Chapter 1: Diversity in the United States: Questions and Concepts

Test Bank

# Multiple Choice

1. The two groups projected to increase most dramatically in the United States over the next half century are \_\_\_\_\_\_.

a. Asian and Pacific Islanders and Hispanic Americans

b. non-Hispanic White Americans and African Americans

c. Irish Americans and Eastern Europeans

d. African Americans and Hispanic Americans

Ans: A

Learning Objective: 1-1: Explain the increasing racial and ethnic diversity of the United States.

Cognitive Domain: Knowledge

Answer Location: Increasing Diversity

Difficulty Level: Easy

2. The population of the United States is currently \_\_\_\_\_\_.  
a. affected by long-standing unresolved minority issues  
b. affected by low immigration rates  
c. less diverse than the past  
d. limited to three main languages  
Ans: A  
Learning Objective: 1-1: Explain the increasing racial and ethnic diversity of the United States.  
Cognitive Domain: Comprehension  
Answer Location: Increasing Diversity  
Difficulty Level: Medium

3. The largest minority group in the United States is \_\_\_\_\_\_.  
a. Asian and Pacific Islanders  
b. African Americans  
c. Hispanics  
d. native Americans  
d. non-Hispanic Whites  
Ans: C  
Learning Objective: 1-1: Explain the increasing racial and ethnic diversity of the United States.  
Cognitive Domain: Knowledge  
Answer Location: Increasing Diversity  
Difficulty Level: Medium

4. Which of the following would be classified as primarily an ethnic minority group?  
a. African Americans  
b. native Americans  
c. Jewish Americans  
d. Asian Americans  
Ans: C  
Learning Objective: 1-1: Explain the increasing racial and ethnic diversity of the United States.  
Cognitive Domain: Comprehension  
Answer Location: What’s in a Name?  
Difficulty Level: Medium

5. People classified as “Asian and Pacific Islander” \_\_\_\_\_\_.  
a. represent many different national and linguistic backgrounds  
b. have unchanging divisions between people  
c. do not vary by social class, religion, or gender  
d. all have large families  
Ans: A  
Learning Objective: 1-2: Understand the concept of a minority group.  
Cognitive Domain: Comprehension  
Answer Location: Increasing Diversity  
Difficulty Level: Medium

6. In the next 50 years, the total percentage of ethnic minority group Americans is projected to increase to \_\_\_\_\_\_.  
a. 50%  
b. 30%  
c. 65%  
d. 25%  
Ans: A  
Learning Objective: 1-2: Understand the concept of a minority group.  
Cognitive Domain: Knowledge  
Answer Location: Increasing Diversity  
Difficulty Level: Medium  
  
7. The deliberate attempt to exterminate an entire group is referred to as \_\_\_\_\_\_.  
a. systematic   
b. genocide  
c. ascription  
d. miscegenation  
Ans: B  
Learning Objective: 1-2: Understand the concept of a minority group.  
Cognitive Domain: Knowledge  
Answer Location: What Is a Minority Group?  
Difficulty Level: Medium

8. Which of the following is not one of the defining characteristics of a minority group?  
a. inequality  
b. a pattern of disadvantage or inequality  
c. visible identifying traits or characteristics  
d. small group size  
Ans: D  
Learning Objective: 1-2: Understand the concept of a minority group.  
Cognitive Domain: Comprehension  
Answer Location: What Is a Minority Group?  
Difficulty Level: Medium

9. The social or physical characteristics that mark the boundaries between groups are usually \_\_\_\_\_\_.  
a. highly visible  
b. selected by the minority groups themselves  
c. scientifically significant  
d. selected for their biological importance  
Ans: A  
Learning Objective: 1-2: Understand the concept of a minority group.  
Cognitive Domain: Comprehension  
Answer Location: What Is a Minority Group?  
Difficulty Level: Medium

10. Which of the following is not an example of a cultural trait that may be associated with minority status?  
a. language  
b. facial features  
c. religion  
d. types of foods eaten  
Ans: B  
Learning Objective: 1-2: Understand the concept of a minority group.  
Cognitive Domain: Knowledge  
Answer Location: What’s in a Name?  
Difficulty Level: Medium

11. Race/ethnic labels suggest groups are largely \_\_\_\_\_\_.  
a. homogeneous  
b. heterozygous   
c. stratified   
d. similar  
Ans: A  
Learning Objective: 1-2: Understand the concept of a minority group.  
Cognitive Domain: Knowledge  
Answer Location: What’s in a Name?  
Difficulty Level: Medium  
  
