

Chapter 2: Assimilation and Pluralism: From Immigrants to White Ethnics

Test Bank

Multiple Choice

1. The process of assimilation could be illustrated by _____.
- immigrants celebrating the holidays of their native country
 - the great grandson of an immigrant changing his name back to the original spelling
 - a minority group member being expelled from high school because of fighting
 - an immigrant learning the language of her new country

Ans: D

Learning Objective: 2-1: Explain types of assimilation and pluralism, including Anglo-conformity, the "melting pot," the traditional model of assimilation, cultural pluralism, and structural pluralism

Cognitive Domain: Knowledge

Answer Location: Types of Assimilation

Difficulty Level: Medium

2. Although it is a popular idea, the melting pot is not an accurate description of how _____ occurred for American minority groups.
- assimilation
 - immigration
 - Americanization
 - ethnicity

Ans: A

Learning Objective: 2-1: Explain types of assimilation and pluralism, including Anglo-conformity, the "melting pot," the traditional model of assimilation, cultural pluralism, and structural pluralism

Cognitive Domain: Knowledge

Answer Location: Types of Assimilation

Difficulty Level: Medium

3. Pluralism exists when _____.
- some groups in society may be assimilating
 - groups remain separate and their cultural and social differences persist over time
 - groups live in urban areas and speak only their native languages
 - some members work to revive and save cultural heritage

Ans: B

Learning Objective: 2-1: Explain types of assimilation and pluralism, including Anglo-

conformity, the "melting pot," the traditional model of assimilation, cultural pluralism, and structural pluralism

Cognitive Domain: Knowledge

Answer Location: Pluralism

Difficulty Level: Medium

4. Melting pot is a term for _____.
- the new perspective on assimilation
 - how diverse peoples destroy American society
 - assimilation as egalitarian and benign
 - a process that emphasizes exclusion

Ans: C

Learning Objective: 2-1: Explain types of assimilation and pluralism, including Anglo-conformity, the "melting pot," the traditional model of assimilation, cultural pluralism, and structural pluralism

Cognitive Domain: Comprehension

Answer Location: Types of Assimilation

Difficulty Level: Medium

5. A politician states in a campaign speech that "it is inevitable that the differences between our groups will disappear as we grow and mature as a society." This statement echoes the thinking of _____.
- Robert Park
 - Milton Gordon
 - Andrew Greeley
 - Robert Blauner

Ans: A

Learning Objective: 2-1: Explain types of assimilation and pluralism, including Anglo-conformity, the "melting pot," the traditional model of assimilation, cultural pluralism, and structural pluralism

Cognitive Domain: Analysis

Answer Location: The "Traditional" Perspective on Assimilation: Theories and Concepts

Difficulty Level: Hard

6. One problem with Park's theory of assimilation is that _____.
- he ignored the impact of social class on minority groups
 - he ignored the impact of industrialization on minority groups
 - he argued that assimilation could never be complete
 - he does not describe the nature of the assimilation process in much detail

Ans: D

Learning Objective: 2-1: Explain types of assimilation and pluralism, including Anglo-conformity, the "melting pot," the traditional model of assimilation, cultural pluralism, and structural pluralism

Cognitive Domain: Analysis

Answer Location: The "Traditional" Perspective on Assimilation: Theories and Concepts
Difficulty Level: Hard

7. Social structure is divided into primary and secondary sectors. Primary sector refers to _____.

- a. networks of social relationships, groups, organizations, stratification systems, communities, and families
- b. organizing the work of the society
- c. interpersonal relationships that are intimate and personal such as families and friendship groups
- d. large organizations including factories, schools, and bureaucracies

Ans: C

Learning Objective: 2-1: Explain types of assimilation and pluralism, including Anglo-conformity, the "melting pot," the traditional model of assimilation, cultural pluralism, and structural pluralism

Cognitive Domain: Comprehension

Answer Location: The "Traditional" Perspective on Assimilation: Theories and Concepts
Difficulty Level: Medium

8. It is common in sociology to separate the social structure into primary and secondary sectors. Which of the following categories is considered part of the primary sector?

- a. businesses
- b. schools
- c. families
- d. bureaucracies

Ans: C

Learning Objective: 2-1: Explain types of assimilation and pluralism, including Anglo-conformity, the "melting pot," the traditional model of assimilation, cultural pluralism, and structural pluralism

Cognitive Domain: Knowledge

Answer Location: The "Traditional" Perspective on Assimilation: Theories and Concepts
Difficulty Level: Medium

9. _____ assimilation occurs when a minority group enters the secondary sector of the larger society and occupies the same public institutions as the majority population such as schools, workplaces, and places of worship.

