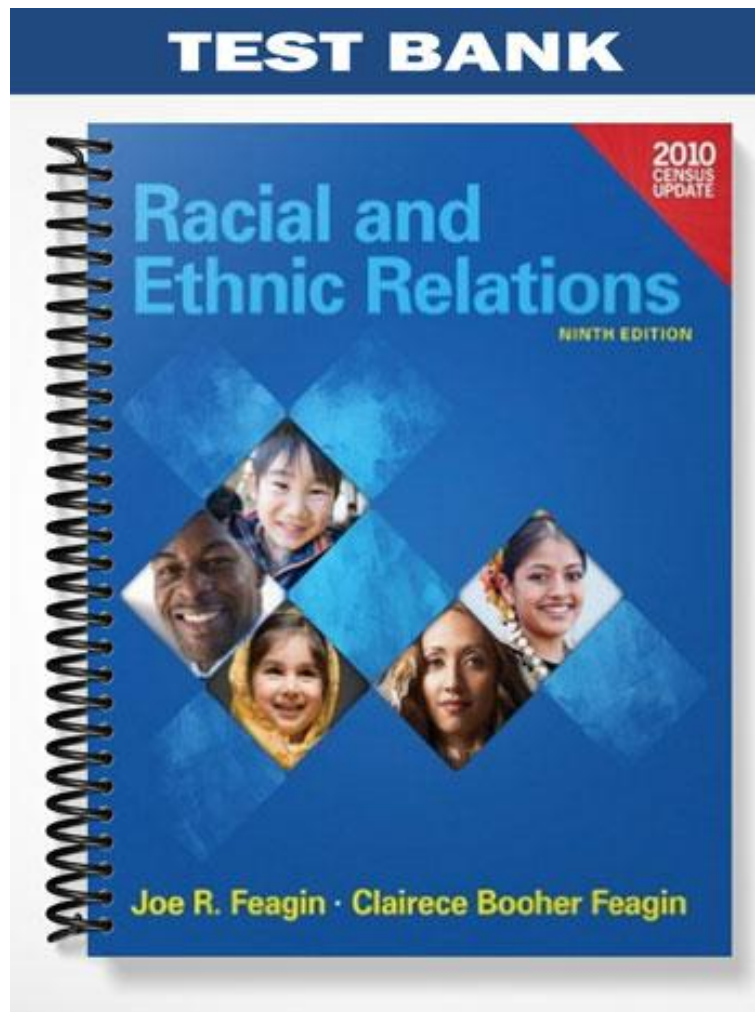


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Part 1
The Racial and Ethnic Mosaic

Chapter 1
Basic Concepts in the Study of Racial and Ethnic Relations

CHAPTER OUTLINE

- I. Issues of Race and Racism
 - Racial Groups and Racialized Hierarchies
 - Ideological Racism
 - Racial Groups
 - Ancestry and Multiracial Realities
- II. Ethnic Groups
 - What Is an Ethnic Group?
- III. A Note on Cultures
- IV. A Racial Framing of Society
- V. Prejudices and Stereotypes
 - Explanations of Stereotyping and Prejudice
 - Are Racial Perspectives and Performances Changing?
- VI. Discrimination
 - Distinguishing Dimensions
 - Research on Prejudice and Discrimination
 - Defining Institutional and Individual Discrimination
 - The Sites and Range of Discrimination
 - Cumulative and Systemic Discrimination
 - Responding to Discrimination
 - Conservative Reactions to Antidiscrimination Programs
- VII. Summary
- VIII. Key Terms

CHAPTER OBJECTIVES

- * Why did the United States begin as a country that was substantially democratic but also rooted in racial oppression?
- * Why and how have human beings developed the powerful ideas of “race” and ethnicity?
- * How does racial or ethnic discrimination become institutionalized?
- * How do people respond to racial and ethnic oppression in the United States?

CLASSROOM DISCUSSION TOPICS

- * What are the problems with describing the United States as just a “nation of immigrants”?
- * How has the concept of “race” as a biologically distinctive category changed, or not changed, over several centuries?
- * How is the concept of “race” understood presently by almost all social scientists?
- * How has the racial framing of this society been maintained and reworked from the seventeenth century to the present day?
- * What are common methods of developing and rationalizing stereotypes and prejudices?
- * How do stereotypes and prejudices maintain racial and ethnic discrimination?
- * What is the relevance of the four types of discrimination discussed to present-day racial relations in the United States?