12. Skin color is an important marker of group membership in our society because its construction \_\_\_\_\_\_.  
a. derives from shared historical experiences  
b. communicates intelligence levels  
c. has scientific significance  
d. determines personality traits  
Ans: A  
Learning Objective: 1-2: Understand the concept of a minority group.  
Cognitive Domain: Comprehension  
Answer Location: What Is a Minority Group?  
Difficulty Level: Medium

13. Which of the following characteristics is not typical of ascribed status?  
a. it is usually acquired at birth   
b. it typically cannot be changed easily  
c. it is usually involuntary  
d. it can be altered through hard work and motivation  
Ans: D  
Learning Objective: 1-2: Understand the concept of a minority group.  
Cognitive Domain: Comprehension  
Answer Location: What Is a Minority Group?  
Difficulty Level: Medium

14. Anti-miscegenation laws prevented \_\_\_\_\_\_.  
a. people from passing as members of another race  
b. people of different races from eating together in public restaurants  
c. members of different races from intermarrying  
d. members of different races from going to the same schools  
Ans: C  
Learning Objective: 1-2: Understand the concept of a minority group.  
Cognitive Domain: Knowledge  
Answer Location: What Is a Minority Group?  
Difficulty Level: Medium

15. Stratification is another term for \_\_\_\_\_\_.  
a. prejudice  
b. discrimination  
c. the unequal distribution of valued resource  
d. status symbol  
Ans: C  
Learning Objective: 1-3: Explain the sociological perspectives that will guide this text, especially as they relate to the relationships between inequality and minority-group status.  
Cognitive Domain: Knowledge  
Answer Location: Patterns of Inequality  
Difficulty Level: Easy

16. Societies are divided into horizontal layers (or strata) often called \_\_\_\_\_\_.  
a. levels of importance  
b. social classes  
c. horizontal layers  
d. social tiers  
Ans: B  
Learning Objective: 1-3: Explain the sociological perspectives that will guide this text, especially as they relate to the relationships between inequality and minority-group status.  
Cognitive Domain: Knowledge  
Answer Location: Patterns of Inequality  
Difficulty Level: Easy

17. Marxism is a theory of history and social change in which \_\_\_\_\_\_ is a central concern.  
a. inequality  
b. prejudice  
c. fame  
d. international war  
Ans: A  
Learning Objective: 1-3: Explain the sociological perspectives that will guide this text, especially as they relate to the relationships between inequality and minority-group status.  
Cognitive Domain: Knowledge  
Answer Location: Theoretical Perspectives  
Difficulty Level: Easy

18. "The most important source of inequality arises from a person's relationship to the means of production.” This statement might be heard from a \_\_\_\_\_\_.  
a. capitalist  
b. weberian  
c. libertarian  
d. marxist  
Ans: D  
Learning Objective: 1-3: Explain the sociological perspectives that will guide this text, especially as they relate to the relationships between inequality and minority-group status.  
Cognitive Domain: Application  
Answer Location: Theoretical Perspectives  
Difficulty Level: Medium

19. Marx believed that conflict between the bourgeoisie and the proletariat was inevitable and that the ultimate result of this class struggle would be \_\_\_\_\_\_.  
a. the victory of the working class  
b. socialism  
c. a stratified society  
d. the victory of the upper class  
Ans: A  
Learning Objective: 1-3: Explain the sociological perspectives that will guide this text, especially as they relate to the relationships between inequality and minority-group status.  
Cognitive Domain: Application  
Answer Location: Theoretical Perspectives  
Difficulty Level: Medium

20. Which of the following people best illustrates the difference between prestige and class?  
a. Kim Park, the 24-year-old immigrant from Korea who works in his uncle's grocery store  
b. Shirley Umphlett, the African American whose parents moved to New York from Alabama in the 1920s  
c. Mary Ann O'Brien, the fourth-generation Irish Catholic  
d. George Snyder, the young Native American who was born on a reservation in upstate New York but whose family moved to improve their job chances  
Ans: B  
Learning Objective: 1-3: Explain the sociological perspectives that will guide this text, especially as they relate to the relationships between inequality and minority-group status.  
Cognitive Domain: Knowledge  
Answer Location: Theoretical Perspectives  
Difficulty Level: Hard

21. In examining inequality, Weber might argue that a famous and wealthy rapper might rank \_\_\_\_\_\_.   
a. high on class, high on prestige  
b. high on class, low on prestige  
c. low on class, low on power  
d. low on class, high on power  
Ans: A  
Learning Objective: 1-3: Explain the sociological perspectives that will guide this text, especially as they relate to the relationships between inequality and minority-group status.  
Cognitive Domain: Application  
Answer Location: Theoretical Perspectives  
Difficulty Level: Hard