- a. Cultural
- b. Structural
- c. Generational
- d. Fluid competitive

Ans: B

Learning Objective: 2-1: Explain types of assimilation and pluralism, including Anglo-conformity, the "melting pot," the traditional model of assimilation, cultural pluralism, and structural pluralism

Cognitive Domain: Knowledge

Answer Location: The "Traditional" Perspective on Assimilation: Theories and Concepts
Difficulty Level: Medium

10. According to Milton Gordon, integration into the secondary sector will lead to _____.

- a. acculturation
- b. pluralism
- c. integration in the primary sector
- d. further declines in social unity

Ans: C

Learning Objective: 2-1: Explain types of assimilation and pluralism, including Anglo-conformity, the "melting pot," the traditional model of assimilation, cultural pluralism, and structural pluralism

Cognitive Domain: Knowledge

Answer Location: The "Traditional" Perspective on Assimilation: Theories and Concepts
Difficulty Level: Medium

11. In Milton Gordon's theory of assimilation, the crucial step is from _____.

- a. integration to acculturation
- b. acculturation to integration
- c. assimilation to pluralism
- d. anglo-conformity to the melting pot

Ans: B

Learning Objective: 2-1: Explain types of assimilation and pluralism, including Anglo-conformity, the "melting pot," the traditional model of assimilation, cultural pluralism, and structural pluralism

Cognitive Domain: Comprehension

Answer Location: The "Traditional" Perspective on Assimilation: Theories and Concepts
Difficulty Level: Hard

12. Sociologist Ruby Kennedy studied multicultural intermarriage and described a phenomenon she called the "triple melting pot." This refers to intermarriage between three separate groups: _____.

- a. African Americans, European Americans, and Jews
- b. Native Americans, Hispanics, and African Americans
- c. Jews, Muslims, and Buddhists
- d. Protestants, Catholics, and Jews

Ans: D

Learning Objective: 2-1: Explain types of assimilation and pluralism, including Anglo-conformity, the "melting pot," the traditional model of assimilation, cultural pluralism, and structural pluralism

Cognitive Domain: Knowledge

Answer Location: Religion

Difficulty Level: Medium

13. Which of the following theories argues that status attainment is a direct result of educational levels, personal values, and skills?

- a. human capital theory
- b. multiculturalism
- c. marital assimilation
- d. acculturation

Ans: A

Learning Objective: 2-1: Explain types of assimilation and pluralism, including Anglo-conformity, the "melting pot," the traditional model of assimilation, cultural pluralism, and structural pluralism

Cognitive Domain: Knowledge

Answer Location: The "Traditional" Perspective on Assimilation: Theories and Concepts

Difficulty Level: Easy

14. Which example of intermarriage best illustrates Kennedy's concept of the "triple melting pot"?

- a. a marriage between an Irish Catholic woman and a Russian Jewish man
- b. an interracial marriage between an African American man and a European American woman
- c. a marriage between an Irish Catholic man and an Irish Protestant woman
- d. a marriage between a Polish Jewish man and a Russian Jewish woman

Ans: D

Learning Objective: 2-1: Explain types of assimilation and pluralism, including Anglo-conformity, the "melting pot," the traditional model of assimilation, cultural pluralism, and structural pluralism

Cognitive Domain: Application

Answer Location: Social Class

Difficulty Level: Medium

15. The concept of multiculturalism includes _____.

- a. the idea of mutual respect for all groups and heritages
- b. the ultimate goal that we will all assimilate into one group (i.e., Americans)
- c. the intermarriage of Protestants, Catholics, and Jews
- d. segregation of people who are "racially inferior" to you

Ans: A

Learning Objective: 2-1: Explain types of assimilation and pluralism, including Anglo-conformity, the "melting pot," the traditional model of assimilation, cultural pluralism, and structural pluralism

Cognitive Domain: Comprehension

Answer Location: Pluralism

Difficulty Level: Medium

16. The traditional views of assimilation appear not to have explained _____.

- a. the ethnic revival of the 1960s
- b. increasing equality for all minority groups
- c. the decline of multiculturalism

d. decreasing immigration and consequent social diversity

Ans: A

Learning Objective: 2-1: Explain types of assimilation and pluralism, including Anglo-conformity, the "melting pot," the traditional model of assimilation, cultural pluralism, and structural pluralism

Cognitive Domain: Comprehension

Answer Location: The "Traditional" Perspective on Assimilation: Theories and Concepts

