Racial and Ethnic Groups 16th edition Schaefer Test Bank

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Chapter 1 – Exploring Race and Ethnicity

Multiple Choice Questions

1. In sociology, the term *minority* refers to a _____ group.
a. dominant
b. subordinate
c. ruling
d. sovereign

Answer: b
Learning Objective: 1.1: Explain how people are placed in groups.
Topic: How Are We Grouped?
Skill Level: Remember the Facts
Difficulty: Easy

2. Sociologists define ethnic groups based on _____.
a. whatever definition a particular dominant group applies within a specific cultural setting
b. differing religious practices
c. obvious physical differences that distinguish them from other groups
d. their national origin or distinctive cultural patterns

Answer: d

Learning Objective: 1.1: Explain how people are placed in groups.
Topic: Types of Minority Groups
Skill Level: Understand the Concepts
Difficulty: Moderate

3. A(n) _____ group is a subordinate group whose members have significantly less control or power over their own lives than do members of a dominant group.
a. minority
b. governing
c. stratified
d. elite

Answer: a
Learning Objective: 1.1: Explain how people are placed in groups.
Topic: How Are We Grouped?
Skill Level: Remember the Facts
Difficulty: Easy

4. Which definition best represents the sociological concept of a subordinate or social minority group?
a. a group that experiences a narrowing of life's opportunities

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b. a group that consists of less than 50 percent of the population
c. group membership defined exclusively in terms of physical traits
d. social standing that is irrelevant to the processes of a democracy

Answer: a
Learning Objective: 1.1: Explain how people are placed in groups.
Topic: How Are We Grouped?
Skill Level: Understand the Concepts
Difficulty: Moderate

5. Which characteristic applies to a minority or subordinate group?
a. voluntary membership in the group
b. having a broad spectrum of opportunities
c. unequal treatment from others
d. unawareness of subordination

Answer: c
Learning Objective: 1.1: Explain how people are placed in groups.
Topic: How Are We Grouped?
Skill Level: Remember the Facts
Difficulty: Easy

6. Membership in a dominant or minority group is _____.
a. a personal choice
b. not voluntary
c. not mandatory
d. discretionary

Answer: b
Learning Objective: 1.1: Explain how people are placed in groups.
Topic: How Are We Grouped?
Skill Level: Remember the Facts
Difficulty: Easy

7. Members of a minority or subordinate group _____.
a. generally marry other people from outside their group
b. become a part of the group voluntarily
c. are political equals of the majority group
d. have distinguishing cultural traits

Answer: d
Learning Objective: 1.1: Explain how people are placed in groups.
Topic: How Are We Grouped?
Skill Level: Understand the Concepts
Difficulty: Easy

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8. Which reason describes why members of a subordinate group generally marry within their group?
a. Members of a subordinate group stand to gain economically by marrying within their own group.
b. Members of a subordinate group have a strong sense of group solidarity that discourages marriage to outsiders.
c. It is illegal in most jurisdictions for subordinate group members and dominant group members to marry.
d. The voting rights of members of a subordinate group will be revoked if they marry outside their group.

Answer: b
Learning Objective: 1.1: Explain how people are placed in groups.
Topic: How Are We Grouped?
Skill Level: Understand the Concepts
Difficulty: Moderate

9. The term _____ group is reserved for minorities and the corresponding majorities that are socially set apart because of obvious physical differences.
a. racial
b. ethnic
c. economic
d. religious

Answer: a
Learning Objective: 1.1: Explain how people are placed in groups
Topic: Types of Minority Groups
Skill Level: Remember the Facts
Difficulty: Easy

10. In the United States, people have traditionally been classified in the past racially as either _____.
a. Protestant or Catholic
b. Democrat or Republican
c. Black or White
d. American or Hispanic

Answer: c
Learning Objective: 1.1: Explain how people are placed in groups
Topic: Types of Minority Groups
Skill Level: Remember the Facts
Difficulty: Easy

11. _____ groups are set apart from others because of their national origin or distinctive cultural patterns.

