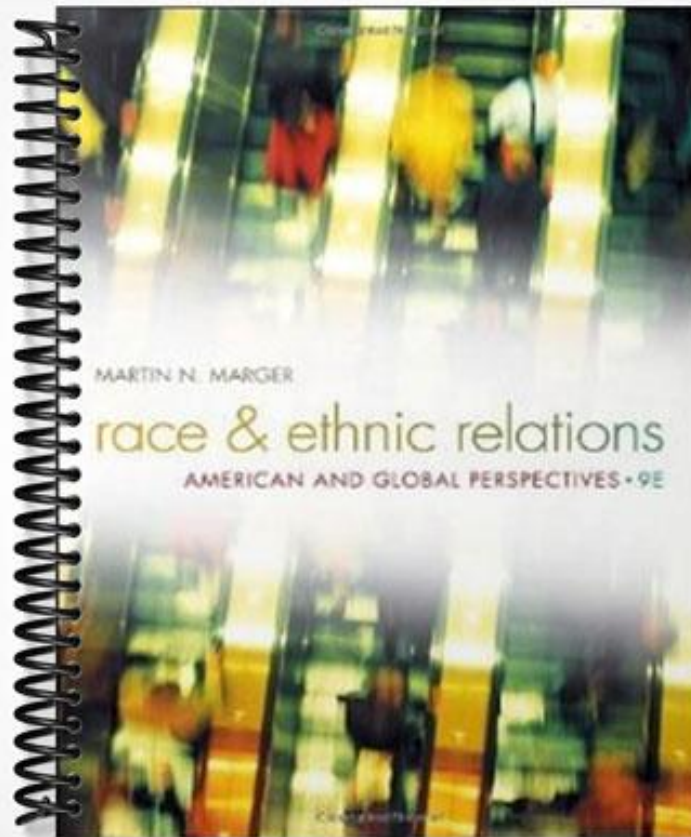


**TEST BANK**



## CHAPTER 2

### ETHNIC STRATIFICATION: MAJORITY AND MINORITY

#### WHAT'S NEW TO THE 9<sup>TH</sup> EDITION?

- Additional explanation of different types of sociological minorities, including gender and age.
- Updated statistical data on all groups.
- Updated citations and literature.
- Bulleted summary section.
- Critical thinking questions at the end of the chapter.
- Updated key concepts.
- Updated and enhanced tables and figures.

#### CHAPTER OUTLINE

##### **Stratification Systems**

Power and Stratification  
Stratification and Ideology

##### **Ethnic Stratification Systems**

Minority Groups  
Differential Treatment  
Social Definition  
Differential Power  
Categorical Treatment  
Sociological and Numerical Meaning  
Types of Minorities  
Dominant Groups  
Political and Economic, Dominance  
Cultural Power  
Control of Immigration  
Relative Dominance  
Middleman Minorities  
The Relativity of Dominant and Minority Status  
Ethnic Strata: Clarity and Mobility  
Mobility between Strata  
Caste

##### **Class, Ethnicity and Power**

The Relationship of Ethnicity to Social Class and Power  
Class  
Societal Power

Ethnicity, Class, and Power Reconsidered  
Individual Achievement  
Underrepresentation  
Privileges and Handicaps  
Changing Class Positions

### **The Origins of Ethnic Stratification**

Forms of Contact  
Conquest  
Annexation  
Voluntary Immigration  
Involuntary Immigration  
Outcomes of Contact  
Lieberson's Model  
Noel's Model

### **Minority Responses to Subordination**

Pluralistic Minorities  
Assimilationist Minorities  
Secessionist Minorities  
Militant Minorities

### **Summary**

### **Critical Thinking**

### **KEY TERMS, CONCEPTS, AND NAMES**

assimilationist minority p. 46	middleman minority p. 34
caste system p. 37	migrant superordination p. 44
charter group p. 33	militant minority p. 47
dominant ethnic group p. 33	minority group p. 47
Donald Noel p. 44	pluralistic minority p. 46
ethnic hierarchy p. 45	secessionist minority p. 47
ethnic minority p. 39	social mobility p. 34
ethnic stratification p. 39	social stratification p. 47
ideology p. 40	socioeconomic status p. 36
indigenous superordination p. 44	Stanley Lieberson p. 44
involuntary immigration p. 43	voluntary immigration p. 43

### **LECTURE IDEAS**

- 1) The Poverty Game: Put students in groups of three and assign each a lump sum monthly income. Make sure that 8 of 10 groups live in poverty (monthly incomes