Difficulty Level: Medium

17. A third type of pluralism that reversed Gordon's first two stages would be _____.

- a. acculturation without pluralism
- b. acculturation without separatism
- c. integration without acculturation
- d. integration without equality

Ans: C

Learning Objective: 2-1: Explain types of assimilation and pluralism, including Anglo-conformity, the "melting pot," the traditional model of assimilation, cultural pluralism, and structural pluralism

Cognitive Domain: Knowledge

Answer Location: Pluralism

Difficulty Level: Easy

18. Park felt that intergroup relations go through a predictable set of phases that he called _____.

- a. rational cycle of inter-group relations
- b. conflictual and competitive cycle
- c. the cycle of interpenetration and fusion
- d. race relations cycle

Ans: D

Learning Objective: 2-1: Explain types of assimilation and pluralism, including Anglo-conformity, the "melting pot," the traditional model of assimilation, cultural pluralism, and structural pluralism

Cognitive Domain: Knowledge

Answer Location: The "Traditional" Perspective on Assimilation: Theories and Concepts

Difficulty Level: Medium

19. In 1915, _____ argued in *The Nation* that the existence of separate ethnic groups--even with separate cultures, religions, and languages--could be quite consistent with a democratic political system. He was one of the first to publically express support for pluralism.

- a. Robert Park
- b. Milton Gordon
- c. Horace Kallen
- d. Stephen Steinberg

Ans: C

Learning Objective: 2-1: Explain types of assimilation and pluralism, including Anglo-

conformity, the "melting pot," the traditional model of assimilation, cultural pluralism, and structural pluralism

Cognitive Domain: Knowledge

Answer Location: Pluralism

Difficulty Level: Medium

20. In U.S. immigration law, quotas for each origin country were established in what year?

- a. 1965
- b. 1921
- c. 1901
- d. 1924

Ans: D

Learning Objective: 2-1: Explain types of assimilation and pluralism, including Anglo-conformity, the "melting pot," the traditional model of assimilation, cultural pluralism, and structural pluralism

Cognitive Domain: Knowledge

Answer Location: The "Traditional" Perspective on Assimilation: Theories and Concepts

Difficulty Level: Medium

21. Immigrants experiencing segmented assimilation will _____.

- a. all be upwardly mobile
- b. some will stay in the United States and some will return to their home country
- c. some will be upwardly mobile and some will be poor
- d. all will live in ethnic enclaves

Ans: C

Learning Objective: 2-1: Explain types of assimilation and pluralism, including Anglo-conformity, the "melting pot," the traditional model of assimilation, cultural pluralism, and structural pluralism

Cognitive Domain: Comprehension

Answer Location: Contemporary Immigrants: Does the Traditional Perspective Apply?

Difficulty Level: Easy

22. Mary and her brother, Patrick, are immigrants. They both speak English and have many American friends but Mary does well in school and gets a good job that pays a lot. Patrick does poorly in school and does not have a consistent job, making only minimum wage when he works. The two of them together are an example of _____.

- a. segmented assimilation
- b. structural assimilationist
- c. traditional assimilation
- d. cultural assimilation

Ans: A

Learning Objective: 2-1: Explain types of assimilation and pluralism, including Anglo-conformity, the "melting pot," the traditional model of assimilation, cultural pluralism, and structural pluralism

Cognitive Domain: Application

Answer Location: Contemporary Immigrants: Does the Traditional Perspective Apply?
Difficulty Level: Medium

23. What was one expression of anti-immigrant prejudice and racism?

- a. structural integration
- b. The National Origins Act of 1924
- c. increased Catholicism
- d. chains of immigration

Ans: B

Learning Objective: 2-1: Explain types of assimilation and pluralism, including Anglo-conformity, the "melting pot," the traditional model of assimilation, cultural pluralism, and structural pluralism

Cognitive Domain: Comprehension

Answer Location: The Campaign Against Immigration: Prejudice, Racism, and Discrimination

Difficulty Level: Medium

24. _____ in the United States generally has been a coercive and one-sided process described as Anglo-Conformity.