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a. Gender
b. Ethnic
c. Racial
d. Formal

Answer: b
Learning Objective: 1.1: Explain how people are placed in groups
Topic: Types of Minority Groups
Skill Level: Remember the Facts
Difficulty: Easy

12. The way in which we view ourselves in relationship to other groups and larger society forms the basis of _____.
a. race
b. ethnicity
c. identity
d. culturalism

Answer: c
Learning Objective: 1.1: Explain how people are placed in groups
Topic: How Are We Grouped?
Skill Level: Remember the Facts
Difficulty: Easy

13. When Ingo visited his friend Bola in Brazil, he was struck by the diversity of people he encountered. "Huh," said Ingo, "so you've got Black people and White people here, just like in the US" "Not really," Bola replied. "We have *mazombo*, *preto*, *cafuso*, *escuro*…all kinds of people!" What does Bola recognize that Ingo does not?
a. Some Brazilians are not really "Brazilians" in the strictest sense
b. This is an elaborate social classification system
c. Bola is talking about the ancient European origins of modern-day Brazilian people
d. There should be no divisions or distinctions between groups of people

Answer: b
Learning Objective: 1.1: Explain how people are placed in groups.
Topic: Types of Minority Groups
Skill Level: Apply What You Know
Difficulty: Difficult

14. The cultural traits that make groups distinctive usually originate from their _____.
a. religious faiths
b. physical attributes
c. preferences
d. homelands

Answer: d

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Learning Objective: 1.1: Explain how people are placed in groups.
Topic: Types of Minority Groups
Skill Level: Remember the Facts
Difficulty: Easy

15. In 1900, African American sociologist W.E.B. Du Bois called attention to the overwhelming importance of _____ throughout the world.
a. the class structure
b. the color line
c. cultural diversity
d. globalization

Answer: b
Learning Objective: 1.1: Explain how people are placed in groups.
Topic: Types of Minority Groups
Skill Level: Remember the Facts
Difficulty: Easy

16. Sociologists consider Jewish Americans to be an ethnic group because _____.
a. culture is a more important defining trait for them worldwide than is religious doctrine
b. they share a religious orientation that goes beyond their cultural tradition
c. they are a religious minority in the United States
d. Christianity is the dominant religious tradition in the United States

Answer: a
Learning Objective: 1.1: Explain how people are placed in groups
Topic: Types of Minority Groups
Skill Level: Understand the Concepts
Difficulty: Moderate

17. The concept of *race* is _____.
a. ascertained by blood type
b. based on economic differences
c. culturally determined
d. socially constructed

Answer: d
Learning Objective: 1.2 Explain the social construction of race.
Topic: The Social Construction of Race
Skill Level: Understand the Concepts
Difficulty: Moderate

18. The idea of biological race is based on the mistaken notion of a _____.
a. genetically isolated human group
b. variation in skin color
c. level of physical attractiveness

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d. distinctive cultural pattern

Answer: a
Learning Objective: 1.2 Explain the social construction of race.
Topic: Biological Meaning
Skill Level: Understand the Concepts
Difficulty: Moderate

19. Sterilizing people with mental illnesses, banning interracial marriages, and, as occurred during the Holocaust, attempting to exterminate entire groups of people judged to be inferior, are all examples of _____ .
a. critical race theory
b. colorism
c. eugenics
d. ethnic fusion

Answer: c
Learning Objective: 1.2: Explain the social construction of race.
Topic: Biological Meaning
Skill Level: Apply What You Know
Difficulty: Easy

20. Recent research shows that differences in intelligence scores between Black people and White people are almost eliminated when _____.
a. they take the intelligence test in a familiar environment
b. adjustments are made for social and economic characteristics
c. spelling and grammatical mistakes are not taken into account
d. Black test takers are given additional time to complete the test

Answer: b
Learning Objective: 1.2 Explain the social construction of race.
Topic: Biological Meaning
Skill Level: Understand the Concepts
Difficulty: Moderate

21. *The Bell Curve* presented the research findings of Richard J. Herrnstein and Charles Murray on the contributors to the intelligence quotient (IQ), in which they claimed that _____.
a. 60 percent of IQ is inheritable
b. IQ is independent of a person's cultural heritage
c. White test-takers and Black test-takers have similar IQ levels
d. females demonstrate consistently higher IQ scores than males

Answer: a
Learning Objective: 1.2 Explain the social construction of race.
Topic: Biological Meaning
Skill Level: Remember the Facts

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Difficulty: Easy

22. When belief in the inheritance of behavior patterns is coupled with the feeling that certain groups are inherently superior to others, the result is called _____.
a. racism
b. pacifism
c. socialism
d. colorism

