapes experience based on one's religion and gender
E. is an example of descendants' strong connection to their immigrant ancestors
Ans: C
Learning Objective: 2-7: Students will understand that white ethnicity is fading in its importance for many people, as white ethnic groups have nearly completely assimilated. Today, white ethnic identity is largely symbolic and is replaced by a race-based identity that supports ideologies of modern racism.
Cognitive Domain: Comprehension
Answer Location: The Twilight of White Ethnicity?
Difficulty Level: Medium

30. The single largest ancestry group in the United States is _____.
A. Irish American
B. German American
C. Italian American
D. Norwegian American
E. French American
Ans: B
Learning Objective: 2-9: Students will learn about the assimilation experiences of European immigrants and identify the social dimensions that created variations in assimilation between European ethnic groups.
Cognitive Domain: Knowledge
Answer Location: Geographic Distribution
Difficulty Level: Easy

31. Based on data from the 1990 census, about half of all married Whites have spouses whose _____ backgrounds do not match their own.

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A. religious
B. ethnic
C. cultural
D. class
E. generational
Ans: B
Learning Objective: 2-9: Students will learn about the assimilation experiences of European immigrants and identify the social dimensions that created variations in assimilation between European ethnic groups.
Cognitive Domain: Knowledge
Answer Location: Integration and Equality
Difficulty Level: Easy

32. The Black Power, Red Power, Chicanismo, and ethnic revival movements of the 1960s present what challenge to the traditional model of assimilation?
A. Structural assimilation can occur before acculturation.
B. Assimilation is not desirable for all groups.
C. Gender and class have an effect on how assimilation occurs.
D. Assimilation could result in segmented outcomes for different groups.
E. Assimilation processes do not necessarily occur in a linear process.
Ans: E
Learning Objective: 2-1: Students will understand that assimilation and pluralism are broad pathways for intergroup relations. They appear in multiple forms and occur simultaneously within a society.
Cognitive Domain: Application
Answer Location: The Evolution of White Ethnicity
Difficulty Level: Hard

33. The segmented assimilation perspective argues that _____.
A. it is common for racial minority groups to become acculturated but not integrated
B. the United States should embrace pluralism as more immigrant groups arrive
C. some racial minority groups will achieve integration, while others will be permanently marginalized
D. White ethnicity should remain a significant social category
E. there are multiple melting pots shaped by class and religion
Ans: C
Learning Objective: 2-5: Students will understand that assimilation may be segmented and have outcomes other than equality.
Cognitive Domain: Knowledge
Answer Location: Contemporary Immigrants: Does the Traditional Perspective Apply?
Difficulty Level: Easy

34. A(n) _____ includes networks of social relationships, groups, organizations, stratification systems, communities, and families.
A. social structure
B. pluralistic state

C. acculturation system
D. culture
E. democracy
Ans: A
Learning Objective: 2-2: Students will understand the theoretical perspectives of Park and Gordon that form the "traditional model" of assimilation, as well as their shortcomings identified by more recent scholarship.
Cognitive Domain: Knowledge
Answer Location: Milton Gordon
Difficulty Level: Easy

35. Henry Kissinger, the 56th U.S. Secretary of State, was born Heinz Alfred Kissinger to a family of German Jews. His use of the American name Henry reflects _____.
A. cultural assimilation
B. cultural pluralism
C. structural assimilation
D. cultural rejection
E. marital assimilation
Ans: A
Learning Objective: 2-3: Students will understand that Americanization is the dominant process of assimilation in the United States.
Cognitive Domain: Comprehension
Answer Location: Acculturation or Cultural Assimilation
Difficulty Level: Medium

36. Which groups commonly experience what Gordon called acculturation without integration?
A. European immigrants
B. racial minority groups
C. separatist groups
D. enclave minority groups
E. middleman minority groups
Ans: B
Learning Objective: 2-2: Students will understand the theoretical perspectives of Park and Gordon that form the "traditional model" of assimilation, as well as their shortcomings identified by more recent scholarship.
Cognitive Domain: Comprehension
Answer Location: Intermarriage or Marital Assimilation
Difficulty Level: Medium

37. According to Hansen, second-generation immigrants tended to raise their children in _____ settings.
A. ethnic
B. enclave
C. nonethnic
D. multiethnic

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E. diverse
Ans: C
Learning Objective: 2-9: Students will learn about the assimilation experiences of European immigrants and identify the social dimensions that created variations in assimilation between European ethnic groups.
Cognitive Domain: Knowledge
Answer Location: The Evolution of White Ethnicity
Difficulty Level: Easy