TEST ITEMS

A. Identify or define each term clearly and completely as it relates to this course.

- | | |
|------------------------------------|--|
| 1. Racial hierarchy (5) | 9. Isolate discrimination (20) |
| 2. Racialization (6) | 10. Stereotyping (15) |
| 3. Racism (5-6) | 11. Discrimination (18-23) |
| 4. Racial group (8) | 12. Direct institutionalized discrimination (21) |
| 5. Ethnic group (10) | 13. Indirect institutionalized discrimination (21) |
| 6. Prejudice (14) | 14. Systemic discrimination (22) |
| 7. Racial frame (13) | 15. Cumulative discrimination (22) |
| 8. Small group discrimination (20) | |

B. True/False

- F 16. In postrevolutionary U.S. history, non-European immigrants were the only incoming groups who faced discrimination and oppression. (1)
- T 17. An early draft of the Declaration of Independence denounced slavery and blamed it on the English king. (1)
- T 18. Jefferson was a major slaveholder who received much wealth and prosperity from the oppressive, slaveholding agricultural system. (2)
- F 19. Because of the principle that “all men are created equal,” which is stated in the Declaration of Independence and the protections contained in the Bill of Rights, black slavery in the U.S. disappeared much more rapidly than it did in Britain. (2)

- T 20. The earliest use of the term *race* referred to descendants of a common ancestor, emphasizing kinship linkages rather than physical characteristics. (5)
- T 21. The often darker-skinned people from Africa and Native American societies were relegated by European observers to the bottom, in part because they were subordinated by whites. (5)
- T 22. Ideological racism is an ideology that considers a group's unchangeable physical characteristics to be linked in a direct, causal way to psychological or intellectual characteristics, and that on this basis distinguishes between superior and inferior racial groups. (6)
- F 23. One's race is determined solely by physical characteristics such as skin color that clearly indicate biological inferiority or superiority. (7)
- F 24. It is easy to distinguish people of different races today because of the high consistency of uniformity of physical characteristics associated with all races. (7)
- F 25. In general, subordinate groups have a high level of control over how their group is viewed by the dominant group in their society. (12)
- T 26. A stereotype is an overgeneralization associated with a racial or ethnic category that goes beyond existing evidence. (15)
- T 27. One source of racial stereotyping and prejudice is the dominant group's need to rationalize the oppression of a subordinate group. (16)
- F 28. Those with authoritarian personalities are characterized by great concern for equality, status, and a view of the world as non-threatening to groups that occupy a socially subordinate position. (16)
- T 29. According to social psychologist Philomena Essed, racism involves individual discriminators whose specific actions are racist only when they activate existing structural racial inequalities in the system. (20)
- F 30. A nonwhite worker who is laid off because he or she lacks seniority which he or she could not accumulate because of the company's past discriminatory hiring practices is the victim of isolate discrimination. (20)
- F 31. Indirect institutionalized discrimination is directly based on prejudice or intent to harm members of the outgroup. (21)
- T 32. Covert discrimination is difficult to document and prove. (22)

C. Multiple Choice: Select the one best answer to each item.

33. In the Atlantic coast colonies (1)
- the language spoken was predominantly English although the social and economic institutions did not follow any European national pattern.
 - the social and economic institutions were most heavily influenced by the French.
 - * the basic social institutions were predominantly English.
 - all European national groups were encouraged to keep their own language and social institutions.

34. Thomas Jefferson removed his denunciation of slavery from his early draft of the Declaration of Independence (1)
- a. because of pressure from King George who declared that he was not in fact responsible for slavery in the colonies.
 - b. because he himself had slaves.
 - c. because slaves had been freed and the denunciation was obsolete.
 - * d. because of pressure from southern slave holders and New England slave traders.
35. The original U.S. Constitution (2)
- a. contained no formal recognition of race subordination.
 - * b. required that fugitive slaves be returned to their owners.
 - c. abolished the slave trade.
 - d. provided that all persons, slave or free, be counted equally for purposes of apportioning legislative representation and taxation.
36. The Alien, Sedition, and Naturalization Acts, passed in the late 1700s and early 1800s, were aimed basically at excluding or restricting immigrants from (2)
- a. Africa.
 - b. China and Japan.
 - c. England.
 - * d. Ireland, France, and Germany.
37. A Naturalization Act passed in the late 1700s (2)
- a. encouraged all new immigrants to become naturalized citizens as quickly as possible.
 - b. established a one-year residency requirement for citizenship.
 - * c. increased the residency requirement for citizenship from 5 to 14 years.
 - d. declared that no immigrants from non-European countries could become citizens.
38. Which of the following used the term *race* simply to emphasize kinship linkages rather than physical characteristics? (5)
- * a. 16th- and 17th-century Europeans
 - b. Immanuel Kant
 - c. late 18th- and 19th-century physical anthropologists
 - d. Count de Gobineau, Madison Grant, and German Nazis
39. Racialization can be seen as the process by which (6)
- a. those in the subordinate group place themselves as a means of resistance.
 - * b. the dominant white group has defined and constructed certain groups as being racially inferior or superior for the purposes of societal placement and of group enrichment, segregation, or oppression.
 - c. unchangeable physical characteristics can be linked in a direct, causal way to psychological or intellectual characteristics and, on this basis, distinguishes between superior and inferior racial groups.
 - d. observed cultural differences are used as a method of linking external differences to intrinsic characteristics.