22. Max Weber thought that Marx's ideas about inequality were too \_\_\_\_\_\_.   
a. narrow  
b. optimistic  
c. complex  
d. abstract  
Ans: A  
Learning Objective: 1-3: Explain the sociological perspectives that will guide this text, especially as they relate to the relationships between inequality and minority-group status.  
Cognitive Domain: Knowledge  
Answer Location: Theoretical Perspectives  
Difficulty Level: Hard

23. In opposition to Marx, Weber argued that there are \_\_\_\_\_\_ dimensions of inequality.   
a. one  
b. two  
c. three  
d. four  
Ans: C  
Learning Objective: 1-3: Explain the sociological perspectives that will guide this text, especially as they relate to the relationships between inequality and minority-group status.  
Cognitive Domain: Comprehension  
Answer Location: Theoretical Perspectives  
Difficulty Level: Hard

24. According to Weber, a person who became rich by cleaning septic tanks would be higher on \_\_\_\_\_\_ but lower on \_\_\_\_\_\_.   
a. power; class  
b. status; position  
c. class; prestige  
d. equality; inequality  
Ans: C  
Learning Objective: 1-3: Explain the sociological perspectives that will guide this text, especially as they relate to the relationships between inequality and minority-group status.  
Cognitive Domain: Analysis  
Answer Location: Theoretical Perspectives  
Difficulty Level: Medium  
  
25. Intersectionality stresses the linked \_\_\_\_\_\_ in a society.  
a. subordination  
b. inequalities  
c. identities  
d. discrimination  
Ans: C  
Learning Objective: 1-3: Explain the sociological perspectives that will guide this text, especially as they relate to the relationships between inequality and minority-group status.  
Cognitive Domain: Knowledge  
Answer Location: Theoretical Perspectives  
Difficulty Level: Medium

26. Gerhard Lenski is important because he linked the nature of inequality to the \_\_\_\_\_\_ of a society.   
a. group structure  
b. amount of prestige  
c. wealth  
d. level of development  
Ans: D  
Learning Objective: 1-3: Explain the sociological perspectives that will guide this text, especially as they relate to the relationships between inequality and minority-group status.  
Cognitive Domain: Knowledge  
Answer Location: Theoretical Perspectives  
Difficulty Level: Medium

27. The United States is often referred to as a(n) \_\_\_\_\_\_.  
a. postindustrial society  
b. industrial society  
c. preindustrial agricultural society  
d. historic society  
Ans: A  
Learning Objective: 1-3: Explain the sociological perspectives that will guide this text, especially as they relate to the relationships between inequality and minority-group status.  
Cognitive Domain: Knowledge  
Answer Location: Theoretical Perspectives  
Difficulty Level: Easy

28. Joanna was born to a working class family, but she now belongs to the middle class. Joanna experienced \_\_\_\_\_\_.  
a. social stratification  
b. class movement  
c. social movement  
d. social mobility  
Ans: D  
Learning Objective: 1-3: Explain the sociological perspectives that will guide this text, especially as they relate to the relationships between inequality and minority-group status.  
Cognitive Domain: Application  
Answer Location: Theoretical Perspectives  
Difficulty Level: Medium  
  
29. Stages of evolution of a society’s evolution, including agrarian, industrial, and postindustrial are referred to as \_\_\_\_\_\_.  
a. the level of development  
b. the level of subsistence  
c. the level of institutionalization  
d. the level of socialization  
Ans: A  
Learning Objective: 1-3: Explain the sociological perspectives that will guide this text, especially as they relate to the relationships between inequality and minority-group status.  
Cognitive Domain: Knowledge  
Answer Location: Theoretical Perspectives  
Difficulty Level: Medium

30. According to Weber, a princess who was rich but “fell on hard times” and lost all of her wealth would be \_\_\_\_\_\_.  
a. high on prestige, high on class  
b. high on class, low on prestige  
c. low on class, low on power  
d. high on prestige, low on class  
Ans: D  
Learning Objective: 1-3: Explain the sociological perspectives that will guide this text, especially as they relate to the relationships between inequality and minority-group status.  
Cognitive Domain: Application  
Answer Location: Theoretical Perspectives  
Difficulty Level: Medium