38. Over the past century, American sociologists have been very concerned with assimilation as a result of _____.
A. the aftermath of slavery
B. world developments, including the re-formation of nation-states into smaller cultural units
C. increased racial conflict and discrimination
D. the influx of immigrants from Latin American countries
E. the mass immigration from Europe to the United States between the 1820s and the 1920s
Ans: E
Learning Objective: 2-8: Students will learn that mass immigration from Europe to the United States lasted for a century and supplied much of the labor force needed to fuel the American industrial revolution.
Cognitive Domain: Comprehension
Answer Location: Assimilation
Difficulty Level: Medium

39. According to the human capital theory, the reason(s) for upward mobility and assimilation is/are _____.
A. Americanization
B. our society is equally open and fair to all groups
C. being born into a privileged status
D. more people purchasing new technology
E. education and training
Ans: E
Learning Objective: 2-2: Students will understand the theoretical perspectives of Park and Gordon that form the “traditional model” of assimilation, as well as their shortcomings identified by more recent scholarship.
Cognitive Domain: Knowledge
Answer Location: Human Capital Theory
Difficulty Level: Easy

40. The economic success of enclave and middleman minorities is partly due to _____.
A. strong ties of cooperation
B. weak cultural bonds
C. structural assimilation

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D. Americanization
E. acculturation
Ans: A
Learning Objective: 2-4: Students will understand that pluralism has been a subject of increased interest in recent years. Specifically, they will differentiate between the different types of pluralism, including cultural, structural, and integration without acculturation.
Cognitive Domain: Comprehension
Answer Location: Types of Pluralism
Difficulty Level: Medium

True/False

1. Structural pluralism exists when groups have not acculturated, and each maintains its own identity.
Ans: F
Learning Objective: 2-4: Students will understand that pluralism has been a subject of increased interest in recent years. Specifically, they will differentiate between the different types of pluralism, including cultural, structural, and integration without acculturation.
Cognitive Domain: Knowledge
Answer Location: Structural Pluralism
Difficulty Level: Easy

2. The experiences of female immigrants have been well documented and reflect those of their male counterparts.
Ans: F
Learning Objective: 2-6: Students will understand how variations in assimilation experiences are influenced by race, religion, class, and gender.
Cognitive Domain: Knowledge
Answer Location: Gender
Difficulty Level: Easy

3. Assimilation is the process in which formerly distinct and separate groups come to share a common culture and merge together socially.
Ans: T
Learning Objective: 2-1: Students will understand that assimilation and pluralism are broad pathways for intergroup relations. They appear in multiple forms and occur simultaneously within a society.
Cognitive Domain: Knowledge
Answer Location: Gender
Difficulty Level: Easy

4. The United States is the epitome of a melting pot, where people of different cultures come together to create a unique society.

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Ans: F
Learning Objective: 2-1: Students will understand that assimilation and pluralism are broad pathways for intergroup relations. They appear in multiple forms and occur simultaneously within a society.
Cognitive Domain: Comprehension
Answer Location: Types of Assimilation
Difficulty Level: Medium

5. Assimilation in the United States has generally been a coercive and one-sided process described as Anglo-conformity.
Ans: T
Learning Objective: 2-3: Students will understand that Americanization is the dominant process of assimilation in the United States.
Cognitive Domain: Knowledge
Answer Location: Types of Assimilation
Difficulty Level: Easy

6. According to human capital theory, people or groups who fail to achieve upward mobility have not made the right kinds of educational investments.
Ans: T
Learning Objective: 2-2: Students will understand the theoretical perspectives of Park and Gordon that form the “traditional model” of assimilation, as well as their shortcomings identified by more recent scholarship.
Cognitive Domain: Comprehension
Answer Location: Human Capital Theory
Difficulty Level: Medium

7. Park’s race relations cycle erases the various ways different racial groups have sought to resist and relate to the dominant culture of the United States.
Ans: T
Learning Objective: 2-2: Students will understand the theoretical perspectives of Park and Gordon that form the “traditional model” of assimilation, as well as their shortcomings identified by more recent scholarship.
Cognitive Domain: Comprehension
Answer Location: Robert Park
Difficulty Level: Medium