Answer: a
Learning Objective: 1.2: Explain the social construction of race.
Topic: The Social Construction of Race
Skill Level: Remember the Facts
Difficulty: Easy

23. The sociohistorical process by which racial categories are created, inhabited, transformed, and destroyed is known as _____.
a. racial formation
b. ethnocentrism
c. stratification
d. racial labeling

Answer: a
Learning Objective: 1.2: Explain the social construction of race.
Topic: The Social Construction of Race
Skill Level: Remember the Facts
Difficulty: Easy

24. The racial and ethnic landscape is subject to change and different interpretations because _____.
a. it is constructed socially
b. it is conceived naturally
c. it is culturally homogeneous
d. it stagnates racial formation

Answer: a
Learning Objective: 1.2: Explain the social construction of race.
Topic: Biracial and Multiracial Identity
Skill Level: Understand the Concepts
Difficulty: Moderate

25. The development of solidarity between ethnic subgroups is called _____.
a. ethnocentrism
b. marginality
c. familism
d. panethnicity

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Answer: d
Learning Objective: 1.2: Explain the social construction of race.
Topic: Biracial and Multiracial Identity
Skill Level: Remember the Facts
Difficulty: Easy

26. Which statement best defines marginality?
a. the social ranking of people in a country
b. the status of being between two cultures
c. the process of transformation of racial categories
d. the development of solidarity between ethnic subgroups

Answer: b
Learning Objective: 1.2: Explain the social construction of race
Topic: Biracial and Multiracial Identity
Skill Level: Remember the Facts
Difficulty: Easy

27. The structured ranking of entire groups of people that perpetuates unequal rewards and power in a society is called _____.
a. emigration
b. stratification
c. marginalization
d. amalgamation

Answer: b
Learning Objective: 1.3: Describe how sociology helps us understand race and ethnicity.
Topic: Stratification by Class and Gender
Skill Level: Remember the Facts
Difficulty: Easy

28. According to sociologist Max Weber's definition, *class* refers to social ranking of people who share _____.
a. related cultural values
b. similar perspectives
c. similar wealth
d. similar physical characteristics

Answer: c
Learning Objective: 1.3: Describe how sociology helps us understand race and ethnicity.
Topic: Stratification by Class and Gender
Skill Level: Remember the Facts
Difficulty: Easy

29. Which theoretical perspective emphasizes how the parts of society are structured to maintain

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its stability?
a. conflict perspective
b. functionalist perspective
c. macro-sociological perspective
d. labeling perspective

Answer: b
Learning Objective: 1.3: Describe how sociology helps us understand race and ethnicity.
Topic: Theoretical Perspectives
Skill Level: Remember the Facts
Difficulty: Easy

30. Which perspective on race and ethnicity tends to emphasize group tensions between the privileged and the exploited?
a. conflict perspective
b. labeling perspective
c. ethnocentric perspective
d. functionalist perspective

Answer: a
Learning Objective: 1.3: Describe how sociology helps us understand race and ethnicity
Topic: Theoretical Perspectives
Skill Level: Remember the Facts
Difficulty: Easy

31. The conflict perspective is viewed as more radical and activist compared to functionalism because conflict theorists _____.
a. overlook economic disparity
b. emphasize social change
c. consider the redistribution of resources as unimportant
d. underline social stability

Answer: b
Learning Objective: 1.3: Describe how sociology helps us understand race and ethnicity.
Topic: Theoretical Perspectives
Skill Level: Understand the Concepts
Difficulty: Moderate

32. William Ryan's phrase "blaming the victim" refers to _____.
a. the dominance of a minority group over a racial majority
b. the efforts undertaken by society to protect racial and ethnic minority group members
c. criticisms made by dominant groups against the government
d. the portrayal of the problems of racial and ethnic minorities as their fault

Answer: d
Learning Objective: 1.3: Describe how sociology helps us understand race and ethnicity.