31. According to Lenski, inequality in a postindustrial society would center on control of\_\_\_\_\_\_.  
a. factories  
b. technologies  
c. colleges  
d. land  
Ans: B  
Learning Objective: 1-3: Explain the sociological perspectives that will guide this text, especially as they relate to the relationships between inequality and minority-group status.  
Cognitive Domain: Comprehension  
Answer Location: Theoretical Perspectives  
Difficulty Level: Medium

32. Stratification is an important concept in the study of minority groups because \_\_\_\_\_\_  
a. inequality and minority group status are synonymous  
b. without minority groups, there would be no inequality  
c. minority groups are often formed through struggles over control of valued goods and services  
d. these days, minority groups have more prestige and power than dominant groups  
Ans: C  
Learning Objective: 1-3: Explain the sociological perspectives that will guide this text, especially as they relate to the relationships between inequality and minority-group status.  
Cognitive Domain: Application  
Answer Location: Theoretical Perspectives  
Difficulty Level: Medium

33. In Western Europe, scientific and philosophical interest in the concept of race began \_\_\_\_\_\_.  
a. in the 1920s when IQ tests first appeared  
b. during the age of European conquest and colonization  
c. just after the American Civil War  
d. thousands of years ago when the Vikings reached North America  
Ans: B  
Learning Objective: 1-3: Explain the sociological perspectives that will guide this text, especially as they relate to the relationships between inequality and minority-group status.  
Cognitive Domain: Knowledge  
Answer Location: Theoretical Perspectives  
Difficulty Level: Medium

34. Michelle is a poor African American woman. Her race, class, and gender may combine to produce a unique kind of inequality. The concept that describes this phenomenon is known as \_\_\_\_\_\_.  
a. matrix of domination  
b. Marx's class oppression  
c. minority group  
d. triple discrimination  
Ans: A  
Learning Objective: 1-4: Explain how race and gender contribute to minority-group status.  
Cognitive Domain: Application  
Answer Location: Theoretical Perspectives  
Difficulty Level: Hard  
  
35. Which of the following is true about gender?  
a. Gender is an entirely biological phenomenon.  
b. Women do not experience patterns of disadvantage.  
c. Gender is a social construction.  
d. Patriarchy is a universal norm.  
Ans: C  
Learning Objective: 1-4: Explain how race and gender contribute to minority-group status.  
Cognitive Domain: Comprehension  
Answer Location: Visible Distinguishing Traits: Race and Gender  
Difficulty Level: Medium

36. Societies where men have more control than women over the economy and hold leadership positions in religion, politics, and other institutions are \_\_\_\_\_\_.  
a. paternalistic  
b. patrilineal  
c. patriarchal  
d. patrifocal  
Ans: C  
Learning Objective: 1-4: Explain how race and gender contribute to minority-group status.  
Cognitive Domain: Knowledge  
Answer Location: Visible Distinguishing Traits: Race and Gender  
Difficulty Level: Easy

37. Variations in human skin color \_\_\_\_\_\_.  
a. balance the dangers of exposure to sunlight with the need for vitamin D  
b. have no relationship to climate or geography  
c. are inversely related to the concentration of melanin: the greater the melanin, the lighter the skin  
d. have clear and definite points of demarcation  
Ans: A  
Learning Objective: 1-4: Explain how race and gender contribute to minority-group status.  
Cognitive Domain: Knowledge  
Answer Location: Visible Distinguishing Traits: Race and Gender  
Difficulty Level: Medium

38. The most visible marker of minority group membership is skin color, and it is\_\_\_\_\_\_.  
a. the most reliable marker  
b. highly important  
c. regarded as a matter of little significance  
d. a creation of historical and social processes  
Ans: D  
Learning Objective: 1-4: Explain how race and gender contribute to minority-group status.  
Cognitive Domain: Comprehension  
Answer Location: Visible Distinguishing Traits: Race and Gender  
Difficulty Level: Medium

39. Minority group status affects access to different “life chances,” health, wealth, and success including \_\_\_\_\_\_.  
a. romantic relationships  
b. physical fitness  
c. quality of friendships  
d. access to education  
Ans: D  
Learning Objective: 1-4: Explain how race and gender contribute to minority-group status.  
Cognitive Domain: Comprehension  
Answer Location: Minority Group Status and Stratification  
Difficulty Level: Easy  
  
40. Social scientists see race as a \_\_\_\_\_\_.  
a. social barrier  
b. social construction   
c. social illustration  
d. social class  
Ans: B  
Learning Objective: 1-4: Explain how race and gender contribute to minority-group status.  
Cognitive Domain: Knowledge  
Answer Location: Race  
Difficulty Level: Easy