\$450.00 or less) and 2 of 10 groups live in opulence (monthly incomes \$7,000.00 or more). Tell all groups to keep their income levels private until they report their budget at the end of the exercise. Have group members budget as though they were in a single-parent with two children family for three consecutive months (that means that each group gets their monthly income three times, once per month) using the following budget categories: food, transportation, housing (including utilities), medical, and miscellaneous. Give the following guidelines: any welfare that is available can be used to make up for income shortfalls; no debt can be incurred; no family can be sources of further income; and no more income can be obtained for the three months. Have students with lower incomes present first and have each group write their budgeting strategies on the board as they present to the entire class. The point is to let most of the students struggle with a small measure of the challenges faced by indigent persons (even if for only one hour). And to allow the majority of students to experience relative poverty when they discover that there were very rich groups in the room.

- 2) **What's In Your Wallet?:** Ask students to empty the contents of their wallets, pockets, and/or purses onto the desk (not their money or personal hygiene products). Assign them to economic classes using the following arbitrarily selected criteria (you can readily modify these criteria as needed): students who have nothing on their desks are the richest class; students with keys are upper middle class; students with bills, tickets, or receipts are the working middle class; students with credit cards are the working poor class; students with any facial care products are assigned minority status and are considered twice as likely to be looked over for opportunities. Now have them write a life course plan as though they had to follow the plan from their current economic and minority status. These are the life course stages for them to plan: education/vocational training; vocation/profession employment; housing purchase; promotion possibilities; and retirement plan. The point is that many in society don't have equal access to social and economic rewards. How is the process of assignment based on what a student had in their wallet similar or different to the processes of assignment based on race, class, gender, lifestyle, etc?
- 3) **Hegemony and Ideology:** Draw from Gramsci's discussion of hegemony to explain the importance of ideologies for maintaining inequality. Focus specifically on the ideology of equal opportunity in the U.S. and explore the extent to which this is a reality.
- 4) **Social Mobility and Racial Inequality:** Use current studies to describe the levels of inequality in the U.S. Black families earn less and have less wealth than White families. In addition, middle-class blacks are much less likely than middle-class whites to attain or surpass the class status of their parents. Provide concrete data on stratification to supplement the author's discussion of this.

## **QUESTIONS FOR DISCUSSION**

- 1) Explain the difference in ascribed and achieved characteristics. Discuss the challenges faced by various groups who cannot change ascribed traits that work against them when competing for social and economic rewards.
- 2) Discuss the African American experience in terms of: involuntary migration, past and current trends in stratification, and social mobility (or the lack thereof). How is this minority group unique in comparison to others?
- 3) Describe the experience of annexation of Mexican-Americans. How has this group responded in terms of: pluralistic, assimilation, secession, and military minority responses?
- 4) Explain Noel's power differential, competition, and ethnocentrism concepts. How do these fit today's minority group struggles?
- 5) Why did South Africa have a majority of its population that did not belong to the dominant group?
- 6) Discuss the contrast the author draws between the Virginia Tech shooting and the Oklahoma City bombing. Ask the students how the media and authorities might have responded had Timothy McVeigh been an Arab. Ask the students how the media and authorities might have responded had the perpetrators of 9/11 been white Americans.
- 7) In today's political climate, there is a lot of anti-immigrant sentiment. To what extent is that related to perceived cultural and racial differences between the majority population and the immigrant populations?

## INTERNET ACTIVITIES

- 1) Go to <http://www.asianave.com/>  
Either register or take a free preview. What types of services are offered on this website and who is most likely to benefit from using them? List three things you learned from the news, education, and social links. What is the main purpose of this website?
- 2) Go to <http://www.japanese-online.com/>  
Register (for free) and browse the site. What is the main focus of this website? List three things you learned about the Japanese language and/or culture. What can non-Japanese-Americans gain from this website?
- 3) Go to <http://www.filipinoexpress.com/>

What is the main focus of this site? What can non-Filipino-Americans gain from this website? List three things you learned about the Filipino-American experience.

- 4) Go to <http://www.racismreview.com/blog/?cat=22>  
Read some of the articles that discuss anti-Arab sentiment around the world. How does this play out differently in different contexts? Directly compare one incident in the U.S. to one in another country to make your case.
- 5) Go to [http://en.wikipedia.org/wiki/Indian\\_caste\\_system](http://en.wikipedia.org/wiki/Indian_caste_system)  
Skim the description of the Indian caste system. How does this differ from the racial hierarchy in the U.S.? In what ways is it similar?