8. During acculturation, members of a minority group who immigrate to the United States might adopt the English language, change their eating habits, acquire new value systems, or change their names.
Ans: T
Learning Objective: 2-1: Students will understand that assimilation and pluralism are broad pathways for intergroup relations. They appear in multiple forms and occur simultaneously within a society.
Cognitive Domain: Comprehension
Answer Location: Acculturation or Cultural Assimilation

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Difficulty Level: Medium

9. The experiences of White ethnic groups in the United States indicate that the United States desires for other racial groups to assimilate in similar pathways.
Ans: F
Learning Objective: 2-10: Students will learn that the pathways to integration followed by the European American ethnic groups in the past are generally not available to racial minority groups today and that the traditional perspective on immigration may be changing as new groups enter the country.
Cognitive Domain: Analysis
Answer Location: Contemporary Immigrants: Does the Traditional Perspective Apply?
Difficulty Level: Medium

10. The human capital theory assumes that a person's investment in machinery or new technology is the determining factor of one's status attainment in society.
Ans: F
Learning Objective: 2-2: Students will understand the theoretical perspectives of Park and Gordon that form the "traditional model" of assimilation, as well as their shortcomings identified by more recent scholarship.
Cognitive Domain: Comprehension
Answer Location: Human Capital Theory
Difficulty Level: Medium

11. Although European Americans did not completely intermarry, there is evidence of patterns of a triple melting pot, with intermarriage occurring within various groups of Protestants, Catholics, and Jews.
Ans: T
Learning Objective: 2-9: Students will learn about the assimilation experiences of European immigrants and identify the social dimensions that created variations in assimilation between European ethnic groups.
Cognitive Domain: Comprehension
Answer Location: Religion
Difficulty Level: Medium

12. Gordon recognized that in addition to intermarriage within religions, social class and race have also intersected, forming what he called ethclass.
Ans: T
Learning Objective: 2-6: Students will understand how variations in assimilation experiences are influenced by race, religion, class, and gender.
Cognitive Domain: Comprehension
Answer Location: Social Class
Difficulty Level: Medium

13. According to Milton Gordon, marital assimilation is evidence of the completion of assimilation.
Ans: T

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Learning Objective: 2-2: Students will understand the theoretical perspectives of Park and Gordon that form the “traditional model” of assimilation, as well as their shortcomings identified by more recent scholarship.
Cognitive Domain: Comprehension
Answer Location: Milton Gordon
Difficulty Level: Medium

14. According to Gordon, integration without acculturation is demonstrated by a group when it has had some material success but has not adopted uniquely American values and norms and/or learned fluent English.
Ans: T
Learning Objective: 2-2: Students will understand the theoretical perspectives of Park and Gordon that form the “traditional model” of assimilation, as well as their shortcomings identified by more recent scholarship.
Cognitive Domain: Comprehension
Answer Location: Types of Pluralism
Difficulty Level: Medium

15. The goal of separatism is for the group to sever all ties with the larger society.
Ans: T
Learning Objective: 2-4: Students will understand that pluralism has been a subject of increased interest in recent years. Specifically, they will differentiate between the different types of pluralism, including cultural, structural, and integration without acculturation.
Cognitive Domain: Knowledge
Answer Location: Other Group Relationships
Difficulty Level: Medium

16. Assimilation is often couched in the language of multiculturalism, a term for a variety of programs and ideas that stress mutual respect for all groups and for the multiple heritages that have shaped the United States.
Ans: F
Learning Objective: 2-1: Students will understand that assimilation and pluralism are broad pathways for intergroup relations. They appear in multiple forms and occur simultaneously within a society.
Cognitive Domain: Comprehension
Answer Location: Pluralism
Difficulty Level: Medium

17. White ethnicity continues to be a significant social category that shapes access to resources and opportunities.
Ans: F
Learning Objective: 2-7: Students will understand that white ethnicity is fading in its importance for many people, as white ethnic groups have nearly completely assimilated. Today, white ethnic identity is largely symbolic and is replaced by a race-based identity that supports ideologies of modern racism.