41. Women can be viewed as a minority group because \_\_\_\_\_\_.  
a. there are fewer women than men in the United States  
b. they are physically identifiable as different from men  
c. they are less intelligent than men  
d. they are not as physically fit as men  
Ans: B  
Learning Objective: 1-4: Explain how race and gender contribute to minority-group status.  
Cognitive Domain: Knowledge  
Answer Location: Gender  
Difficulty Level: Hard

42. At the individual level, the “thinking/feeling” dimension of minority group mistreatment is called \_\_\_\_\_\_.  
a. ideological racism  
b. discrimination  
c. institutional racism  
d. prejudice  
Ans: D  
Learning Objective: 1-5: Comprehend four of the key concepts in dominant-minority relations: prejudice, discrimination, ideological racism, and institutional discrimination.  
Cognitive Domain: Comprehension  
Answer Location: Key Concepts in Dominant-Minority Relations  
Difficulty Level: Medium

43. The “feeling” aspect of prejudice is called the \_\_\_\_\_\_ dimension.   
a. affective  
b. emotional  
c. behavioral  
d. cognitive  
Ans: A  
Learning Objective: 1-5: Comprehend four of the key concepts in dominant-minority relations: prejudice, discrimination, ideological racism, and institutional discrimination.  
Cognitive Domain: Knowledge  
Answer Location: Key Concepts in Dominant-Minority Relations  
Difficulty Level: Medium  
  
44. When the unequal treatment of an entire group is built into the daily operation of society, this is called \_\_\_\_\_\_.  
a. institutional discrimination  
b. prejudice  
c. racism  
d. societal prejudice  
Ans: A  
Learning Objective: 1-5: Comprehend four of the key concepts in dominant-minority relations: prejudice, discrimination, ideological racism, and institutional discrimination.  
Cognitive Domain: Knowledge  
Answer Location: Key Concepts in Dominant-Minority Relations  
Difficulty Level: Easy

45. The unequal treatment of a group or individual based on his or her group membership is \_\_\_\_\_\_.  
a. institutional prejudice  
b. discrimination  
c. racist stereotyping  
d. prejudicial racism  
Ans: B  
Learning Objective: 1-5: Comprehend four of the key concepts in dominant-minority relations: prejudice, discrimination, ideological racism, and institutional discrimination.  
Cognitive Domain: Knowledge  
Answer Location: Discrimination  
Difficulty Level: Easy

46. You work at the local bank as a loan processor. Although you believe that Whites and African Americans should be treated equally, your boss demands that you turn down any loans requested by African Americans. You are a(n) \_\_\_\_\_\_.  
a. unprejudiced nondiscriminatory  
b. unprejudiced discriminator  
c. prejudiced nondiscriminatory  
d. prejudiced discriminatory  
Ans: B  
Learning Objective: 1-5: Comprehend four of the key concepts in dominant-minority relations: prejudice, discrimination, ideological racism, and institutional discrimination.  
Cognitive Domain: Application  
Answer Location: Discrimination  
Difficulty Level: Medium

47.The increasing interconnectedness of people, groups, and nations is referred to as \_\_\_\_\_\_.  
a. friendship  
b. institutionalization   
c. nationalism  
d. globalization  
Ans: D  
Learning Objective: 1-5: Comprehend four of the key concepts in dominant-minority relations: prejudice, discrimination, ideological racism, and institutional discrimination.  
Cognitive Domain: Comprehension  
Answer Location: A Global Perspective  
Difficulty Level: Medium

48. A social situation in which prejudice is strongly approved and supported might \_\_\_\_\_\_.  
a. be the best place to counter general beliefs about minority groups  
b. evoke discrimination in otherwise unprejudiced individuals  
c. make people feel guilty so that they change their attitudes  
d. make people less likely to act on their negative thoughts and feelings  
Ans: B  
Learning Objective: 1-5: Comprehend four of the key concepts in dominant-minority relations: prejudice, discrimination, ideological racism, and institutional discrimination.  
Cognitive Domain: Analysis  
Answer Location: Key Concepts in Dominant-Minority Relations  
Difficulty Level: Hard  
  
49. The distinction between prejudice and discrimination is \_\_\_\_\_\_.  
a. prejudice is a behavior; discrimination is an attitude  
b. prejudice is an attitude; discrimination is a behavior  
c. prejudice is an ideology; discrimination is an attitude  
d. prejudice is an attitude; discrimination is an ideology  
Ans: B  
Learning Objective: 1-5: Comprehend four of the key concepts in dominant-minority relations: prejudice, discrimination, ideological racism, and institutional discrimination.  
Cognitive Domain: Comprehension  
Answer Location: Key Concepts in Dominant-Minority Relations  
Difficulty Level: Hard