## INFOTRAC ACTIVITIES

Access Chenoa Flippen's article called "Unequal Returns to Housing Investments? A study of Real Housing Appreciation among Black, White, and Hispanic Households." **Social Forces**, June 2004 v82 i4 p1523. Consider the fact that a home purchase represents the single most significant financial investment of the average American family. Buying a home, paying it off, and having it as an economic resource for later life impacts access to economic rewards at almost every level. Flippen discusses ethnic stratification as it relates to residential value, especially home appreciation over time. What were the findings pertaining to ethnic home appreciation? How does it impact overall wealth holdings of mature ethnic minorities? Which factors contribute to better or worse appreciation? How many of these factors can be influenced by ethnic minorities? Why does the author emphasize integration over segregation?

## STUDENT ACTIVITIES

- 1) List the education level and class standing of your parents, and all of your grandparents. Estimate your own education level and class standing once you are established in your chosen career. Will you experience intergenerational mobility? Does race, class, gender, lifestyle, or disability impact your findings? Did race, class, gender, lifestyle, or disability impact your parents' and grandparents' educational and class experience?
- 2) Form groups of three and come up with a multi-faceted categorization of a person who has at least five ethnic-minority or other stratification factors that would land them in the best and in the worst social standing for competing for social and economic rewards.
- 3) Interview two undergraduate students, one who is in the dominant group and another who is in an ethnic minority group. Question these undergraduates on how their own race, class, gender, disability, or lifestyles will positively or negatively

impact their educational and career pursuits. You will report your findings in class and summarize them onto one page, broken down by race, class, gender, disability, and lifestyle which were reported along with advantage or disadvantage. How do these findings reflect the larger social findings?

- 4) List foods that might be found in the “ethnic foods” aisle of the supermarket versus foods in other aisles. What does that tell us about which ethnic groups are more assimilated into U.S. society?
- 5) Name a group that has completely assimilated into U.S. society and a group that has chosen the pluralistic route. Take stock of the assimilationist versus pluralistic routes in terms of the advantages of each one. Also, discuss what factors facilitate pluralism versus assimilation.

### **ADDITIONAL RESOURCES FOR THE INSTRUCTOR**

Max Weber’s discussion of life chances opens an entirely unique world view of opportunities that can be influenced by the individual and opportunities that individuals lack by virtue of some ascribed characteristic. Using his original text (*The Protestant Ethic and the Spirit of Capitalism*) or a paraphrased version found in any introduction to sociology text, have students consider how the intersection of race, class, gender, disabilities, and lifestyles impacts disadvantaged persons who attempt to procure goods, obtain life position, and/or obtain inner satisfaction as they compete for economic and social rewards.

### **SUGGESTED READINGS**

Jackman, Mary R. 1994. *The Velvet Glove: Paternalism and Conflict in Gender, Class, and Race Relations*. Berkeley: University of California Press. Analyzes how dominant groups use persuasion, in the form of ideology, rather than force to create legitimacy and to sustain systems of social inequality.

Steinberg, Stephen. 1989. *The Ethnic Myth: Race, Ethnicity and Class in America*. Updated and expanded ed. New York: Atheneum. Deals with the issue of ethnic versus class factors in group mobility, leaning strongly toward the latter.

Wilson, William J. 1973. *Power, Racism, and Privilege: Race Relations in Theoretical and Sociohistorical Perspectives*. New York: Free Press. Using a power-conflict approach, explains the development of racial stratification, illustrated with a comparison of the United States and South Africa.

## MULTIPLE CHOICE QUESTIONS

1. Stratification is legitimized by an ideology
  - a. that justifies the unequal distribution of rewards.
  - b. that most people accept without dispute.
  - c. in order to avoid a discussion of genetic factors.
  - d. that determines how many strata a society will have.
  
- W2. All of the following contribute to stratification, except
  - a. unequal distribution of resources.
  - b. ideologies.
  - c. social institutions.
  - d. random chance.
  
3. \_\_\_\_\_ techniques are commonly used only in societies where the prevailing system is not accepted by a significant part of the \_\_\_\_\_.
  - a. Coercive; government
  - b. Coercive; populace
  - c. Ideological; rich
  - d. Ideological; populace
  
4. Most stratification systems
  - a. favor the masses.
  - b. exclude racism in any form.
  - c. require the development of an effective ideology.
  - d. treat most groups equally.
  
5. In ethnic stratification, those most like the dominant group are more
  - a. subordinate.
  - b. exploited.
  - c. highly ranked.
  - d. nominally ranked.
  
