***Race and Racisms, Second Edition***

***Chapter 2***

***Test Bank Questions***

**True/False**

1. The boundaries of whiteness are clear and fixed. *True/\*False*
2. Madison Grant’s idea that Nordics were the “master race” was adopted and expanded on by the Nazis. *\*True/False*
3. In the late 1800s, Chinese laborers primarily worked on farms in the South. *True/\*False*
4. Throughout its history, the United States has offered unequivocal citizenship to all persons born in the U.S. *True/\*False*
5. Mexicans were legally defined as white until the twentieth century. *\*True/False*
6. When Italians began migrating to the United States, they often faced discrimination and were even lynched on occasion in the South. *\*True/False*
7. Jews in New York City were able to join craft unions in order to get better paying jobs. *True/\*False*
8. In the Dred Scott decision of 1857, the Supreme Court ruled that free blacks were citizens of the United States. *True/\*False*
9. Intelligence tests were originally designed to discover the innate abilities of European immigrants. *True/\*False*

10.) The first immigration policies were focused on restricting Mexican immigration. *True/\*False*

**Multiple Choice**

1. Though both were used to support the idea of white superiority, the use of intelligence testing differed from that of craniometry in that it:

\*a. allowed scientists to not only verify the alleged superiority of Europeans but also to distinguish *among* Europeans by intelligence.

b. provided the first clear-cut evidence of gender differences in intelligence.

c. proved that immigrants from Southern Europe were more intelligent than immigrants from Latin America.

1. all of the above
2. If Lynn was born in France, immigrated to the United States, and five years later is granted U.S. citizenship, she has become an American citizen by means of:

a. birthright citizenship

b. legal residency

1. deportation

\*d. naturalization

1. Although later used to determine which races were the most intellectually “fit,” intelligence test were originally designed to:
   1. screen women for feeble-mindedness.

\*b. identify children who needed extra help in school.

c. determine eligibility for military enlistment.

d. detect cases of mental illness.

1. H. H. Goddard believed that feeble-mindedness was inherited. To test his theory, he administered intelligence tests to immigrants as they arrived at Ellis Island, finding that many received low scores. What was problematic with Goddard’s method of testing intelligence?

\*a. The tests were given to immigrants who barely spoke English.

1. The type of intelligence test he administered was unreliable.
2. Goddard only tested female immigrants.
3. Children under the age of 10 were excluded from testing.
4. According to Stephen Jay Gould what is the primary error in intelligence testing?
   1. gender bias
   2. calculation error

\*c. the reification of intelligence

d. misinterpretation of questions

1. Eugenicists advocated the selective breeding of Americans and the sterilization of the biologically “unfit” as a way of creating a superior breed of people. Eugenics proponents based their ideas on the belief that:

a. intelligence was the driving force behind leadership.

\*b. intelligence and moral traits were inherited.

1. intelligence was affected by conditions in the womb.
2. intelligence could be learned over time.
3. One of the main proponents of eugenics, Madison Grant, argued that Europe could be divided into three races, which he identified as:
   1. Whites, Natives, and Coloureds

b. Whites, Mulattoes, and Blacks

1. Mulattoes, Mestizos, and Pardos

\*d. Nordics, Alpines, and Mediterraneans

1. Madison Grant’s ideas found a large audience. One of his most notable supporters was \_\_\_\_\_\_\_\_\_, who called Grant’s book his “bible.”
   1. Martin Luther King

\*b. Adolph Hitler

c. Abraham Lincoln

1. Winston Churchill
2. What do *The Bell Curve, Race: The Reality of Human Differences,* and Jason Richwine’s dissertation about Hispanic immigrants all have in common?
   1. Each work describes a different way in which intelligence testing has been used to discriminate against people of color.

b. All of these works provide evidence disproving the belief that intelligence is inherited.

\*c. All of these recent works trace their intellectual origins to early twentieth-century eugenicists.

1. Although many people have disagreed with the claims presented in each of these works, no one has been able to discredit the evidence they present.

10.) The **\_\_\_\_\_\_\_\_\_\_\_\_\_\_**was the first major piece of immigration legislation, targeting one specific group based on race and class.

\*a. 1882 Chinese Exclusion Act

b. Immigration Act of 1917

c. Johnson-Reed Act

d. United States Naturalization Law of 1790

11.) Early immigration policies, such as the Immigration Act of 1917, were enacted as a way to:

a. encourage the immigration of laborers from the Caribbean.

b. make immigration standards the same for all immigrants, regardless of their country of origin.

c. prevent immigrants from taking advantage of social services.

\*d. improve the racial composition of the United States.

12.) Which major piece of immigration legislation made passports and visas a requirement for entry to the United States and established national-origin quotas for European immigrants?

\*a. The Johnson-Reed Act of 1924

b. The Immigration Act of 1917

c. The 1887 Dawes Act

d. The United States Naturalization Law of 1790

13.) In stark contrast to current debates about immigration policy, the immigration legislation of the late 1880s did not address restrictions on:

a. the number of immigrants that could enter the country.

b. the religious affiliation of immigrants.

\*c. Mexican immigration.

d. the type of work immigrants could perform.

14.) Which Supreme Court case addressed issues of birthright citizenship, clarifying that all native-born children of aliens were indeed citizens of the United States?

\*a. *U.S v. Wong Kim Ark*

b. *Takao Ozawa v. United States*

c. *United States v. Bhagat Singh Thind*

d. *Plessy v. Ferguson*

15.) The **\_\_\_\_\_\_\_\_\_\_\_** limited naturalization to immigrants who were “free white persons,” thus making it important to address “who is white.”

a. 1887 Dawes Act

b. Immigration Act of 1917

\*c. United States Naturalization Law of 1790

d. Johnson-Reed Act of 1924

16.) Early laws addressing naturalization indicated that only whites or blacks could become citizens, without indicating who was considered “white.” Which two Supreme Court cases demonstrated the extent to which whiteness was “whatever the Court says it is”?