50. Institutional discrimination is often difficult to identify and measure because \_\_\_\_\_\_.  
a. it usually is masked by overt racism  
b. the individuals who implement it may be non-prejudiced and unaware of what they are doing  
c. it ended decades ago, and we have to rely on historical accounts to conduct research  
d. it affects only the most outspoken and angry members of minority groups  
Ans: B  
Learning Objective: 1-5: Comprehend four of the key concepts in dominant-minority relations: prejudice, discrimination, ideological racism, and institutional discrimination.  
Cognitive Domain: Comprehension  
Answer Location: Key Concepts in Dominant-Minority Relations  
Difficulty Level: Medium

51. According to your book, which of the following could not be considered minorities?  
a. very obese Americans  
b. the aged  
c. LGBTQ individuals  
d. Whites  
Ans: D  
Learning Objective: 1-5: Comprehend four of the key concepts in dominant-minority relations: prejudice, discrimination, ideological racism, and institutional discrimination.  
Cognitive Domain: Knowledge  
Answer Location: Key Concepts in Dominant-Minority Relations  
Difficulty Level: Easy  
  
52. A non-Hispanic White woman sees a Mexican American male and assumes he is undocumented. This is an example of \_\_\_\_\_\_.  
a. probable logic  
b. stereotyping  
c. individual discrimination  
d. legal discrimination  
Ans: B  
Learning Objective: 1-6: Apply a global perspective to the relationship between globalization and immigration to the United States.  
Cognitive Domain: Application  
Answer Location: Prejudice  
Difficulty Level: Medium  
  
53. The dynamics of \_\_\_\_\_\_ relations in the United States are not unique.  
a. outergroup  
b. dual-groups  
c. triads   
d. intergroups  
Ans: D  
Learning Objective: 1-6: Apply a global perspective to the relationship between globalization and immigration to the United States.  
Cognitive Domain: Knowledge  
Answer Location: A Global Perspective  
Difficulty Level: Easy  
  
54. Migrants have moved to more \_\_\_\_\_\_ crossing routes to get to southern Arizona.  
a. time-saving  
b. public  
c. dangerous  
d. individual   
Ans: C  
Learning Objective: 1-6: Apply a global perspective to the relationship between globalization and immigration to the United States.  
Cognitive Domain: Knowledge  
Answer Location: A Global Perspective  
Difficulty Level: Medium

55. Approximately \_\_\_\_\_\_% of the world’s population lives outside their country of birth.  
a. 3  
b. 5  
c. 10  
d. 22  
Ans: A  
Learning Objective: 1-6: Apply a global perspective to the relationship between globalization and immigration to the United States.  
Cognitive Domain: Knowledge  
Answer Location: Immigration and Globalization   
Difficulty Level: Medium

# True/False

1. Stratification is a basic feature of society.  
Ans: T  
Learning Objective: 1-1: Explain the increasing racial and ethnic diversity of the United States.  
Cognitive Domain: Comprehension  
Answer Location: Patterns of Inequality  
Difficulty Level: Easy

2. In the United States, minority group status has been and continues to be one of the most important determinants of health, wealth, and success.   
Ans: T  
Learning Objective: 1-2: Understand the concept of a minority group.  
Cognitive Domain: Comprehension  
Answer Location: Minority Group Status and Stratification   
Difficulty Level: Easy  
  
3. Groups that are defined primarily by their cultural characteristics are called racial minority groups.   
Ans: F  
Learning Objective: 1-2: Understand the concept of a minority group.  
Cognitive Domain: Knowledge  
Answer Location: Race  
Difficulty Level: Medium  
  
4. The matrix of domination describes how women and men can be discriminated against based on overlapping components of age, race, and gender.

Ans: T  
Learning Objective: 1-3: Explain the sociological perspectives that will guide this text, especially as they relate to the relationships between inequality and minority-group status.

Cognitive Domain: Comprehension  
Answer Location: Theoretical Perspectives  
Difficulty Level: Medium

5. Max Weber distinguished three different sources of stratification in society: class, prestige, and power.   
Ans: T  
Learning Objective: 1-3: Explain the sociological perspectives that will guide this text, especially as they relate to the relationships between inequality and minority-group status.