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Topic: Theoretical Perspectives
Skill Level: Understand the Concepts
Difficulty: Moderate

33. Which theoretical perspective explains why certain people are viewed as deviant while others engaging in the same behavior are seen as not deviant?
a. ethnocentric theory
b. functionalist theory
c. labeling theory
d. contact theory

Answer: c
Learning Objective: 1.3: Describe how sociology helps us understand race and ethnicity.
Topic: Theoretical Perspectives
Skill Level: Remember the Facts
Difficulty: Easy

34. Unreliable generalizations about all members of a group that do not take individual differences into account are known as _____.
a. equities
b. pluralities
c. scapegoats
d. stereotypes

Answer: d
Learning Objective: 1.3: Describe how sociology helps us understand race and ethnicity.
Topic: Theoretical Perspectives
Skill Level: Remember the Facts
Difficulty: Easy

35. In certain situations, an individual may respond to stereotypes and act on them, with the result that false definitions become accurate. This is known as _____.
a. ethnic cleansing
b. the melting pot metaphor
c. a self-fulfilling prophecy
d. segmented assimilation

Answer: c
Learning Objective: 1.3: Describe how sociology helps us understand race and ethnicity.
Topic: Theoretical Perspectives
Skill Level: Remember the Facts
Difficulty: Easy

36. Which term do sociologists use to describe leaving a country to settle in another?
a. emigration
b. expulsion

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c. naturalization
d. amalgamation

Answer: a
Learning Objective: 1.4: Explain how subordinate groups are created.
Topic: Migration
Skill Level: Remember the Facts
Difficulty: Easy

37. The worldwide integration of government policies, cultures, social movements, and financial markets through trade and the exchange of ideas is known as _____.
a. communization
b. privatization
c. globalization
d. nationalization

Answer: c
Learning Objective: 1.4: Explain how subordinate groups are created.
Topic: Migration
Skill Level: Remember the Facts
Difficulty: Easy

38. When annexation occurs, _____.
a. the subordinate group is completely evicted from a nation
b. nations seek a separate land particularly after devastation caused by a war
c. the dominant power generally suppresses the language and culture of the minority
d. the minority accepts the culture of the dominant group and loses its cultural integrity

Answer: c
Learning Objective: 1.4: Explain how subordinate groups are created.
Topic: Annexation
Skill Level: Understand the Concepts
Difficulty: Moderate

39. The maintenance of political, social, economic, and cultural dominance over people by a foreign power for an extended period of time is known as _____.
a. republicanism
b. altruism
c. ethnocentrism
d. colonialism

Answer: d
Learning Objective: 1.4: Explain how subordinate groups are created.
Topic: Colonialism
Skill Level: Remember the Facts
Difficulty: Easy

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40. Which statement is true of colonialism?
a. Colonialism is not a rule by outsiders but rather a rule by a nation's inside forces.
b. Colonialism extends usually for a short duration and does not include long-standing control.
c. Colonialism does not involve actual incorporation into the dominant people's nation.
d. Colonial subjects are generally not limited to menial jobs.

Answer: c
Learning Objective: 1.4: Explain how subordinate groups are created
Topic: Colonialism
Skill Level: Understand the Concepts
Difficulty: Moderate

41. According to the spectrum of intergroup relations, which relationship is largely unacceptable to a subordinate racial/ethnic group?
a. fusion
b. assimilation
c. pluralism
d. extermination

Answer: d
Learning Objective: 1.4: Explain how subordinate groups are created.
Topic: The Spectrum of Intergroup Status
Skill Level: Remember the Facts
Difficulty: Easy

42. _____ occurs when a minority and a majority group combine to form a new group.
a. Expulsion
b. Fusion
c. Annihilation
d. Segregation

Answer: b
Learning Objective: 1.5: Summarize the consequences of subordinate-group status.
Topic: Fusion
Skill Level: Remember the Facts
Difficulty: Easy

43. According to the spectrum of intergroup status, which relationship is most tolerant to the subordinate group?
a. secession
b. expulsion
c. pluralism
d. extermination

Answer: c

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Learning Objective: 1.4: Summarize the consequences of subordinate-group status.
Topic: The Spectrum of Intergroup Status
Skill Level: Remember the Facts
Difficulty: Easy

44. _____ was the state-sponsored systematic persecution and annihilation of European Jews by Nazi Germany and its collaborators.
a. The Bisho massacre
b. The Holocaust
c. Zionism
d. Apartheid

Answer: b
Learning Objective: 1.5: Summarize the consequences of subordinate-group status.
Topic: Extermination
Skill Level: Remember the Facts
Difficulty: Easy

45. The term _____ refers to the forced deportation of people, accompanied by systematic violence including death.
a. apartheid
b. segmented assimilation
c. ethnic cleansing
d. fusion

Answer: c
Learning Objective: 1.5 Summarize the consequences of subordinate-group status.
Topic: Extermination
Skill Level: Remember the Facts
Difficulty: Easy

