*(Un)Making Race and Ethnicity*

Instructor’s Manual

Unit 1

*Part 1*

Part 1: 5 critical thinking questions

1. Why is it important to make a distinction between race and ethnicity?
2. Given the complicated history of how racial and ethnic categories are socially constructed, do you think we should stop using these categories? Why or why not? What would be the benefits and challenges associated with ceasing to use these categories?
3. What are the positive and negative aspects of assimilation? Does every racial and ethnic group have equal opportunities to assimilate? If not, why?
4. What are the parallels between how the United States and France “other” certain groups? How does the historical context of these countries impact this othering process?
5. How does the history of immigration laws in the U.S. impact public perceptions’ of immigrants? Imagine if immigration laws in the U.S. had focused less on racial and ethnic categories. How do you think attitudes toward immigrants now might differ?

Part 1: 5 discussion questions

1. Race and ethnicity are both social constructs. Think of other aspects of our society that are socially constructed. What connections can you draw between these and the process of socially constructing race and ethnicity?
2. Describe an example from your own life experiences of the connection between culture and ethnic identity.
3. Are there parallels between the racialization of Kurdish identity in Turkey and the racialization of ethnic groups in the U.S.? Share a specific example of an ethnic group becoming racialized in the U.S.
4. Think back to things that you’ve heard, or even said yourself, about a particular racial group. How do these exemplify the connections between moral boundaries and racial boundaries? What is problematic about these connections?
5. Immigration is a hotly debated issue in public discourse. Think of one recent public debate about immigration laws. How do ideas about assimilation, race, and ethnicity play into this debate?

Part 1: 20 test questions (15 multiple choice and 5 essay)

1. Which of the following terms is defined as “something we build and maintain, something we learn and come to understand, but not something objective that exists in the world”?
	1. Biological determinism
	2. **Social construction**
	3. Human ecology
	4. Physical differences
2. What are the two characteristics of ethnicity?
	1. Identity and humanity
	2. Community and culture
	3. **Identity and culture**
	4. Race and ethnicity
3. Which of the following terms describes “a method for revitalizing ethnic boundaries and redefining the meaning of ethnicity in existing ethnic populations?”
	1. Racialization
	2. Assimilation
	3. Melting pot
	4. **Cultural construction**
4. Which of the following is a true statement about recent events in Turkey?
	1. **Kurdish identity is experiencing a racialization process.**
	2. Kurdish identity is experiencing a de-racialization process.
	3. Kurdish identity is disappearing.
	4. Kurdish identity is experiencing an assimilation process.
5. Which of the following terms is defined as “assigning racial meaning to a previously unclassified relationship, social practice, or group”?
	1. Assimilation
	2. Acculturation
	3. **Racialization**
	4. Socialization
6. Racialization matters because it is always implicated in \_\_\_\_\_\_\_\_\_.
	1. Culture
	2. **Power**
	3. Identity
	4. Community
7. Which of the following accurately describes current school segregation in the U.S.?
	1. It has remained the same since 1986.
	2. It has decreased since 1986.
	3. **It has increased since 1986.**
	4. It has disappeared since 1986.
8. In both the U.S. and France, which of the following is NOT one of the criteria people use to define “people like us”?
	1. Moral qualities
	2. Values
	3. Virtues
	4. **Systemic inequality**
9. Which group is the most ostracized in the U.S., according to Michele Lamont’s research?
	1. **Blacks**
	2. Whites
	3. Immigrants
	4. Asians
10. Which of the following is NOT a true statement about the current social climate in France?
	1. French blacks are not targeted as much as French Muslims.
	2. Blacks living in France are more religiously diverse than are the North Africans.
	3. Many black immigrants came from elite backgrounds and moved to France for education.
	4. **French workers primarily focus on racial categories in their distinction between “people like us” and “them.”**
11. Which of the following terms describes “a nostalgic allegiance to the culture of the immigrant generation, or that of the old country; a love for and pride in a tradition that can be felt without having to be incorporated in everyday behavior”?
	1. **Symbolic ethnicity**
	2. Racism
	3. Boundaries
	4. Inherent identity
12. The salience of race and ethnicity for “white ethnics” has
	1. Increased in recent decades
	2. **Declined in recent decades**
	3. Remained the same
	4. Never existed
13. What was the impact of World War II and a growing agriculture industry in the western United States?
	1. Shutting down of the Bracero Program in 1942
	2. Decrease in demand for Mexican immigrant labor
	3. **Renewed demand for Mexican immigrant labor**
	4. Decline in Mexican immigration to the U.S.
14. The Mexican-origin population in the U.S. is currently a mix of
	1. Immigrants
	2. Second-generation individuals
	3. Later-generation descendants of earlier immigrant waves
	4. **All of the above**
15. In what ways does the large immigrant presence in the U.S. reinforce intergroup boundaries that make ethnicity consequential and a less optional aspect of Mexican Americans’ identity?
	1. Through the indirect effects of nativism aimed at Mexican immigrants only
	2. Through the ways in which immigrants contribute to the significance of race in the lives of later-generation Mexican Americans only
	3. **A and B**
	4. Neither A nor B
16. Explain what is meant by the statement “race and ethnicity are social constructions.” Give examples of this process and discuss why viewing them as social constructions matters.
17. Discuss the ways that culture and ethnicity are connected. In your answer, define each of these concepts and explain their historical development as well as their current usage in the U.S. context.
18. Describe the process of racialization. In your answer be sure to define the term, give an example of the racialization process, and explain why it is important.
19. Explain the differences between how people in the United States and France differentiate between “people like us” and “them.”
20. Explain the process of assimilation in the context of Mexican Americans. In your answer be sure to define the term *assimilation*, describe the social science research on assimilation of this group, and explain how intragroup and intergroup boundaries factor into this.