- a. Incorporation
- b. Exploitation
- c. Emigration
- d. Assimilation

Ans: D

Learning Objective: 2-1: Explain types of assimilation and pluralism, including Anglo-conformity, the "melting pot," the traditional model of assimilation, cultural pluralism, and structural pluralism

Cognitive Domain: Comprehension

Answer Location: Types of Assimilation

Difficulty Level: Medium

25. A good example of structural pluralism would be _____.

- a. hospital services
- b. Christian churches on Sunday morning
- c. the south side of Chicago
- d. immigrants learning English

Ans: B

Learning Objective: 2-1: Explain types of assimilation and pluralism, including Anglo-conformity, the "melting pot," the traditional model of assimilation, cultural pluralism, and structural pluralism

Cognitive Domain: Knowledge

Answer Location: Types of Pluralism

Difficulty Level: Medium

26. Ethclass is defined by the intersection of _____.

- a. religion, ethnicity, and class

- b. gender, religion, and ethnicity
- c. gender, class, and breadwinners
- d. ethnicity and class

Ans: A

Learning Objective: 2-1: Explain types of assimilation and pluralism, including Anglo-conformity, the "melting pot," the traditional model of assimilation, cultural pluralism, and structural pluralism

Cognitive Domain: Comprehension

Answer Location: Social Class

Difficulty Level: Medium

27. Will Herberg explored the connection between which of the following in regards to American assimilation?

- a. religion and ethnicity
- b. religion and race
- c. ethnicity and class
- d. race and class

Ans: A

Learning Objective: 2-1: Explain types of assimilation and pluralism, including Anglo-conformity, the "melting pot," the traditional model of assimilation, cultural pluralism, and structural pluralism

Cognitive Domain: Knowledge

Answer Location: Religion

Difficulty Level: Medium

28. Several nation-states have re-formed into smaller units based on which of the following?

- a. gender norms
- b. culture
- c. birth status
- d. gender

Ans: B

Learning Objective: 2-1: Explain types of assimilation and pluralism, including Anglo-conformity, the "melting pot," the traditional model of assimilation, cultural pluralism, and structural pluralism

Cognitive Domain: Comprehension

Answer Location: Pluralism

Difficulty Level: Medium

29. Park argued that assimilation is _____ in a democratic and industrial society.

- a. avoidable
- b. inevitable
- c. structural
- d. conflicting

Ans: B

Learning Objective: 2-1: Explain types of assimilation and pluralism, including Anglo-conformity, the "melting pot," the traditional model of assimilation, cultural pluralism, and structural pluralism

Cognitive Domain: Comprehension

Answer Location: The "Traditional" Perspective on Assimilation: Theories and Concepts

Difficulty Level: Medium

30. When the goal of a minority group is to sever all ties with the larger society, it is called _____.

- a. separatism
- b. pluralism
- c. revolution
- d. expulsion

Ans: A

Learning Objective: 2-2: Discuss and explain other types of group relationships such as separatism.

Cognitive Domain: Knowledge

Answer Location: Other Group Relationships

Difficulty Level: Easy

31. Gordon argued that the most significant structural unit within U.S. society was defined by the intersection of religious/ethnic and social class boundaries. He called this the _____.

- a. religious ethnic connection
- b. socio-ethnic class
- c. socio-religious connection
- d. ethclass

Ans: D

Learning Objective: 2-2: Discuss and explain other types of group relationships such as separatism.

Cognitive Domain: Knowledge

Answer Location: Social Class

Difficulty Level: Medium

32. Friends are to the primary sector as _____ are to the secondary sector.

- a. task oriented groups
- b. family members
- c. spouses
- d. roommates

Ans: A

Learning Objective: 2-2: Discuss and explain other types of group relationships such as separatism.

Cognitive Domain: Application

Answer Location: The “Traditional” Perspective on Assimilation: Theories and Concepts
Difficulty Level: Medium

33. Which factors are interlinked with European immigration to the United States?
- U.S. industrialization
 - capital intensive production in the United States
 - American global prominence and militarization
 - U.S. industrialization and the country’s rise to global prominence

Ans: D

Learning Objective: 2-3: Describe the timing, causes, and volume of European immigration to the United States, and explain how those immigrants became “white ethnics.”

Cognitive Domain: Comprehension

Answer Location: The Campaign Against Immigration: Prejudice, Racism, and Discrimination

Difficulty Level: Hard

34. _____ came to America because of religious persecution and planned to make America their home from the beginning.

- Eastern European Jews
- Sojourners
- Southern Italians
- Africans

Ans: A

Learning Objective: 2-3: Describe the timing, causes, and volume of European immigration to the United States, and explain how those immigrants became “white ethnics.”

Cognitive Domain: Knowledge

Answer Location: Sojourners

Difficulty Level: Easy

35. As late as the 1920s, _____ of employed Irish-born women in the United States worked as domestics.

- 81%
- 55%
- 66%
- 40%

Ans: A

Learning Objective: 2-4: Understand the European patterns of assimilation and major variations in those patterns by social class, gender, and religion.