46. _____ occurs when a specific subordinate group is forced by dominant groups to leave certain areas or even vacate a country.
a. Expulsion
b. Extermination
c. Pluralism
d. Secession

Answer: a
Learning Objective: 1.5: Summarize the consequences of subordinate-group status.
Topic: Extermination
Skill Level: Remember the Facts
Difficulty: Easy

47. Secession is _____.
a. the physical separation of two groups in residence, workplace, and social functions

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b. the withdrawal of a group of people from a dominant group to establish a new nation
c. the eviction of a specific subordinate group from certain areas or even a nation
d. the deliberate, systematic killing of an entire population or people

Answer: b
Learning Objective: 1.5: Summarize the consequences of subordinate-group status.
Topic: Secession
Skill Level: Understand the Concepts
Difficulty: Moderate

48. Which term refers to the physical separation of two groups of people in terms of residence, workplace, and social functions?
a. assimilation
b. amalgamation
c. segregation
d. pluralism

Answer: c
Learning Objective: 1.5: Summarize the consequences of subordinate-group status.
Topic: Segregation
Skill Level: Remember the Facts
Difficulty: Easy

49. Which statement regarding segregation is true?
a. Generally, the dominant group imposes segregation on a subordinate group.
b. Intergroup contact is highly unlikely to occur in most segregated societies.
c. Complete segregation is a frequent phenomenon.
d. Segregation by race, ethnicity, and religion occurs solely in the United States

Answer: a
Learning Objective: 1.5: Summarize the consequences of subordinate-group status.
Topic: Segregation
Skill Level: Understand the Concepts
Difficulty: Moderate

50. A score of zero on the *segregation index* indicates that _____.
a. complete integration has occurred
b. no ethnic minorities are present in a given cultural context
c. complete segregation is present in a society
d. no racial minorities are present in a given cultural context

Answer: a
Learning Objective: 1.5: Summarize the consequences of subordinate-group status.
Topic: Segregation
Skill Level: Remember the Facts
Difficulty: Moderate

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51. _____ describes the rigid government-imposed racial segregation that prevailed for a very long period in the Republic of South Africa.
a. “Bloody Thursday”
b. Apartheid
c. Genocide
d. White flight

Answer: b
Learning Objective: 1.5: Summarize the consequences of subordinate-group status.
Topic: Segregation
Skill Level: Remember the Facts
Difficulty: Easy

52. In the context of consequences of subordinate-group status, what does D represent in the equation A+ B+ C → D?
a. an ethnocultural–racial group that is forcefully evicted from certain areas or a country
b. the secession of a subordinate group to move to an already-established nation
c. the segregation of a subordinate group imposed by dominant groups
d. an ethnocultural–racial group that shares some of the characteristics of each initial group

Answer: d
Learning Objective: 1.5:Summarize the consequences of subordinate-group status.
Topic: Fusion
Skill Level: Understand the Concepts
Difficulty: Moderate

53. The process by which a dominant group and a subordinate group combine through intermarriage to form a new group is known as _____.
a. amalgamation
b. adaptation
c. marginalization
d. pluralism

Answer: a
Learning Objective: 1.5: Summarize the consequences of subordinate-group status.
Topic: Fusion
Skill Level: Remember the Facts
Difficulty: Easy

54. In everyday speech, the words *fusion* and *amalgamation* are rarely used, but the concept is expressed in the notion of a human _____, in which diverse racial or ethnic groups form a new cultural entity.
a. ethnic cleansing
b. stereotype
c. class structure

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d. melting pot

Answer: d
Learning Objective: 1.5: Summarize the consequences of subordinate-group status.
Topic: Fusion
Skill Level: Remember the Facts
Difficulty: Easy

55. The process by which a subordinate individual or group takes on the characteristics of the dominant group and is eventually accepted as part of that group is known as _____.
a. amalgamation
b. pluralism
c. genocide
d. assimilation

Answer: d
Learning Objective: 1.5: Summarize the consequences of subordinate-group status.
Topic: Fusion
Skill Level: Remember the Facts
Difficulty: Easy

56. In the context of consequences of subordinate-group status, the equation A + B + C → A describes _____.
a. pluralism
b. amalgamation
c. assimilation
d. segregation