40. The one most important reason why certain selected physical characteristics such as skin color have been used as the basis for distinguishing human groups is (8)
- a. these characteristics are easily observable by all persons.
 - b. dark skin color is an unmistakable mark of inferiority.
 - c. skin color is an unmistakable indicator of racial ancestry.
 - * d. some clear signal was needed to identify the exploited group.
41. The rule of descent as used in assigning individuals to a racial group determines descent (8-9)
- * a. by the socially-defined race of the person's ancestors.
 - b. scientifically.
 - c. by place of birth.
 - d. by the nationality of the person's family name.
42. The term *ethnic group* (10)
- a. means exactly the same as race.
 - b. is used only to distinguish groups on the basis of race, religion, and nationality.
 - c. refers only to non-white groups.
 - * d. is used by some social scientists to distinguish groups on the basis of cultural or nationality characteristics.
43. A minority group (12)
- a. often has as much power as the majority group in a society.
 - * b. is singled out by the dominant group on the basis of physical or cultural traits.
 - c. seldom has a sense of collective identity.
 - d. is always fewer in number than the dominant group.
44. An organized set of racial ideas, narratives, stereotypes, images, emotions, and inclinations to discriminate is known as (13)
- a. ideological racism.
 - b. racial hierarchy.
 - * c. racial frame.
 - d. covert discrimination.
45. In both popular usage and social science analysis, prejudice means (14)
- a. the same thing as discrimination.
 - b. the same thing as a stereotype.
 - * c. an antipathy based on an inaccurate or inflexible generalization.
 - d. the same thing as ethnocentrism.
46. "Modern racism" is characterized by (16-17)
- * a. resistance to large-scale racial integration.
 - b. serious, overt antiblack discrimination.
 - c. rigid segregation.
 - d. extreme antiblack stereotypes.
47. The process of making blatantly racist commentaries and performances, such as racist joking or frequent use of racist epithets, when in settings with friends and relatives is known as (17-18)

- a. modern racism.
 - b. discrimination.
 - c. stereotyping.
 - * d. backstage racism.
48. Which of the following is NOT a key dimension of discrimination? (18)
- * a. manipulation
 - b. motivation
 - c. discriminatory actions
 - d. effects
49. According to Allport, many prejudiced people (19)
- a. keep their prejudices to themselves.
 - * b. act out their prejudices in various ways.
 - c. have never met a member of an outgroup.
 - d. avoid discriminatory behavior because they fear disapproval by the dominant group.
50. Researchers have found that (19-20)
- a. white discrimination against blacks is more likely to occur in face-to-face encounters than in anonymous situations.
 - b. all whites openly express their prejudices in opinion surveys.
 - * c. white discrimination against blacks is more common than opinion surveys predict.
 - d. white discrimination against blacks is rare.
51. If a white Anglo police officer implements anti-Latino hostility by beating up Mexican American prisoners, even though the majority of Anglo officers and department regulations specifically oppose such actions, this officer is participating in (20)
- a. institutional racism.
 - * b. isolate discrimination.
 - c. backstage racism.
 - d. ultimate attribution error.
52. Well-institutionalized patterns of discrimination that cut across major political, economic, and social organizations in a society can be termed ____? (22)
- a. subtle discrimination
 - b. racist ideology
 - * c. systemic discrimination
 - d. racial framing
53. True reverse discrimination would mean that people of color in the United States (24)
- a. constitute a growing proportion of students at formerly all-white colleges.
 - * b. have the power and institutional position to express their prejudices against whites.
 - c. are prejudiced against whites.
 - d. hold a growing proportion of jobs formerly held by white men.