Cognitive Domain: Knowledge

Answer Location: Gender

Difficulty Level: Medium

36. Strong norms of patriarchy determined the appropriate work for female Italian immigrants. They tended to work _____.

- a. in jobs that cannot be done at home
- b. in single-sex settings among other immigrant women
- c. with older men in factory settings
- d. with younger men in factory settings

Ans: B

Learning Objective: 2-4: Understand the European patterns of assimilation and major variations in those patterns by social class, gender, and religion.

Cognitive Domain: Comprehension

Answer Location: Gender

Difficulty Level: Medium

37. Common patterns in the process of assimilation followed by European immigrants and their descendants include _____.

- a. assimilation by class
- b. ethnic succession
- c. structural immobility
- d. individual effort leading to mobility

Ans: B

Learning Objective: 2-5: Describe the status of the descendants of European immigrants today, including the “twilight of white ethnicity.”

Cognitive Domain: Comprehension

Answer Location: Patterns of Assimilation

Difficulty Level: Hard

38. In Milton Gordon's Stages of Assimilation, what phase immediately precedes intermarriage?

- a. acculturation
- b. pluralism
- c. secondary structural integration
- d. primary structural integration

Ans: D

Learning Objective: 2-6: Analyze contemporary immigration using sociological concepts in this chapter. Explain how the traditional model of assimilation does or does not apply to contemporary immigrants.

Cognitive Domain: Knowledge

Answer Location: The “Traditional” Perspective on Assimilation: Theories and Concepts

Difficulty Level: Hard

39. Human capital theorists believe that the greater investment in _____, the higher the person's chances of success.

- a. education, personal values, and skills
- b. stocks, personal values, and being on time
- c. values, skills, and skill sets
- d. developing talent, communication tools, and technology

Ans: A

Learning Objective: 2-6: Analyze contemporary immigration using sociological concepts

in this chapter. Explain how the traditional model of assimilation does or does not apply to contemporary immigrants.

Cognitive Domain: Application

Answer Location: The "Traditional" Perspective on Assimilation: Theories and Concepts

Difficulty Level: Hard

40. "People or groups who fail haven't tried enough." This statement would most likely be made by a _____.

- a. human capital theorist
- b. pluralism theorist
- c. structural theorist
- d. conflict theorist

Ans: A

Learning Objective: 2-6: Analyze contemporary immigration using sociological concepts in this chapter. Explain how the traditional model of assimilation does or does not apply to contemporary immigrants.

Cognitive Domain: Comprehension

Answer Location: The "Traditional" Perspective on Assimilation: Theories and Concepts

Difficulty Level: Medium

41. In Gordon's view, _____ typically precedes intermarriage.

- a. primary immigration integration
- b. secondary immigration integration
- c. primary functional integration
- d. secondary structural immigration

Ans: A

Learning Objective: 2-6: Analyze contemporary immigration using sociological concepts in this chapter. Explain how the traditional model of assimilation does or does not apply to contemporary immigrants.

Cognitive Domain: Knowledge

Answer Location: Milton Gordon

Difficulty Level: Hard

42. _____ is the term used to refer to immigrants who intended to remain in the United States to accumulate wealth before returning to the old country.

- a. Sojourners
- b. Pioneers
- c. Voyagers
- d. Marital assimilators

Ans: A

Learning Objective: 2-6: Analyze contemporary immigration using sociological concepts in this chapter. Explain how the traditional model of assimilation does or does not apply to contemporary immigrants.

Cognitive Domain: Knowledge

Answer Location: Sojourners

Difficulty Level: Medium

43. White ethnic identity is often described as _____ ethnicity.

- a. symbolic
- b. superficial
- c. voluntary
- d. traditional

Ans: A

Learning Objective: 2-6: Analyze contemporary immigration using sociological concepts in this chapter. Explain how the traditional model of assimilation does or does not apply to contemporary immigrants.

Cognitive Domain: Knowledge

Answer Location: The Twilight of White Ethnicity?

Difficulty Level: Medium

44. Over the generations, white ethnic identity sporadically reasserted itself in many ways. There was a tendency for later generations to be more interested in their ancestry and ethnicity than were earlier generations. Hansen captures this phenomenon in his _____.

- a. ethnic identity interest
- b. cultural history interest
- c. principle of cultural ethnicity
- d. principle of third-generation interest

Ans: D

Learning Objective: 2-6: Analyze contemporary immigration using sociological concepts in this chapter. Explain how the traditional model of assimilation does or does not apply to contemporary immigrants.