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Cognitive Domain: Comprehension
Answer Location: The Twilight of White Ethnicity?
Difficulty Level: Medium

18. Sojourners are immigrants who are committed to Americanization.
Ans: F
Learning Objective: 2-9: Students will learn about the assimilation experiences of European immigrants and identify the social dimensions that created variations in assimilation between European ethnic groups.
Cognitive Domain: Knowledge
Answer Location: Sojourners
Difficulty Level: Easy

19. Human capital theory is inconsistent with American values.
Ans: F
Learning Objective: 2-3: Students will understand that Americanization is the dominant process of assimilation in the United States.
Cognitive Domain: Comprehension
Answer Location: Human Capital Theory
Difficulty Level: Medium

20. In a typical immigrant chain, European immigrant women would come to America, earn money, and establish themselves. Then, they would send for others from their villages to join them.
Ans: F
Learning Objective: 2-9: Students will learn about the assimilation experiences of European immigrants and identify the social dimensions that created variations in assimilation between European ethnic groups.
Cognitive Domain: Comprehension
Answer Location: Chains of Immigration
Difficulty Level: Medium

21. In general, immigrant women outnumbered men, as women had more opportunities in getting factory, teaching, and domestic jobs.
Ans: F
Learning Objective: 2-6: Students will understand how variations in assimilation experiences are influenced by race, religion, class, and gender.
Cognitive Domain: Comprehension
Answer Location: Gender
Difficulty Level: Medium

22. Ethnic succession can be observed in the institution of sports. Sports have been appealing to young men in minority groups who have few other resources or opportunities.
Ans: T

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Learning Objective: 2-6: Students will understand how variations in assimilation experiences are influenced by race, religion, class, and gender.
Cognitive Domain: Comprehension
Answer Location: Other Pathways
Difficulty Level: Medium

23. It was a coincidence that European immigration, American industrialization, and the rise to global prominence occurred simultaneously.
Ans: F
Learning Objective: 2-8: Students will learn that mass immigration from Europe to the United States lasted for a century and supplied much of the labor force needed to fuel the American industrial revolution.
Cognitive Domain: Comprehension
Answer Location: From Immigrants to White Ethnics
Difficulty Level: Medium

24. After a century, many descendants of immigrants from Europe migrated far from where their ancestors settled in the United States.
Ans: F
Learning Objective: 2-9: Students will learn about the assimilation experiences of European immigrants and identify the social dimensions that created variations in assimilation between European ethnic groups.
Cognitive Domain: Comprehension
Answer Location: Geographic Distribution
Difficulty Level: Medium

25. The phenomenon known as the triple melting pot refers to a pattern of structural assimilation within three religions.
Ans: T
Learning Objective: 2-6: Students will understand how variations in assimilation experiences are influenced by race, religion, class, and gender.
Cognitive Domain: Comprehension
Answer Location: Religion
Difficulty Level: Medium

26. Pluralism exists when diverse groups coexist while maintaining separate identities.
Ans: T
Learning Objective: 2-1: Students will understand that assimilation and pluralism are broad pathways for intergroup relations. They appear in multiple forms and occur simultaneously within a society.
Cognitive Domain: Knowledge
Answer Location: Pluralism
Difficulty Level: Easy

27. Racial minority groups have been largely excluded from the melting-pot model of assimilation.

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Ans: T
Learning Objective: 2-5: Students will understand that assimilation may be segmented and have outcomes other than equality.
Cognitive Domain: Comprehension
Answer Location: Types of Assimilation
Difficulty Level: Medium

28. Assimilation is a one-way process, and group members only become more assimilated over time.
Ans: F
Learning Objective: 2-2: Students will understand the theoretical perspectives of Park and Gordon that form the "traditional model" of assimilation, as well as their shortcomings identified by more recent scholarship.
Cognitive Domain: Comprehension
Answer Location: Types of Assimilation
Difficulty Level: Medium

29. Immigrants from Ireland and Southern and Eastern Europe were able to overcome barriers to assimilation due to their class status.
Ans: F
Learning Objective: 2-9: Students will learn about the assimilation experiences of European immigrants and identify the social dimensions that created variations in assimilation between European ethnic groups.
Cognitive Domain: Comprehension
Answer Location: Immigrant Laborers from Ireland and Southern and Eastern Europe
Difficulty Level: Medium

30. The visibility of cultural pluralism among racial minority groups has helped make it more acceptable for European Americans to express their own ethnicity and heritage.
Ans: T
Learning Objective: 2-7: Students will understand that white ethnicity is fading in its importance for many people, as white ethnic groups have nearly completely assimilated. Today, white ethnic identity is largely symbolic and is replaced by a race-based identity that supports ideologies of modern racism.
Cognitive Domain: Comprehension
Answer Location: The Evolution of White Ethnicity
Difficulty Level: Medium

Essay

1. Describe the differences between assimilation and pluralism. Explain why interest in pluralism has increased in recent years and how assimilation and pluralism might occur simultaneously.
Ans: Varies.