D. Short Answer Questions

54. Why is it important for some groups to maintain the racial hierarchy? (5)
55. Please provide at least two examples or reasons why the racial frame can be seen as negative. (13-14)
56. How have psychologists explained the relationship between prejudice and expressed discrimination? (19)
57. What are the differences and similarities between small-group discrimination and direct institutionalized discrimination? (20-21)
58. In what ways, if any, are conservative reactions to antidiscrimination programs harmful? Please explain your answer. (24)

Chapter 2
Adaptation and Conflict:
Racial and Ethnic Relations in Theoretical Perspective

CHAPTER OUTLINE

- I. Racial and Ethnic Hierarchies
Some Basic Questions
- II. Migration and Group Contact
Types of Migration
- III. Patterns of Racial and Ethnic Adaptation
The Initial Contact
Later Adaptation Patterns
Types of Theories
- IV. Assimilation and Other Order Perspectives
Robert E. Park
Stages of Assimilation: Milton Gordon
Ethnogenesis and Ethnic Pluralism
Additional Problems with Assimilation Theories
Biosocial Perspectives
Emphasizing Migration: Competition Theory
- V. Power-Conflict Theories
The Caste School
Early Class Theories of Racial Relations
Internal Colonialism
Cultural Resistance and Oppositional Cultures
Anticolonial Nationalism
A Neo-Marxist Emphasis on Class
The Split Labor-Market View
Middleman Minorities, Ethnic Enclaves, and Segmented Assimilation
A Note on Market-Dominant Minorities
Women and Gendered Racism
The State and Racial Formations
Toward a Theory of Systemic Racism
A Note on the “Black–White Paradigm”
- VI. Summary
- VII. Key Terms

CHAPTER OBJECTIVES

- * How do initial contacts contribute to the creation of dominant and subordinate racial and ethnic groups?
- * Have long centuries of immigration made the United States a real melting pot?
- * What is the role of systemic racism in the United States today?

CLASSROOM DISCUSSION TOPICS

- * What methods have been used to create the racial hierarchy in the United States?
- * Given the various assimilation theories, which one best describes the adaptation of present-day immigrants in the United States?
- * What are the major strengths and weaknesses of the order and power-conflict theories we have explained in this chapter?
- * How does gendered racism shape an individual's position in U.S. racial and gender hierarchies?
- * How has the U.S. racial hierarchy changed from the 1790s to the present?
- * When new immigrants arrive in the United States, what criteria are used to place them in the persisting racial hierarchy?

TEST ITEMS

A. Identify or define each term clearly and completely as it relates to this course.

- | | |
|------------------------------------|------------------------------------|
| 1. Hierarchy (29) | 13. Oppositional culture (40) |
| 2. Colonization migration (29) | 14. Anticolonial Nationalism (41) |
| 3. Cultural pluralism (30, 33) | 15. Afrocentricity (41) |
| 4. Power-conflict theories (30) | 16. Split labor market (43) |
| 5. Egalitarian symbiosis (29) | 17. Enclave theory (44) |
| 6. Genocide (29) | 18. Gendered racism (46) |
| 7. Internal colonialism (30, 39) | 19. Patriarchal system (46) |
| 8. Indigenous superordination (29) | 20. Racial formation theory (47) |
| 9. Migrant superordination (29) | 21. Theory of systemic racism (47) |
| 10. Race relations cycle (30) | |
| 11. Melting pot (33) | |
| 12. Ethnogenesis (34) | |

B. True/False

- T 22. Racial and ethnic relations and stratification systems originate with intergroup contact as different groups, often with no common ancestry, come into each other's spheres of influence. (28)
- T 23. High unemployment and intergroup hostilities are push factors that can shape both the migration and the outcome of the contact that results from migration. (28)

- F 24. Genocide is the accidental extermination of one group by another. (29)
- T 25. The central focus of order theories is on the progressive adaptation to the dominant culture and on stability in intergroup relations. (30)
- F 26. Cultural assimilation can be seen as only a two-way process by which two groups change important cultural patterns in order to create one common culture. (31)
- F 27. According to the melting pot view, immigrants to the United States maintain their distinctive racial and ethnic identities as they mix together in one new American blend. (33)
- T 28. Optimistic assimilation analysts emphasize progressive inclusion, which they view will eventually provide racially subordinated groups with full citizenship in fact and principle. (35)
- T 29. The process by which some immigrant groups come to the U.S. mainly to escape pervasive poverty in home areas, yet return home periodically because of racial discrimination is called circular migration. (36)
- T 30. External colonialism involves the running of a country's economy and politics by an outside colonial power. (39)
- T 31. Internal colonialism theorists accent the role of the cultural stereotyping and racist ideologies of dominant groups seeking to subordinate people of color. (40)
- F 32. In the United States, the pressures on non-Europeans for conformity to the Euro-American culture forced minority Americans to become monocultural, to know only the dominant Euro-American culture. (40)
- F 33. In a patriarchal system, men as a group dominate women as a group only on the basis of perceived gender differences. (46)
- T 34. Men in some racial or ethnic groups also face a type of gendered racism. (46)
- T 35. The Immigration act of 1924 was used to exclude Asian immigrants and most immigrants from southern and eastern Europe. (47)
- T 36. In the theory of systemic racism, "race" is not an inborn human trait but rather a way of relating between individuals and groups. (47)