Cognitive Domain: Knowledge  
Answer Location: Theoretical Perspectives  
Difficulty Level: Medium  
  
6. Minority groups are disadvantaged usually as the result of the actions of another group or groups who benefit from the arrangement.   
Ans: T  
Learning Objective: 1-3: Explain the sociological perspectives that will guide this text, especially as they relate to the relationships between inequality and minority-group status.

Cognitive Domain: Comprehension  
Answer Location: Theoretical Perspectives  
Difficulty Level: Easy

7. Ideological racism is a belief system that asserts that a particular group is inferior.   
Ans: T  
Learning Objective: 1-3: Explain the sociological perspectives that will guide this text, especially as they relate to the relationships between inequality and minority-group status.

Cognitive Domain: Knowledge  
Answer Location: Key Concepts in Dominant-Minority Relations  
Difficulty Level: Medium

8. Scientists have concluded that skin color and other racial traits have little scientific, evolutionary, medical, or biological importance.   
Ans: T  
Learning Objective: 1-4: Explain how race and gender contribute to minority-group status.  
Cognitive Domain: Comprehension  
Answer Location: Visible Distinguishing Traits: Race and Gender  
Difficulty Level: Easy

# Essay

1. What is a minority group? Cite the five defining characteristics of a minority group. Based on the five defining characteristics, are women considered a minority group? Why or why not?  
Ans: Answers will vary but should first include the definition of a minority group. A minority group experiences systematic disadvantage and has a visible identifying trait. The group is self-conscious, and membership is usually determined at birth. Members tend to form intimate relations within the group. The five defining characteristics of a minority group include inequality, visibility, awareness, ascription, and intimate relationships. Women may be considered a minority group because they are not in a position of dominance within society. Women experience institutionalized discrimination which contributes to inequality (such as pay disparities); women possess physical traits different from that of the dominant group; many women are aware of their differentiation from the dominant group as well as their shared disadvantage. In general, being a woman is an ascribed status that is assigned at birth. And finally, women often form emotionally close bonds with other women who can relate to their experiences.  
Learning Objective: 1-2: Understand the concept of a minority group.  
Cognitive Domain: Analysis  
Answer Location: What Is a Minority Group?  
Difficulty Level: Hard

2. Define Weber’s concepts of power and prestige. Use examples.  
Ans: Answers will vary but should define prestige as the amount of honor, esteem, or respect given to us by others. Class position is one factor that affects the amount of prestige a person enjoys. Other factors that influence prestige include family lineage or physical appearance. A wealthy minority group member may be ranked high on class, but low on prestige. Power is the ability to influence others, impact the devision-making process of society, and protect one’s self-interest and achieve one’s goals. Some politically active groups have access to great wealth and can use their riches to promote their causes. Other groups may rely more on their size and ability to mobilize large demonstrations to achieve their goals.   
Learning Objective: 1-3: Explain the sociological perspectives that will guide this text, especially as they relate to the relationships between inequality and minority-group status.

Cognitive Domain: Comprehension  
Answer Location: Theoretical Perspectives  
Difficulty Level: Medium

3. Explain what is meant by stratification. According to Karl Marx, who benefits from stratification? How does this perpetuate inequality amongst majority-minority groups?  
Ans: Answers will vary but should discuss stratification as an unequal distribution of valued goods and services. It is a feature of U.S. society. Every human is stratified to some degree. Society distributes its resources in ways that benefit the majority. Economic stratification results in different social classes. Many criteria (such as education, age, gender, and talent) may affect a person’s social class position and his or her access to goods and services. In Marx’s view, all societies include two main social classes. One class, the bourgeoisie, owns or controls the means of production. It benefits from that arrangement and exploits and oppresses the proletariat (or the working class). Many in the bourgeoisie are wealthy White males. By exploiting the proletariat, which is largely made up of minority groups, the bourgeoisie can continue oppressing minorities.   
Learning Objective: 1-5: Comprehend four of the key concepts in dominant-minority relations: prejudice, discrimination, ideological racism, and institutional discrimination.

Cognitive Domain: Application  
Answer Location: Patterns of Inequality  
Difficulty Level: Hard

4. What is ideological racism? Please provide an example.  
Ans: Answers will vary but should discuss ideological racism as a belief system of a particular group or the societal equivalent of individual prejudice. Members of the dominant group use ideological racism to legitimize or rationalize the unequal status of minority groups. Through the process of socialization, such ideas pass from generation to generation, becoming incorporated in to the society’s culture. An example of a racist ideology is the elaborate system of beliefs and ideas that attempted to justify slavery in the American South. This exploitation of slaves was explained in terms of the innate and racial inferiority of blacks and the superiority of Whites.  
Learning Objective: 1-5: Comprehend four of the key concepts in dominant-minority relations: prejudice, discrimination, ideological racism, and institutional discrimination.   
Cognitive Domain: Knowledge  
Answer Location: Ideological Racism  
Difficulty Level: Hard