Cognitive Domain: Knowledge

Answer Location: The Evolution of White Ethnicity

Difficulty Level: Easy

45. _____ is idea that group relations follow a predictable cycle starting with conflict but leading to eventual assimilation.

- a. The cultural inclusion model
- b. The racial immigration cycle
- c. The race relations cycle
- d. The industrial cycle

Ans: C

Learning Objective: 2-6: Analyze contemporary immigration using sociological concepts in this chapter. Explain how the traditional model of assimilation does or does not apply to contemporary immigrants.

Cognitive Domain: Comprehension

Answer Location: The "Traditional" Perspective on Assimilation: Theories and Concepts

Difficulty Level: Medium

46. According to human capital theory, upward mobility is a direct result of _____.

- a. reputation
- b. religious ideology
- c. gender
- d. investment in education

Ans: D

Learning Objective: 2-6: Analyze contemporary immigration using sociological concepts in this chapter. Explain how the traditional model of assimilation does or does not apply to contemporary immigrants.

Cognitive Domain: Comprehension

Answer Location: The "Traditional" Perspective on Assimilation: Theories and Concepts

Difficulty Level: Medium

47. Some social scientists believe that the "traditional" perspective on _____ does not apply and that the experiences of contemporary immigrant groups will differ greatly from those of historical European immigrants.

- a. cultural identity
- b. assimilation
- c. immigration
- d. segmented assimilation

Ans: B

Learning Objective: 2-6: Analyze contemporary immigration using sociological concepts in this chapter. Explain how the traditional model of assimilation does or does not apply to contemporary immigrants.

Cognitive Domain: Comprehension

Answer Location: Contemporary Immigrants: Does the Traditional Perspective Apply?

Difficulty Level: Medium

48. Many members of the _____ saw racial minority groups as inferior and perceived the advances being made by these groups as unfair, unjust, and threatening.

- a. white ethnic working class
- b. white ethnic middle class
- c. white ethnic upper class
- d. middle class

Ans: A

Learning Objective: 2-6: Analyze contemporary immigration using sociological concepts in this chapter. Explain how the traditional model of assimilation does or does not apply to contemporary immigrants.

Cognitive Domain: Comprehension

Answer Location: The Evolution of White Ethnicity

Difficulty Level: Medium

True/False

1. During cultural assimilation, members of minority groups coming to the United States might adopt the English language, change their eating habits, acquire new value systems, or change their names.

Ans: T

Learning Objective: 2-1: Explain types of assimilation and pluralism, including Anglo-conformity, the "melting pot," the traditional model of assimilation, cultural pluralism, and structural pluralism

Cognitive Domain: Knowledge

Answer Location: The "Traditional" Perspective on Assimilation: Theories and Concepts

Difficulty Level: Medium

2. Milton Gordon believed that assimilation is inevitable in a democratic and industrial society and follows a predictable cycle.

Ans: F

Learning Objective: 2-1: Explain types of assimilation and pluralism, including Anglo-conformity, the "melting pot," the traditional model of assimilation, cultural pluralism, and structural pluralism

Cognitive Domain: Knowledge

Answer Location: The "Traditional" Perspective on Assimilation: Theories and Concepts

Difficulty Level: Hard

3. Structural pluralism exists when groups have not acculturated and each maintains its own identity.

Ans: F

Learning Objective: 2-1: Explain types of assimilation and pluralism, including Anglo-conformity, the "melting pot," the traditional model of assimilation, cultural pluralism, and structural pluralism

Cognitive Domain: Knowledge

Answer Location: The "Traditional" Perspective on Assimilation: Theories and Concepts

Difficulty Level: Easy

4. Pluralism is often couched in the language of multiculturalism, a term for a variety of programs and ideas that stress mutual respect for all groups and for the multiple heritages that shape the United States.

Ans: T

Learning Objective: 2-1: Explain types of assimilation and pluralism, including Anglo-conformity, the "melting pot," the traditional model of assimilation, cultural pluralism, and structural pluralism

Cognitive Domain: Comprehension

Answer Location: Pluralism

Difficulty Level: Easy

5. Structural assimilation involves intermarriage.

Ans: F

Learning Objective: 2-1: Explain types of assimilation and pluralism, including Anglo-conformity, the "melting pot," the traditional model of assimilation, cultural pluralism, and structural pluralism

Cognitive Domain: Application

Answer Location: Religion

Difficulty Level: Easy

6. The secondary sector includes interpersonal relationships that are intimate and personal, such as families and groups of friends.