C. Multiple Choice: Select the one best answer to each item.

37. In the racial and ethnic stratification system that exists in the United States, (27)
- a. each racial and ethnic group has an equal chance to achieve social position and receive social rewards.
 - * b. ascribed group characteristics such as race or ethnicity are major criteria for social position and rewards.
 - c. social position and social rewards are granted strictly on the basis of one's socioeconomic class.
38. Which of the following is NOT a type of migration that generates racial and ethnic relations? (29)
- a. movements of forced labor

- b. contract-labor movement
 - c. voluntary migration
 - * d. generational migration
39. According to Gordon, which of the following is *not* a dimension of adaptation? (31)
- a. Cultural assimilation.
 - * b. Ethnic assimilation.
 - c. Civic assimilation.
 - d. Marital assimilation.
40. According to the _____ perspective, immigrants to the United States lose their racial and ethnic identities as they mix together in one new American blend. (33)
- a. cultural pluralism
 - * b. melting pot
 - c. anglo-conformity
 - d. ethnogenesis
41. Cultural-pluralism theorists believe that (33)
- * a. each ethnic group has the democratic right to retain its own cultural heritage without being forced to assimilate to the dominant culture.
 - b. most immigrant groups have lost any sense of identification with their original ethnic group.
 - c. all immigrant groups should be expected to abandon their distinctive cultural attributes in favor of those of the core culture.
42. According to the biosocial perspective, (36)
- a. ethnicity becomes less important as people move into higher social classes.
 - b. ethnicity and kinships are important to first-generation immigrants but have little significance to later generations.
 - c. ethnicity is primarily a social phenomenon since most groups have mixed biological ancestry.
 - * d. ethnicity is a fundamental part of the physiological and psychological self.
43. According to competition theorists, intergroup conflict and competition is the result of (37)
- * a. an attempt by two or more ethnic groups to secure the same resources.
 - b. capitalist exploitation.
 - c. institutionalized discrimination.
 - d. the inevitable incompatibility of biologically and culturally distinct groups.
44. The caste school of racial relations emphasize (39)
- a. the stability of ethnic population boundaries over time.
 - * b. well-institutionalized racial discrimination as the foundation of a castelike system of U.S. segregation and apartheid.
 - c. the running of a country's economy and politics by an outside casting power.
 - d. the orderly integration and assimilation of particular racial and ethnic groups to a dominant culture and society.
45. Power-conflict theorists place great emphasis on (38-39)
- a. rates of intermarriage between immigrant groups.
 - b. acculturation in areas of language and dress among new immigrant groups.
 - * c. economic stratification, racial-ethnic hierarchy, and power issues.
 - d. only violent conflicts between racial and ethnic groups.

46. Internal colonialism primarily applies to the experience of (39)
 a. Anglo-Saxon settlers in the Atlantic coast colonies in the 17th and 18th centuries.
 * b. nonwhites brought into the American economic and political system by force.
 c. Africans and Asians under the control of English colonial governments in their homelands.
47. A major emphasis on power and resource inequalities *across* racial lines is at the heart of (39)
 * a. internal colonialism theory.
 b. the caste school of racial relations.
 c. intergroup conflict theory.
48. Which of the following do **not** illustrate the internal colonialism theory as it applies to the experience of nonwhites in America? (40)
 * a. All groups in a society, even the less powerful, share all of their common values that integrate the society.
 b. A racist ideology, part of a broader racist framing, dominates an internal colonialist society, intellectually dehumanizing the colonized.
 c. cultural stereotyping and racist ideologies of dominant groups seeking to subordinate people of color.
49. Which of the following is a key element in the concept of oppositional culture? (40-41)
 a. an emphasis on individualism
 * b. an emphasis on social justice
 c. an emphasis on core-culture values
50. Which of the following illustrates the process of cultural resistance? (41)
 a. cultural assimilation
 b. cultural nationalism
 c. the Chicano movement
 * d. both b and c
51. Which of the following is NOT an aspect of U.S. capitalism? (42)
 a. capitalists
 * b. aristocratic class
 c. petit bourgeoisie
 d. working class
52. The split labor market view (43)
 a. emphasizes the split between organized labor on the one hand and management on the other hand.
 b. emphasizes the discrimination against nonwhite workers by management.
 * c. emphasizes the discrimination against nonwhite workers by white workers.
53. The concept of “middleman” minorities refers to (44)
 a. that stage of assimilation through which minorities pass between their original immigration and their full-scale adaptation to the core culture.
 * b. groups that occupy an in-between position in terms of societal power and resource.