5. “If people would just change their attitudes about minorities then discrimination would be a thing of the past.” Using concepts from your reading, explain why ending individual prejudice would not end racial inequality in society.   
Ans: Answers will vary but should discuss that it is difficult to change attitudes embedded into our social structure. Institutional discrimination is discrimination that has been solidified by generations of majority groups. Further, majority groups are socialized, whether intentionally or unintentionally, to separate themselves from groups who are different from them--even if it is just by appearance. We cannot simply undue these factors on an individual level.  
Learning Objective: 1-5: Comprehend four of the key concepts in dominant-minority relations: prejudice, discrimination, ideological racism, and institutional discrimination.  
Cognitive Domain: Application  
Answer Location: Minority Groups: Trends and Questions  
Difficulty Level: Hard

6. What is intersectionality? Why is it important? How would you describe your own identity under an intersectional lens?  
Ans: Answers will vary but must discuss intersectionality, a view that acknowledges that everyone has multiple group memberships and that these crisscross and create different experiences for people with varying combinations of statuses. The realities faced by gay, white-collar, Mexican American men are very different from those faced by heterosexual, blue-collar Puerto Rican women, even though both would be considered “Hispanic.” From this perspective, you can see that no singular, uniform Hispanic American experience exists. We need to recognize how gender, class, sexual orientation, and other factors intersect with and reinforce one another. Students will discuss their own identity under and intersectional lens--for example: gay, Asian-American, disabled female from the middle class.  
Learning Objective: 1-4: Explain how race and gender contribute to minority-group status.  
Cognitive Domain: Comprehension  
Answer Location: Theoretical Perspectives  
Difficulty Level: Medium

7. What is a post industrial society? In what ways can post industrial societies contribute to racial discrimination? Please use one example to discuss this.  
Ans: Answers will vary but should discuss that the United States and other societies have entered a stage of development referred to as postindustrial society. In this society, developments in new technology, computer-related fields, information processing, and scientific research create economic growth. In postindustrial societies, economic success is closely related to specialized knowledge, familiarity with new technologies, and formal education. Post industrial societies can contribute to racial discrimination in several ways. Minorities often do not have access to quality, formal education systems due to institutionalized racism. This can prevent disadvantaged groups from gaining specialized knowledge, particularly in relation to technology and schooling.   
Learning Objective: 1-3: Explain the sociological perspectives that will guide this text, especially as they relate to the relationships between inequality and minority-group status.  
Cognitive Domain: Analysis  
Answer Location: Theoretical Perspectives  
Difficulty Level: Hard

8. Have you ever experienced institutional discrimination? In what way? If you believe that you have never experienced institutional discrimination, why do you think that is?  
Ans: Answers will vary but should first discuss the definition of institutional discrimination which refers to a pattern of unequal treatment, based on group membership, built into the daily operations of society, whether or not it is consciously intended. Students may discuss a variety of themes. One example may be women who have experienced institutional discrimination in school by being told an everyday outfit is too provocative for the classroom. If a student says that they have not experienced institutional discrimination, they may choose to discuss the privileges they hold in society.  
Learning Objective: 1-5: Comprehend four of the key concepts in dominant-minority relations: prejudice, discrimination, ideological racism, and institutional discrimination.  
Cognitive Domain: Analysis   
Answer Location: Institutional Discrimination  
Difficulty Level: Medium

9. How have racial categories for African Americans and other groups changed over the years?   
Ans: Answers will vary but should discuss that The Census Bureau continues to add ethnic categories as new immigrants that, for now, fall under one of the following primary categories: Whites, Black/African American, American Indian/Alaskan Native, Asian (Chinese, Japanese, Native Hawaiian), and others. The Census Bureau notes that Hispanic origins are “not racial.” Considering this, it asks people of Hispanic origin to identity their place of origin (such as Cuba or Mexico). The census has changed in other ways, as well. In the 1960s, the Census Bureau mailed its form to urban residences and for the first time respondents could choose their racial identity. This was important for giving people agency to self-identity, but it may also have produced more accurate information.   
Learning Objective: 1-3: Explain the sociological perspectives that will guide this text, especially as they relate to the relationships between inequality and minority-group status.  
Cognitive Domain: Comprehension  
Answer Location: Visible Distinguishing Traits: Race and Gender   
Difficulty Level: Medium