*Part 2*

Part 2: 5 critical thinking questions

1. Why is it important to distinguish between social structure and culture? Think of another concept besides race and ethnicity and apply the ideas of social structure and culture. What can we learn?
2. Describe the difference between race and racism. Why is this important? In what ways does our society often incorrectly use the concept of racism?
3. If being colorblind is not the solution to racial inequality, why does our culture tend to celebrate colorblindness?
4. How does the racialization of rural migrant workers in Chinese cities mirror racialization processes that have happened in the U.S.?
5. How can Suzy Killmister’s typology of group membership be applied to our understanding of race and ethnicity?

Part 2: 5 discussion questions

1. Think of an example of the process of racial formation that you’ve observed in your own life experiences and explain it.
2. Explain what William Julius Wilson means by the new global economy and how these economic shifts have differentially impacted certain groups. Describe an example of this process in your own life experiences.
3. Describe what the job spatial mismatch is and think of an example of this in the places that you have lived.
4. Share an example of a time that you’ve observed or participated in colorblind racism.
5. Zamudio and Rios state that “any university’s silence on issues of racism allows the attitudes and actions of white students . . . to take root and thrive on campus.” Discuss this statement in light of recent public discourse about racism on college and university campuses across the country.

Part 2: 20 test questions (15 multiple choice and 5 essay)

1. Which term describes “the way social positions, social roles, and networks of social relationships are arranged in our institutions?”
	1. Culture
	2. **Social structure**
	3. Values
	4. Community
2. Which term means the sociohistorical process by which racial categories are created, inhabited, transformed, and destroyed?
	1. Racialization
	2. **Racial formation**
	3. Socialization
	4. Racism
3. Which of the following is a true statement about the impact of the shift in the U.S. away from low-skilled workers?
	1. **It has had a more negative effect on blacks than whites.**
	2. It has had a more negative effect on whites than blacks.
	3. It has negatively affected whites and blacks equally.
	4. It has positively affected whites and blacks equally.
4. Race is all of the following EXCEPT
	1. Unstable
	2. Decentered
	3. **Fixed**
	4. Arbitrary
5. Racial formation processes occur through a linkage between structure and representation. Which of the following concepts does the ideological work of making these links?
	1. Critical race theory
	2. **Racial projects**
	3. Individual racism
	4. Biological differences
6. Which of the following terms refers to the behavior of individuals within society?
	1. **Social acts**
	2. Social processes
	3. Social projects
	4. Social attitudes
7. The growing suburbanization of jobs in the U.S. has impacted all of the following EXCEPT
	1. Labor markets today are mainly regional.
	2. **Long commutes in automobiles are common among blue-collar workers only.**
	3. Long commutes in automobiles are common among blue-collar and white-collar workers.
	4. Many inner-city residents lack information about suburban job opportunities.
8. What does Bonilla-Silva describe as “racism with a smile”?
	1. Systemic racism
	2. Individual racism
	3. Racial equality
	4. **Colorblind racism**
9. Which form of racism do Zamudio and Rios say dominated the post–civil rights era in the U.S.?
	1. **Liberal racism**
	2. Traditional racism
	3. Legal racism
	4. Jim Crow racism
10. The experiences of rural migrant workers in China (*mingong*) has been compared to the experiences of all of the following groups EXCEPT
	1. Blacks in South Africa under apartheid
	2. Blacks in the U.S. in the early twentieth century
	3. Asians in the U.S. in the early twentieth century
	4. **European ethnic immigrants in the U.S.**
11. Which of the following is NOT an accurate description of changes in Chinese society in the past three decades?
	1. Market-oriented reform (re)installed capitalistic relationships in multiple social sectors.
	2. **Social hierarchy has remained exactly the same.**
	3. City-centered, industrialization-oriented developmental policy extracted rural surpluses to fuel urban growth.
	4. Cities became the center of economic and cultural development.
12. The household registration system (*hukou*) that was originally set up in China in the 1950s to bind peasants to the land they farmed started being used to mark the presence of rural migrants in cities as temporary. Which of the following is NOT an example of the impact this has had on rural migrants?
	1. Taking advantage of their labor
	2. Denying them urban citizenship
	3. Deeming them as “second-class” citizens
	4. **Giving them opportunities for social mobility**
13. The term “three withouts” was coined for rural migrant workers, beggars, and the homeless in China and creates a target group for the police. Which of the following is NOT one of the aspects of “three withouts”?
	1. **Without money**
	2. Without ID card
	3. Without temporary residence permit
	4. Without proof of employment
14. Suzy Killmister posits a typology for understanding how group membership matters. What is the model that identifies the interest members have in group membership in universal terms?
	1. The relational model
	2. **The nominal model**
	3. The participatory model
	4. The community model
15. Suzy Killmister posits a typology for understanding how group membership matters. Which of the models is concerned with goods that gain their meaning through being shared by the social group?
	1. The relational model
	2. The nominal model
	3. **The participatory model**
	4. The community model
16. Explain the difference between social structure and culture, making sure to define these terms in your answer. Then, apply these concepts to analyzing how race matters to social life.
17. Omi and Winant state that the case of Susie Guillory Phipps is “a parable of America’s unsolved racial dilemma.” Explain what they mean by this. In your answer be sure to describe the Phipps case and the importance of it.
18. Discuss the ways that political and economic forces indirectly contribute to racial inequality. Provide three specific examples of this process.
19. Explain what is meant by the term “colorblind racism.” In your answer define this term, give an example of this kind of racism, and discuss why it is important.
20. Describe the difference between traditional racism and liberal racism, supporting your explanation with examples and historical context.