- c. nonwhite minorities who can never expect to achieve full adaptation into the core culture but who have risen beyond the initial status of immigrants.
54. The major emphasis of the concept of triple oppression is (46)
- the relationship between white women and women of color.
 - the subordination of women by men.
 - * the interactive set of race, class, and gender forces that subordinate women of color.
55. The theory of racial formation emphasizes the role of _____ in the creation of racial and ethnic tensions and oppression. (47)
- * government
 - capitalism
 - patriarchy
56. Initiation, mechanisms, privileges, maintenance, rationalization, and resistance of oppression are aspects of which social theory? (47)
- racial formation
 - internal colonialism
 - * systemic racism
 - capitalism
57. In the theory of systemic racism, (47-48)
- * it is important to recognize the centrality of the history of material and economic exploitation in the United States.
 - the most important aspect is how population changes will influence future race relations.
 - oppressed racial and ethnic groups are responsible for changing their current and future position in the racial hierarchy.
 - both b and c

D. Short Answer Questions

58. Briefly discuss push and pull factors and how they shape migration. (27)
59. List four basic types of migration involving a migrating group coming into the sphere of an established people. List in increasing order of voluntariness. (29)
60. List three possible initial outcomes of contact between diverse human groups. (29)
61. List five possible outcomes of intergroup contact beyond the initial period. (29)
62. Of the five possible outcomes of intergroup contact, which are characteristic of the contact between European immigrants and Native Americans? Explain. (29-30)
63. Of the five possible outcomes of intergroup contact, which could be classified as “order” theories? (30)

64. Of the five possible outcomes of intergroup contact, which could be classified as “power-conflict” theories? (30)
65. Briefly explain the key differences between order theories and power-conflict theories. (30)
66. Of the four basic types of migration, which most likely result in assimilation? (31-32)
67. List the four stages of Park’s “race relations cycle” which he sees as leading to a melting pot. (30)
68. Briefly compare and contrast Park’s race relations cycle and Milton Gordon’s theory of assimilation. (30-33)
69. List and briefly define Gordon’s seven different assimilation processes which may occur as the general adaptation of one group to the core culture proceeds. (31-32)
70. Briefly discuss competition theory and their view of ethnicity and ethnic groups. (37-38)
71. To which ethnic groups does the enclave theory best apply? Why? (44)

Part 2
**A Nation of Immigrants: An Overview of the Economic
and Political Conditions of Selected Racial and Ethnic Groups**

CHAPTER OUTLINE

- I. Immigration, the Economy, and Government
- II. Commercial Capitalism and the Slave Society: 1600s–1860s
 - Colonial Society and Slave Labor
 - Civil War: The Southern Plantation Oligarchy Versus Northern Entrepreneurs
 - Immigrant Laborers in the North
 - Western and Global Expansion
- III. Industrial Capitalism: 1860s–1910s
 - Industrial Capitalism and Government Expansion Overseas
 - African Americans: Exclusion from Western Lands
 - Southern and Eastern European Immigrants
 - European Immigrants and Black Americans
- IV. Advanced Industrial (Multinational) Capitalism: 1910s–2010s
 - Mexican Immigrants
 - Large Corporations and the U.S. Business Cycle
 - The Postwar Era: The United States and the World
 - Government Involvement Overseas and Asian Immigration
 - Latin American Immigration
 - Middle Eastern Immigration
 - Immigration Restrictions
- V. Summary
- VI. Key Terms

Chapter 3
English Americans and the Anglo-Protestant Culture

- I. The English Migrations
 - Some Basic Data
 - The First Colonial Settlements
 - Later Migration
 - Other Protestant Immigrants
 - The Invention of the “White Race”
- II. Nativist Reactions to Later European Immigrants
 - More Fear of Immigrants
 - Nativism and Racism Since 1890

- III. The Dominant Culture and Major U.S. Institutions
 - Language
 - Religion and Basic Values
 - Education
 - Political and Legal Institutions
 - Officeholding
 - Economic Institutions
 - Direct Participation in the Economy
 - Contemporary Elites
 - English Americans as a Group: Economic and Other Demographic Data
- IV. English Americans Today
- V. Summary
- VI. Key Terms

CHAPTER OBJECTIVES

- * How did the changing capitalistic economy influence major racial and ethnic groups immigrating to the United States?
- * Why have so many people come to the United States?
- * What push and pull factors have shaped large-scale migrations?
- * Who were the English colonists who began the North American experiment?
- * What influence did the English Americans have on major U.S. institutions?
- * How was the dominant Eurocentric culture established, and how has it been maintained?