- W6. Louis Wirth defined a minority group as those who
  - a. are the same in every way except in the portion of members in public office.
  - b. people who are treated differently on the basis of their cultural or physical characteristics.
  - c. look and act like the dominant group, but have some taint in their history.
  - d. receive equal economic, but not sociocultural rewards.
  
7. In a society with a high degree of stratification, we can be sure that
  - a. the dominant group has the most resources.
  - b. there will be conflict between minorities.
  - c. there will be little conflict between minorities.
  - d. there is a fair distribution of resources.



- W8. In the U.S., the ideology of equal opportunity
- serves to justify social inequality.
  - ensures that Italians get more resources than Greeks.
  - is absolutely untrue.
  - no longer has significance in this society.
9. The dominant group has the power to sustain ideologies because
- of its power to influence the process of socialization.
  - it is the largest group in society.
  - it controls the media.
  - resistance is rare.
- W10. Minority groups can be characterized which characteristic?
- a group that has a small share of society's rewards
  - the numerically smallest group in society
  - people can move in and out of this classification
  - a group that is endogamous
11. The dominant ethnic group is the group with all of the following characteristics, except
- top of ethnic hierarchy.
  - maximal access to resources.
  - power advantage.
  - historical supremacy.
12. Schermerhorn argued that the \_\_\_\_\_ group has its language, traditions, customs, and ideology as the \_\_\_\_\_ for society.
- minority; norm
  - dominant; exception
  - dominant; norm
  - minority; role model
13. Porter called the host group the
- charter group.
  - minority guest group.
  - ethnic outcast group.
  - norm buster group.
- W14. When ethnic groups occupy a middle status between dominant and subordinate groups, it's called
- ethnic liaisons.
  - political scapegoates.
  - deviant go-betweens.
  - middleman minorities.

15. In the United States, Anglo-Saxons are privileged because they
- are the dominant group.
  - arrived first.
  - have worked the hardest.
  - are the largest voting bloc.
16. In the U.S., social mobility is limited because
- people inherit their class positions.
  - most people are not willing to move far from their families.
  - the price of housing is comparatively high.
  - there are no opportunities for advancement.
17. Caste systems are distinct from other systems of ethnic stratification in that
- movement from one caste to another is highly restricted by custom or law.
  - physical appearance is not important in caste systems.
  - castes are usually culturally similar to one another.
  - caste systems are only found in Asia.
18. Mexican Americans living in what is now the United States' South West region \_\_\_\_\_ after the Mexican-American War.
- voluntarily migrated
  - were excluded
  - were conquered
  - were annexed
19. Which group involuntarily migrated to the United States?
- Native Americans
  - Asians
  - French
  - Africans
20. Ethnicity is linked to class status insofar as
- the members of the dominant ethnic group are most likely to have the greatest wealth.
  - Education influences which ethnic group you belong to.
  - People in higher classes have more cultural capital.
  - Your class status is wholly determined by your ethnicity.
21. The author compares the Virginia Tech shooting to the Oklahoma City bombing to make the point that
- ethnic minorities are more likely than the dominant group to suffer the consequences of the actions of their co-ethnics.
  - the Tech shooting received much more media coverage.
  - the Oklahoma City bombing received much more media coverage.
  - college students rarely display violent behavior.

22. Pluralistic minorities do not assimilate primarily because
- they choose not to.
  - their opportunities to do so are limited.
  - their lack of education makes it difficult.
  - their primary goal is to become the dominant group in society.
23. The ethnic factor is unlikely to inhibit Anglo-Americans' success
- because they are privileged in every way.
  - because they are all members of the upper class.
  - because they have no ethnic attributes.
  - because they are the dominant ethnic group.
24. Sociologists refer to upward or downward movement between socioeconomic strata as
- strata travel.
  - social mobility.
  - impoverishment relativity.
  - social enrichment.
25. In general, where groups remain culturally or physically distinct, mobility between ethnic strata is
- enhanced.
  - limited.
  - neutral.
  - destroyed.
26. The most rigidly static type of ethnic stratification is called
- class.
  - pluralism.
  - caste.
  - majority-minority.
27. The Burakumin are considered to be descendants of a less human race in
- Iran.
  - Japan.
  - South Africa.
  - Brazil.
28. Members of an ethnic group enter a society in large numbers for the first time; their objective is to become part of the mainstream as quickly as possible. This is an example of a(n) \_\_\_\_\_ minority.
- militant
  - secessionist
  - assimilationist
  - archaic

29. The effect of ethnicity is that minority ethnic group members face barriers to rewards that
- dominant group members deny.
  - dominant group members do not face.
  - minority group members deny.
  - minority group members bring upon themselves.
30. Sometimes ethnic minority group members are exceptional in their social standing. All of the following are provided as explanations for this, except
- there's not a perfect link between class and ethnicity.
  - exceptions do not represent all minorities in a group.
  - dominant group members often retain privileges not given to exceptional minority group members.
  - the link between class and ethnicity rarely changes.