1. *Mendez v. Westminster* and *Brown v. Board of Education*
2. *Plessy v. Ferguson* and *U.S v. Wong Kim Ark*

c. *Regents of the University of California v. Bakke* and *Springer v. United States*

\*d. *Takao Ozawa v. United States* and *United States v. Bhagat Singh Thind*

17.) What strategy aided Irish workers in both securing their positions within the labor force and eventually becoming “white”?

a. Joining forces with Mexican and Chinese laborers to demand better working conditions

\*b. Forming labor unions which excluded black workers from membership

c. Converting from Catholicism to Protestantism in order to better identify with their white bosses

d. Starting their own businesses and hiring black workers

18.) Cases in which Italians and Jews were lynched similarly to African Americans demonstrate how both groups:

\*a. had to experience a process of racialization to eventually become white.

b. could not escape the religious persecution which caused them to emigrate from their homelands.

c. were historically considered black and continue to be discriminated against today.

d. were able to relate to African Americans and therefore joined forces with them in demanding better working conditions.

19.) Which of the following methods were used to deprive blacks of political equality following Reconstruction?

a. blocking roads to ensure that blacks were unable to vote

b. locating polling places far from black communities

c. implementing literacy tests for potential voters

\*d. all of the above

20.) All of the following pieces of legislation were used to strip Native Americans of their historic land EXCEPT:

a. the 1851 Indian Appropriations Act

b. the 1871 Indian Appropriations Act

c. the 1887 Dawes Act

\*d. the 1934 Indian Reorganization Act

**Short Answer/Essay Questions**

1. Define craniometry and describe how craniometric studies attempted to explain racial differences between blacks and whites.
2. Describe the intelligence tests developed by Alfred Binet and Lewis Terman. Explain the relationship between these intelligence tests and the eugenics movement of the early twentieth century.
3. Explain Stephen Jay Gould’s argument that the fundamental problem with intelligence testing is reification.
4. Describe the eugenics movement. How might you argue that books such as *The Bell Curve,* written by Herrnstein and Murray, and *Race: The Reality of Human Differences*, written by Miele and Sarich, make contemporary eugenicist arguments?
5. Describe the 1882 Chinese Exclusion Act, the Immigration Act of 1917, and the Johnson-Reed Act of 1924. How did intelligence tests and eugenicists influence each of these immigration policies?
6. Describe the 1866 Civil Rights Act, *U.S. v. Wong Kim Ark* (1898), and the Nationality Act of 1940. How do these acts and cases illustrate the relationship between race and birthright citizenship?
7. Explain the difference between birthright citizenship and naturalization.
8. Discuss the Supreme Court cases *Ozawa* and *Thind*. How do these two cases illustrate that whiteness is a social, rather than biological, construction?
9. Explain the difference between racialization and assimilation.
10. Explain how the case of Leo Frank illustrates that early twentieth century Jewish immigrants were legally entitled to whiteness, but disqualified from its associated privileges.
11. Compare and contrast the processes through which Irish, Italian, and Jewish immigrants became white Americans. How do these processes of becoming white illustrate each immigrant group’s assimilation and racialization?
12. Describe the Jim Crow Laws that were in place between 1876 and 1965. What parallels do you see between these laws and contemporary laws that affect African-American communities?
13. African Americans were granted the right to vote in 1868, yet faced significant barriers to full citizenship for the next century. Identify and discuss five of these barriers. What do these barriers reveal about the contested nature of whiteness?
14. Describe the Indian Appropriations Acts of 1851 and 1871, the 1887 Dawes Act, and the 1934 Indian Reorganization Act. How did these acts create the framework of the Allotment and Assimilation Period?
15. Compare and contrast the ways in which African Americans and Native Americans were treated by the U.S. government between the late nineteenth and late twentieth centuries. How do the distinct ways in which each group was treated reveal the ideological dimensions of racism?

***Suggestions for Further Reading***

Bashford, Alison, and Philippa Levine. 2010. *The Oxford Handbook of the History of Eugenics.* New York: Oxford University Press.

This book documents the development of eugenic theory and practice, which informed social and scientific policy in the late nineteenth and mid-twentieth centuries.

Davis, F. James. 2001. *Who Is Black?: One Nation’s Definition.* University Park: Penn State University Press.

This book provides a history of miscegenation in the United States, and reveals the role played by the “one-drop rule.”

Grant, Madison. 2012. *The Passing of the Great Race.* Abergele: Wermod and Wermod Publishing Group.

This book is a treatise on racial thought that laid the foundation of the “science” of eugenics.

# Lombardo, Paul A. 2011.  *A Century of Eugenics in America: From the Indiana Experiment to the Human Genome Era.* Bloomington: Indiana University Press.

This book documents and assesses the history of eugenics in the United States. It also considers the status of eugenics in the era of the Human Genome Project.

Sturme, Circe Dawn. 2002.*Blood Politics: Race, Culture, and Identity in the Cherokee Nation of Oklahoma.* Berkeley: University of California Press.

This book examines the Oklahoma Cherokee and probes the interconnections of race, national identity, and blood quantum.

Sussman, Robert. 2016. *The Myth of Race: The Troubling Persistence of an Unscientific Idea*. Cambridge: Harvard University Press.

This book provides an overview of the history of scientific racism.

Takaki, Ronald. 2000. *Iron Cages: Race and Culture in 19th Century America.* New York: Oxford University Press.

Comparative analysis of 19th century white American attitudes towards Black people, Mexicans, Asians, and Native Americans.