CLASSROOM DISCUSSION TOPICS

- * What factors contributed to the growing racial conflicts of the late 1800s and early 1900s?
- * When and how did changing immigration laws bar certain racial or ethnic groups from entry into the United States?
- * Why did the English become interested in establishing North American colonies?
- * What structural and cultural factors led to the social construction of the “white race”?
- * What factors ensure the centrality of the Eurocentric culture and institutions?
- * What are the major consequences of maintaining a Eurocentric culture and institutions?

TEST ITEMS

A. Identify or define each term clearly and completely as it relates to this course.

- | | |
|---------------------------------------|---------------------------------|
| 1. Commercial capitalism (56–57) | 7. Dominant culture (73) |
| 2. Southern plantation oligarchy (58) | 8. Anglo-Protestant (66, 73-75) |
| 3. Industrial capitalism (59-60) | 9. Nativism (71) |
| 4. Multinational capitalism (56, 61) | 10. Protestant work ethic (75) |
| 5. Colonization migration (67) | |
| 6. Anglo-Saxon (66, 69) | |

B. True/False

- F 11. The Civil War was to a substantial degree a struggle for labor between only the northern industrialists and the southern plantation oligarchy. (58)
- T 12. The Monroe Doctrine announced that the Americas were now the U.S. sphere of influence and that no more European colonization would be tolerated. (59)
- F 13. The Homestead Act passed by Abraham Lincoln served to exclude white immigrants seeking land. (59-60)
- T 14. Early contacts between English immigrants and Native Americans resulted in substantial genocide and loss of land for the indigenous societies. (67)
- T 15. In 1619 English settlers in Jamestown laid the foundation for human slavery in North America when they bought Africans from a Dutch ship. (68)
- F 16. By 1790 the English were no longer the most numerous white nationality group in the U.S. (68)
- T 17. At the time of the Revolution, slaves made up about 1/5 of the total population of the U.S.(68)
- T 18. English immigrants during the 17th and 18th centuries consisted of four groups with distinctive speech patterns, architecture, religious orientation, family and child rearing customs, dress and food choices, and organization of public life. (68-69)
- T 19. Madison Grant and other nativists were especially worried that interbreeding of various “races” would result in the mongrelization of the superior “Nordic race.” (72)
- F 20. During the 1920s and 1930s the Ku Klux Klan sought to protect the rights of foreign immigrants, especially African, Catholic, and Jewish Americans. (72)
- T 21. For the first 200 years, English origin churches (Anglican and Congregational) dominated the North American scene. (75)
- T 22. The idea of hard work as a duty of every individual who seeks to please God—was at the center of the U.S. value system. (75)

- T 23. English melodies were the basis of most popular songs before, during, and right after the American Revolution. (76)
- F 24. Following the Revolution, English Common Law was abandoned as the basis of the American legal framework in favor of a new, strictly American code of law. (77)
- T 25. Of the U.S. presidents, about two-thirds had significant English ancestry. (77)
- F 26. Recent studies have found that Anglo-Protestants are no longer a disproportionate segment of the top industrial and other economic leaders in the U.S. (79-80)
- T 27. The 2008 census data showed that the median income of English American families was well above that of the typical (median) U.S. family income. (80)

C. Multiple Choice: Select the one best answer to each item.

28. Which of the following was the dominant force in the U.S. economy and government during the half century prior to the Civil War? (58)
- a. northern industrialists
 - b. small farmers
 - * c. southern plantation oligarchy
 - d. northern industrial workers
29. Which of the following groups was brought into the U.S. by military conquest? (59)
- a. Africans
 - * b. Mexicans
 - c. Chinese
 - d. Irish Catholics
30. The economic system that is dominated by large-scale, for-profit corporations that operate in many different countries, thereby creating an international market system is called (61)
- a. colonization.
 - * b. multinational capitalism.
 - c. competitive capitalism.
 - d. global expansion.
31. Which of the following is NOT a major reason for the significant increase in Asian immigration since the 1960s? (62)
- a. restrictive quotas preventing immigrants from Asian countries were lifted
 - * b. diminished discrimination and racial inequality
 - c. economic and educational reasons
 - d. increasing corporate and political ties
32. English advocates in the colonial period put forth various explanations for colonial development including all but which of the following? (67)
- a. Protestant missionary objectives
 - b. to produce raw materials and establish a market for English goods
 - c. the need to stop French and Spanish expansion
 - * d. to ensure indigenous peoples would convert to English ways