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Learning Objective: 2-1: Students will understand that assimilation and pluralism are broad pathways for intergroup relations. They appear in multiple forms and occur simultaneously within a society.
Cognitive Domain: Analysis
Answer Location: Main Points
Difficulty Level: Medium

2. Compare and contrast each of the three types of pluralism cited in the text: cultural, structural, and integration without acculturation. Explain why a minority group might choose one form of pluralism over another.
Ans: Varies.
Learning Objective: 2-4: Students will understand that pluralism has been a subject of increased interest in recent years. Specifically, they will differentiate between the different types of pluralism, including cultural, structural, and integration without acculturation.
Cognitive Domain: Comprehension
Answer Location: Pluralism
Difficulty Level: Medium

3. Summarize Gordon's theory of assimilation. Identify each of his first three major stages and explain the relationships among them. Examine the critiques of Gordon presented in the chapter text.
Ans: Varies.
Learning Objective: 2-2: Students will understand the theoretical perspectives of Park and Gordon that form the "traditional model" of assimilation, as well as their shortcomings identified by more recent scholarship.
Cognitive Domain: Comprehension
Answer Location: Milton Gordon
Difficulty Level: Medium

4. Compare and contrast middleman and enclave minority groups and provide examples of each. How do these groups challenge assumptions made by the traditional perspective of assimilation?
Ans: Varies.
Learning Objective: 2-4: Students will understand that pluralism has been a subject of increased interest in recent years. Specifically, they will differentiate between the different types of pluralism, including cultural, structural, and integration without acculturation.
Cognitive Domain: Comprehension
Answer Location: Pluralism
Difficulty Level: Medium

5. Describe the social dimensions that create variations in assimilation experiences through comparing the experiences of two European immigrant groups.
Ans: Varies.

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Learning Objective: 2-9: Students will learn about the assimilation experiences of European immigrants and identify the social dimensions that created variations in assimilation between European ethnic groups.
Cognitive Domain: Analysis
Answer Location: Variations in Assimilation
Difficulty Level: Medium

6. Explain what the following statement refers to: "For better or worse, the white Anglo-Saxon Protestant tradition was for two centuries—and in crucial respects still is—the dominant influence on American culture and society" (Schlesinger, 1992, p. 28). What are some examples that support this assertion?
Ans: Varies.
Learning Objective: 2-3: Students will understand that Americanization is the dominant process of assimilation in the United States.
Cognitive Domain: Comprehension
Answer Location: Types of Assimilation
Difficulty Level: Medium

7. In what ways are human capital theory and traditional American culture and values consistent? What are some potential limitations of such overlap if human capital theory is used to explain differences in assimilation experiences?
Ans: Varies.
Learning Objective: 2-5: Students will understand that assimilation may be segmented and have outcomes other than equality.
Cognitive Domain: Analysis
Answer Location: Human Capital Theory
Difficulty Level: Medium

8. Describe how European ethnic groups merged into a singular White American identity. What is the role of "immigrant tales" associated with this process in shaping contemporary racial inequality?
Ans: Varies.
Learning Objective: 2-7: Students will understand that white ethnicity is fading in its importance for many people, as white ethnic groups have nearly completely assimilated. Today, white ethnic identity is largely symbolic and is replaced by a race-based identity that supports ideologies of modern racism.
Cognitive Domain: Analysis
Answer Location: The Twilight of White Ethnicity?
Difficulty Level: Medium

9. Define *segmented assimilation* and explain how it differs from the traditional perspective of assimilation. Evaluate the effectiveness of each model for explaining contemporary racial inequality.
Ans: Varies.
Learning Objective: 2-5: Students will understand that assimilation may be segmented and have outcomes other than equality.

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Cognitive Domain: Analysis
Answer location: Contemporary Immigrants: Does the Traditional Perspective Apply?
Difficulty Level: Medium

10. Chapter 1 discusses the two main defining characteristics of a minority group: visible distinguishing traits and experiencing a pattern of inequality. Apply this perspective to analyze the process of European immigrants transitioning from being "minorities" to assimilated into a combined "White" identity.
Ans: Varies.
Learning Objective: 2-10: Students will learn that the pathways to integration followed by the European American ethnic groups in the past are generally not available to racial minority groups today and that the traditional perspective on immigration may be changing as new groups enter the country.
Cognitive Domain: Application
Answer Location: The Descendants of the Immigrants Today
Difficulty Level: Hard

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