Ans: F

Learning Objective: 2-2: Discuss and explain other types of group relationships such as separatism.

Cognitive Domain: Knowledge

Answer Location: The "Traditional" Perspective on Assimilation: Theories and Concepts

Difficulty Level: Medium

7. A "middleman minority" establishes its own neighborhood and relies on a set of interconnected businesses for its economic survival.

Ans: F

Learning Objective: 2-2: Discuss and explain other types of group relationships such as separatism.

Cognitive Domain: Knowledge

Answer Location: Types of Pluralism

Difficulty Level: Medium

8. The primary sector consists of groups and organizations that are more public, task oriented, and impersonal.

Ans: F

Learning Objective: 2-2: Discuss and explain other types of group relationships such as separatism.

Cognitive Domain: Knowledge

Answer Location: The "Traditional" Perspective on Assimilation: Theories and Concepts

Difficulty Level: Medium

9. Although European Americans did not uniformly intermarry, there is evidence of patterns of a "triple melting pot," with intermarriage within various groups of Protestants, Catholics, and Jews.

Ans: T

Learning Objective: 2-3: Describe the timing, causes, and volume of European immigration to the United States, and explain how those immigrants became "white ethnics."

Cognitive Domain: Knowledge

Answer Location: The "Traditional" Perspective on Assimilation: Theories and Concepts

Difficulty Level: Medium

10. Today, white ethnic groups are equal with national norms in terms of average income, education, unemployment, and other measures of economic success.

Ans: T

Learning Objective: 2-5: Describe the status of the descendants of European immigrants today, including the “twilight of white ethnicity.”

Cognitive Domain: Knowledge

Answer Location: Geographical Distribution

Difficulty Level: Medium

Essay

1. Define assimilation and pluralism. How are they alike and different?

Ans: Answers will vary but should discuss assimilation as a process in which formerly distinct and separate groups come to share a common culture and merge socially. As a society undergoes assimilation, differences among groups decrease. In a pluralistic society, groups remain separate, and their cultural and social differences persist over time. In some ways, assimilation and pluralism are different processes, but they aren't mutually exclusive. They may occur together in a variety of combinations within a particular society or group. Some groups in a society may assimilate while others maintain (or even increase) their differences. Virtually every minority group in the United States has, at any given time, some members who are assimilating and others who are preserving or reviving traditional cultures.

Learning Objective: 2-1: Explain types of assimilation and pluralism, including Anglo-conformity, the "melting pot," the traditional model of assimilation, cultural pluralism, and structural pluralism

Cognitive Domain: Comprehension

Answer Location: An Introduction to the Study of Minority Groups in the United States

Difficulty Level: Medium

2. How did women function as the primary keepers of cultural traditions from the old country?

Ans: Answers will vary but may discuss that husbands were often more involved in the larger society and had greater familiarity with Anglo culture and the English language. Women, even when they were employed, tended to be more oriented to home, children, family, and the neighborhood, and more likely to maintain the traditional diet and dress, speak to their children in the old language, and observe the time-honored holidays and religious practices. Thus, in addition to their economic roles, the women of the immigrant groups performed crucial cultural and socialization functions and tended to be more culturally conservative and more resistant to Anglo values and practices than were

the men. These gender role patterns are common in immigrant groups today, not only in the United States but also in Western Europe.

Learning Objective: 2-1: Explain types of assimilation and pluralism, including Anglo-conformity, the "melting pot," the traditional model of assimilation, cultural pluralism, and structural pluralism

Cognitive Domain: Analysis

Answer Location: Gender

Difficulty Level: Hard

3. Describe Gordon's theory of integration.

Ans: Answers will vary but should discuss that the minority group enters the social structure of the larger society. Integration typically begins in the secondary sector and gradually moves into the primary sector. That is, before people can form friendships with members of other groups (integration into the primary sector), they must first become acquaintances. The initial contact between groups often occurs in public institutions such as schools and workplaces (integration into the secondary sector). The greater their integration into the secondary sector, the more equal the minority group will be to the dominant group in income, education, and occupational prestige. Once a group has entered the institutions and public sectors of the larger society, according to Gordon, integration into the primary sector and the other stages of assimilation will follow inevitably (although not necessarily quickly). Measures of integration into the primary sector include the extent to which people have acquaintances, close friends, or neighbors from other groups.

Learning Objective: 2-1: Explain types of assimilation and pluralism, including Anglo-conformity, the "melting pot," the traditional model of assimilation, cultural pluralism, and structural pluralism

Cognitive Domain: Comprehension

Answer Location: The "Traditional" Perspective on Assimilation: Theories and concepts

Difficulty Level: Medium

4. Compare and contrast each of the three types of pluralism cited in the text. What is the difference between a middleman and an enclave minority group?