33. In terms of political and economic power, the _____ were the closest to the dominant English group from the 1700s onward? (68)
- a. Spanish
 - b. French
 - c. Dutch
 - * d. Scots
34. English workers migrating to the U.S. in the 19th century (68)
- a. were largely unable to find satisfactory employment.
 - b. received lower wages than other immigrant groups.
 - * c. tended to find positions in American industry comparable to those they left in England.
 - d. rarely settled on farms.
35. The ease with which many English immigrants moved into industrial workplaces to spur nineteenth century industrialization is best explained by (69)
- * a. swift incorporation at the level of secondary organizations.
 - b. their distinctive culture, values, and economic power.
 - c. the fact that most new immigrants settled in northern industrial areas.
 - d. none of these.
36. By the early twentieth century, the designations white Anglo-Saxon Protestant and white Anglo-Protestant increasingly came to blur the distinction between the English and the later northern European immigrant groups (69-70)
- a. by becoming the dominant culture.
 - * b. through political, economic, and cultural assimilation.
 - c. by stressing the similarities between English and northern European culture.
 - d. through the formation of relationships with other oppressed groups in order to form power relationships.
37. The social designation of a “white race” (70)
- * a. emerged strongly in the 18th and 19th centuries.
 - b. was important in English society as early as the 15th century.
 - c. emerged in England in the 17th century.
 - d. has existed as long as human history has been recorded.
38. During the mid-1800s violent attacks by Nativists were made against the (71)
- * a. Irish and German Catholics.
 - b. Scots and Welsh.
 - c. Know-Nothings.
 - d. African Americans.
39. Race-oriented nativism, or “Anglo-Saxonism” (72)
- a. played a role in developing the egalitarian ideals set forth in the Declaration of Independence.
 - b. was a major influence in the formulation of the U.S. Constitution.
 - c. discouraged American imperialistic efforts in places such as the Philippines and Cuba.
 - * d. provided the rationalization for U.S. imperialist military and business expansion overseas.

40. Because of pressure from various Nativist groups, the Immigration League (72)
- a. Congress set discriminatory “national origin” quotas for British groups.
 - * b. Congress passed a literacy test for immigrants in the late 19th century.
 - c. intermarriage between Anglo and other immigrant groups was prohibited by law.
 - d. groups such as the Know-Nothings and the Ku Klux Klan were prohibited by law.
41. In the nineteenth century, nativism coupled with racist ideologies rationalized all but which of the following? (71-72)
- * a. the hiring of poor whites to use as cheap labor
 - b. the military thrust in some areas as a mandate to colonize the “inferior races”
 - c. U.S. imperialist military and business expansion overseas, in areas such as the Philippines
 - d. expansionists desiring Mexican lands in California and Texas
42. Which immigrant group contributed the most to the U.S. legal system and basic value system? (76)
- a. French
 - * b. English
 - c. Irish
 - d. Spanish
43. Public schools in the 19th century (76)
- a. reinforced the language and culture of the various immigrant groups.
 - b. were open only to children of English or British immigrants.
 - * c. were a means of socializing students into the values that fit in with the emerging industrial system.
 - d. stressed primarily the learning of Latin and the Classics.
44. A view at the center of the U.S. value system that states that every individual has a duty to work hard and maintain self-discipline is known as (75)
- * a. the Protestant work ethic.
 - b. Anglo-conformity.
 - c. social Darwinism.
 - d. none of these.
45. Which of the following is NOT a basic feature of the political structure of the U.S. that came from England? (76)
- a. subordination of government to law
 - b. unity of government and society
 - * c. separation of national government into three branches
 - d. substantial reliance on local government authorities
46. Large numbers of immigrants from Ireland and Africa were imported to America in the 18th century because (78-79)
- a. Nativist pressures had all but disappeared.
 - b. most English immigrants were returning to their homeland.

- c. these immigrants brought substantial investment capital to the U.S.
 - * d. there was a heavy demand for labor in America.
47. The absence of much recent scholarly research and analysis of English Americans is largely because this group (80)
- * a. has become identified with the sociocultural background of U.S. society.
 - b. is now a small minority of the U.S. population.
 - c. has lost its position of political leadership in the U.S.
 - d. now occupies a subordinate position relative to more recent immigrant groups in the U.S.

D. Short Answer Questions

48. Briefly compare and contrast the experiences of the three immigrant groups entering the U.S. during commercial capitalism and the slave society. (56-58)
49. Irving Kristol argued that the experience of black Americans moving to U.S. industrial cities has not been significantly different from white immigrant groups. Briefly explain why this view is seen as insufficient. (60)
50. How did various white immigrant groups become a part of the “white race”? Why? (70)
51. What were some of the fears surrounding immigration and the subsequent consequences of these fears? (71-72)
52. How have nativism and racism been rationalized since the 1890s? (72-73)
53. Briefly explain two consequences of nativism and the dominance of the English language. (73-74)
54. How have English Americans shaped U.S. legal and political institutions? (76-77)
55. Explain education and income differences between people with English ancestry and the total population. (79-82)