### Essay and Discussion Questions

- Briefly describe *social stratification*, specifying the influence of power on stratification systems.
- Explain the relationship between stratification and ideology and the role of ideology in sustaining social inequality.
- Explain how ethnic stratification systems differ from other types of stratification systems.
- Define *minority group* and explain the specific features of such groups. Provide examples of several types of minorities, in addition to ethnic.
- How might people with disabilities, women, and homosexuals be considered minorities in the same way as racial and ethnic groups by sociologists? Explain.
- Define *dominant group* and explain the basis of dominant group power in multiethnic societies.
- Describe *middleman minorities* and how they differ from both dominant and subordinate groups in a multiethnic society. What factors make them unique from dominant and minority groups?
- Describe the origins of ethnic stratification.
- Make the claim that either Lieberman's or Noel's model best fits the understanding of outcomes of contacts. Compare and contrast the two models in your answer.

10. Differentiate *pluralistic*, *assimilationist*, *secessionist*, and *militant* minorities, and illustrate each.
11. Is white a racial identity? Why or why not?
12. If the U.S. is highly stratified on the basis of race, how can we explain the success of people like Oprah Winfrey and Condoleeza Rice?
13. Describe one way that your class status might affect your life. Describe one way that your ethnic status might affect your life. On the basis of these two examples, are there any parallels between class and ethnicity? Why or why not?
14. The author argues that some inequalities between humans are based on social learning, while others are based on genetic inheritance. Why is it important for sociologists to make that distinction?
15. As an example of a pervasive ideology that justifies inequality, the author provides the example of the ideology of equal opportunity. What is another example of an ideology that justifies inequality? How are we socialized to accept that ideology?

## Answer Key

### Multiple Choice Questions

1.	Ans: a	Pick-up	Applied	pg. 27-29
2.	Ans: d	Pick-up	Factual	pg. 27-29
3.	Ans: b	Pick-up	Factual	pg. 28
4.	Ans: c	Pick-up	Factual	pg. 28
5.	Ans: c	Pick-up	Factual	pg. 29
6.	Ans: b	Pick-up	Factual	pg. 29
7.	Ans: a	Pick-up	Applied	pg. 29
8.	Ans: a	Pick-up	Applied	pg. 39-41
9.	Ans: a	Pick-up	Conceptual	pg. 29-30
10.	Ans: a	Modified	Factual	pg. 28
11.	Ans: d	Pick-up	Factual	pg. 33
12.	Ans: c	Pick-up	Factual	pg. 33
13.	Ans: a	Pick-up	Factual	pg. 33
14.	Ans: d	Pick-up	Factual	pg. 34
15.	Ans: a	Pick-up	Applied	pg. 32-34
16.	Ans: a	Pick-up	Factual	pg. 36
17.	Ans: a	Pick-up	Factual	pg. 37
18.	Ans: d	Pick-up	Factual	pg. 43
19.	Ans: d	Pick-up	Factual	pg. 44
20.	Ans: a	Pick-up	Applied	pg. 46-49
21.	Ans: a	Modified	Conceptual	pg. 42-43
22.	Ans: a	Modified	Factual	pg. 46
23.	Ans: d	Pick-up	Applied	pg. 33-37
24.	Ans: b	Modified	Factual	pg. 37
25.	Ans: b	Modified	Factual	pg. 37-38
26.	Ans: c	Modified	Factual	pg. 38
27.	Ans: b	Modified	Factual	pg. 38
28.	Ans: c	Pick-up	Factual	pg. 46
29.	Ans: b	Pick-up	Factual	pg. 39
30.	Ans: d	Modified	Factual	pg. 39-41

### Essay Questions

1. pg. 29-30
2. pg. 29-30
3. pg. 28-32
4. pg. 30-33
5. pg. 30-33
6. pg. 33-35
7. pg. 35-36
8. pg. 43-44
9. pg. 45
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11. pg. 37
12. pg. 41-43
13. pg. 41-43
14. pg. 28-30
15. pg. 41