Answer: c
Learning Objective: 1.5: Summarize the consequences of subordinate-group status.
Topic: Fusion
Skill Level: Remember the Facts
Difficulty: Easy

57. Under which circumstances does assimilation tend to take longer?
a. when the minority group arrives over an extended period of time
b. when the minority group residents are dispersed
c. when the homeland of the immigrants is far away and inaccessible
d. when the minority group retains its own culture

Answer: d
Learning Objective: 1.5: Summarize the consequences of subordinate-group status.
Topic: Fusion
Skill Level: Understand the Concepts
Difficulty: Moderate

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58. Pluralism implies that _____.
a. diverse groups in a society work toward adopting one homogeneous culture
b. the society aims at eliminating ethnic boundaries
c. various groups in a society have mutual respect for one another's cultures
d. subordinate groups need to embrace the dominant group's culture

Answer: c
Learning Objective: 1.5: Summarize the consequences of subordinate-group status.
Topic: The Pluralist Perspective
Skill Level: Understand the Concepts
Difficulty: Moderate

59. _____ allows a minority group to express its own culture in the larger society without suffering prejudice or discrimination.
a. Assimilation
b. Amalgamation
c. Segregation
d. Pluralism

Answer: d
Learning Objective: 1.5: Summarize the consequences of subordinate-group status.
Topic: The Pluralist Perspective
Skill Level: Remember the Facts
Difficulty: Easy

60. Which observation is true of pluralists?
a. They are in favor of following a homogenous culture.
b. They try to impose the dominant group's culture on all subgroups.
c. They seek the elimination of cultural frontiers.
d. They believe in maintaining many ethnic identities.

Answer: d
Learning Objective: 1.5: Summarize the consequences of subordinate-group status.
Topic: The Pluralist Perspective
Skill Level: Understand the Concepts
Difficulty: Moderate

61. In the context of consequences of subordinate-group status, the equation A + B + C → A + B + C describes _____.
a. amalgamation
b. pluralism
c. assimilation
d. genocide

Answer: b
Learning Objective: 1.5: Summarize the consequences of subordinate-group status.

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Topic: The Pluralist Perspective
Skill Level: Remember the Facts
Difficulty: Easy

62. A continuing theme in dominant–subordinate relations is the minority group's _____ .
a. unquestioning acceptance of its social status
b. fluctuation between majority and minority statuses
c. resistance and challenge to its subordinationd. lack of solidarity within itself

Answer: c
Learning Objective: 1.6: Describe how resistance and change occur in racial and ethnic relations.
Topic: Resistance and Change
Skill Level: Understand the Concepts
Difficulty: Moderate

63. The overlapping and interdependent system of advantage and disadvantage that positions people in society on the basis of race, class, gender, and other characteristics is called _____ by sociologists.
a. assimilation
b. pluralism
c. citizenship
d. intersectionality

Answer: d
Learning Objective: 1.6 Describe how resistance and change occur in racial and ethnic relations.
Topic: Intersectionality
Skill Level: Understand the Concepts
Difficulty: Moderate

Essay Questions

64. List and explain the five characteristics of a minority or subordinate group.

Answer: A minority or subordinate group has five characteristics: unequal treatment, distinguishing physical or cultural traits, involuntary membership, awareness of subordination, and in-group marriage:

1. Members of a minority group experience unequal treatment and have less power over their lives than members of a dominant group have over theirs. Prejudice, discrimination, segregation, and even extermination create this social inequality.
2. Members of a minority group share physical or cultural characteristics such as skin color or language that distinguish them from the dominant group. Each society has its own arbitrary standard for determining which characteristics are most important in defining dominant and minority groups.
3. Membership in a dominant or minority group is not voluntary: People are born into the group. A person does not choose to be Asian, Black, or White.

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4. Minority-group members have a strong sense of group solidarity. People make distinctions between members of their own group (the in-group) and everyone else (the out-group). When a group is the object of long-term prejudice and discrimination, the feeling of "us versus them" often becomes intense.
5. Members of a minority group generally marry others from the same group. A member of a dominant group is often unwilling to join a supposedly inferior minority by marrying one of its members. In addition, the minority group's sense of solidarity encourages marriage within the group and discourages marriage to outsiders.

Learning Objective: 1.1: Explain how people are placed in groups.
Topic: How Are We Grouped?
Skill Level: Understand the Concepts
Difficulty: Moderate

65. Discuss the five functions that racial beliefs serve for the dominant group in accordance with the functionalist perspective.

Answer: Based on the functionalist perspective, there are five functions that racial beliefs serve for the dominant group:

1. Racist ideologies provide a moral justification for maintaining a society that routinely deprives a group of its rights and privileges.
2. Racist beliefs discourage subordinate people from attempting to question their lowly status and why they must perform "the dirty work"; to do so is to question the very foundation of the society.
3. Racial ideologies justify existing practices and serve as a rallying point for social movements, as seen in the rise of the Nazi party or present-day Aryan movements.
4. Racist myths encourage support for the existing order. One argument is that if there were any major societal change, the dominant group would experience lower living standards.
5. Racist beliefs relieve the dominant group of the responsibility to address the economic and educational problems faced by subordinate groups.

Learning Objective: 1.3: Describe how sociology helps us understand race and ethnicity.
Topic: Theoretical Perspectives
Skill Level: Analyze It
Difficulty: Difficult

66. Discuss how sociologists who adopt the conflict perspective see the social world as being in continual struggle. How is the conflict model applied by current sociologists?

Answer: Sociologists who embrace the conflict perspective see the social world as being in continual struggle. This perspective assumes that the social structure is best understood in terms of tension between competing groups. The result of this conflict is significant economic disparity and structural inequality in education, the labor market, housing, and health care delivery. Specifically, society is in a struggle between the privileged (the dominant group) and the exploited (the subordinate group). Such conflicts need not be physically violent and may take the form of immigration restrictions, real estate

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practices, or disputes over cuts in the federal budget.

The conflict model is often applied when examining race and ethnicity because it readily accounts for the presence of tension between competing groups. According to the conflict perspective, competition takes place between groups with unequal amounts of economic and political power. Minority groups are exploited or, at best, ignored by the dominant group. Conflict theorists emphasize social change and the redistribution of resources.

Learning Objective: 1.3: Describe how sociology helps us understand race and ethnicity.
Topic: Theoretical Perspectives
Skill Level: Analyze It
Difficulty: Difficult

67. Explain the social construction of race using an example. Describe the concept of racism.

Answer: Race is a social construction that benefits the oppressor, who defines which groups of people are privileged and which groups are not. The acceptance of race in a society as a legitimate category allows racial hierarchies to emerge to the benefit of the dominant "races." For example, inner-city drive-by shootings are now seen as a race-specific problem to be remedied by local officials cleaning up troubled neighborhoods. Yet school shootings are viewed as a societal concern and placed on the national agenda.

In its social sense, race implies that groups that differ physically also bear distinctive emotional and mental abilities or disabilities. These beliefs are based on the notion that humankind can be divided into distinct groups. Despite the difficulties associated with pigeonholing people into racial categories, belief in the inheritance of behavior patterns and in an association between physical and cultural traits is widespread. It is called *racism* when this belief is coupled with the feeling that certain groups or races are inherently superior to others. Racism is a doctrine of racial supremacy that sees one race as superior to another.

Learning Objective: 1.2: Explain the social construction of race.
Topic: The Social Construction of Race
Skill Level: Analyze It
Difficulty: Difficult

68. Why are many Americans challenged when asked to address the question, "Who am I?" in terms of race and/or ethnicity?

Answer: People are now more willing to accept and advance identities that do not fit neatly into mutually exclusive categories. Hence, increasing numbers of people are identifying themselves as biracial or multiracial or, at the very least, explicitly viewing themselves as reflecting a diverse racial and ethnic identity. The diversity of the United States today has made it more difficult for many people to place themselves on the racial and ethnic landscape. It reminds people that racial formation continues to take place over time. The racial and ethnic landscape is constructed not naturally but socially, and therefore, is subject to change and different interpretations.

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Learning Objective: 1.2: Explain the social construction of race.
Topic: Biracial and Multiracial Identity: Who Am I?
Skill Level: Analyze It
Difficulty: Difficult

69. Explain the concept of a self-fulfilling prophecy using appropriate examples.

Answer: In certain situations, a person may respond to negative stereotypes and act on them, with the result that false definitions become accurate. This is known as a self-fulfilling prophecy. A person or group described as having particular characteristics begins to display the very traits attributed to that person or group. Thus, a child who is praised for being a natural comic may focus on learning to become funny to gain approval and attention.

Self-fulfilling prophecies can be devastating for minority groups. Such groups often find that they are allowed to hold only low-paying jobs with little prestige or opportunity for advancement. The rationale of the dominant society is that these minority people lack the ability to perform in more important and lucrative positions. Training to become scientists, executives, or physicians is denied to many subordinate-group individuals, who are then locked into society's inferior jobs. As a result, the false definition of the self-fulfilling prophecy becomes real. The subordinate group becomes inferior because it was defined at the start as inferior.

Learning Objective: 1.3: Describe how sociology helps us understand race and ethnicity.
Topic: Theoretical Perspectives
Skill Level: Analyze It
Difficulty: Difficult

70. Discuss assimilation.

Answer: Assimilation is the process by which a subordinate individual or group takes on the characteristics of the dominant group, and is eventually accepted as part of that group. Assimilation is a majority ideology in which A + B + C →A. The majority (A) dominates in such a way that the minorities (B and C) become indistinguishable from the dominant group. Assimilation dictates conformity to the dominant group, regardless of how many racial, ethnic, or religious groups are involved.

To be complete, assimilation must entail an active effort by the minority-group individual to shed all distinguishing actions and beliefs and the unqualified acceptance of that individual by the dominant society. In the United States, dominant White society encourages assimilation. The assimilation perspective tends to devalue alien culture and to treasure the dominant. For example, assimilation assumes that whatever is admirable among Black people was adapted from White people and that whatever is bad is inherent. The assimilation solution to Black–White conflict has been typically defined as the development of a consensus around White American values.

Assimilation is very difficult. The person being assimilated must forsake their cultural tradition

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to become part of a different, often antagonistic culture.

Learning Objective: 1.5: Summarize the consequences of subordinate-group status..
Topic: Assimilation
Skill Level: Analyze It
Difficulty: Difficult

71. Provide an argument against the statement that "subordinate groups merely accept the definitions and ideologies of the dominant group." Give specific historical and contemporary examples to support your answer.

Answer: Subordinate groups do not merely accept the definitions and ideology proposed by the dominant group. A continuing theme in dominant–subordinate relations is the minority group's challenge to its subordination. Resistance by subordinate groups is well documented as they seek to promote change that will bring them more rights and privileges, if not true equality. Often, traditional notions of racial formation are overcome not only through panethnicity but also because Black and Latino Americans, as well as sympathetic White Americans, join in the resistance to subordination.

Resistance can be seen in efforts by racial and ethnic groups to maintain their identity through newspapers and organizations, and in today's technological age through cable television stations, blogs, and Internet sites. Resistance manifests itself in social movements such as the Civil Rights Movement, the feminist movement, and the LGBTQ rights movements. The passage of such legislation as the Age Discrimination Act or the Americans with Disabilities Act marks the success of oppressed groups in lobbying on their own behalf.

Learning Objective: 1.6: Describe how resistance and change occur in racial and ethnic relations.
Topic: Resistance and Change
Skill Level: Analyze It
Difficulty: Difficult

72. Explain what a matrix of domination is and how it relates to the concept of intersectionality.

Answer: Race and ethnicity, as well as other social identifiers, help to define relationships of power across groups, yet they do not exist in isolation. Rather, they coexist with religion, gender, age, disability status, and sexual identity (among other identities). Intersectionality refers to the overlapping and interdependent system of advantage and disadvantage that positions people in society on the basis of race, class, gender, and other characteristics. As the term suggests, it is the intersection of multiple social identities that is of interest to sociologists.

Because most people have many facets to their social identities, they may feel as though they belong to dominant groups in some instances, and subordinate groups in other instances. Worse, they may experience inequality due to several of their expressed identities. For example, many women experience social inequality not only because of their gender but also because of their race and ethnicity. These citizens face a double or triple subordinate status based on their intersecting identities.

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Some sociologists suggest that intersectionality creates a *matrix of domination*, such that White people dominate people of color, men dominate women, and the affluent dominate low-income people—race, class, and gender are interconnected. Of course, gender, race, and social class are not the only systems of oppression, but they do profoundly affect women and people of color in the United States. Other forms of categorization and stigmatization can also be included in this matrix. If we turn to the global stage, we can add citizenship status and being perceived as a "colonial subject" even long after colonialism has ended.

Learning Objective: 1.7: Define and describe intersectionality.
Topic: Intersectionality
Skill Level: Understand the Concepts
Difficulty: Moderate

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