Ans: Answers will vary but students must define, compare, and contrast three types of pluralism in their own words. An enclave minority group establishes its own neighborhood and relies on a set of interconnected businesses for economic survival. A middleman minority group relies on interconnected businesses, dispersed throughout a community, also for economic survival.

Learning Objective: 2-1: Explain types of assimilation and pluralism, including Anglo-conformity, the "melting pot," the traditional model of assimilation, cultural pluralism, and structural pluralism

Cognitive Domain: Analysis

Answer Location: Pluralism

Difficulty Level: Medium

5. Provide a brief account of the Irish as immigration suppliers.

Ans: Answers will vary but may discuss just as the United States has been a major

receiver of immigrants for the past 200 years, Ireland has been a major supplier. Mass immigration from Ireland began with the potato famines of the 1840s and continued through the end of the 20th century, motivated by continued poverty, political unrest, and unemployment. This mass out-migration--combined with the death toll of the famines--cut the 1840 Irish population of 7 million in half, and the population today is still only about 4.5 million.

Learning Objective: 2-3: Describe the timing, causes, and volume of European immigration to the United States, and explain how those immigrants became “white ethnics.”

Cognitive Domain: Application

Answer Location: Contemporary Immigrants: Does the Traditional Perspective Apply?

Difficulty Level: Hard

6. How has social class affected European immigrant groups?

Ans: Answers will vary but may discuss that social class affected structural integration. The huge majority of the post-1880s European immigrants were working class, and because they entered U.S. society at the bottom of the economic ladder and stayed close to that level for the next half century, ethnic history has been class history. For generations, many groups of Eastern and Southern European immigrants did not acculturate to middle class American culture but to an urban working class, blue collar set of lifestyles and values. Even today, ethnicity for many groups remains interconnected with social class factors. A familiar stereotype of white ethnicity is the hard-hat construction worker.

Learning Objective: 2-3: Describe the timing, causes, and volume of European immigration to the United States, and explain how those immigrants became “white ethnics.”

Cognitive Domain: Analysis

Answer Location: Social Class

Difficulty Level: Hard

7. Why have the experiences of female immigrants been much less recorded and accessible?

Ans: Answers will vary but may note that the system of knowledge production within the academy has played a role because topic of “women” hasn’t “belonged” to any one place. Many immigrant women came from cultures with strong patriarchal traditions. Thus, they had much less access to leadership roles, education, and prestigious, high-paying occupations. As is the case with women of virtually all minority groups, the voices of immigrant women have been muted. The research that has been done, however, shows that immigrant women played multiple roles both during immigration and during the assimilation process. As would be expected in patriarchal societies, the roles of wife and mother were central, but immigrant women were involved in myriad other activities as well.

Learning Objective: 2-4: Understand the European patterns of assimilation and major variations in those patterns by social class, gender, and religion.

Cognitive Domain: Analysis

Answer Location: Gender
Difficulty Level: Hard

8. How did Catholics experience discrimination, prejudice, and stereotyping?

Ans: Answers will vary but may discuss that much of the prejudice against the Irish and other new immigrants was expressed as anti-Catholicism. Prior to the mid-19th century, Anglo-American society had been almost exclusively Protestant. Catholicism, with its celibate clergy, Latin masses, and cloistered nuns, seemed alien, exotic, and threatening. The growth of Catholicism, especially because it was associated with non-Anglo immigrants, raised fears that the Protestant religions would lose status. There were even rumors that the Pope was planning to move the Vatican to America and organize a takeover of the U.S. government. Although Catholics were often stereotyped as a single group, they also varied along a number of dimensions. For example, the Catholic faith as practiced in Ireland differed significantly from Catholicism practiced in Italy, Poland, and other countries.

Learning Objective: 2-4: Understand the European patterns of assimilation and major variations in those patterns by social class, gender, and religion.

Cognitive Domain: Application

Answer Location: The Campaign Against Immigration: Prejudice, Racism, and Discrimination

Difficulty Level: Hard

9. Discuss the role of third generations.

Ans: Answers will vary but may discuss that members of the third generation, or the grandchildren of the immigrants, were typically born and raised in non-ethnic settings. English was their first (and often their only) language, and their values and perceptions were thoroughly American. Although family and kinship ties with grandparents and the old neighborhood often remained strong, ethnicity for this generation was a relatively minor part of their daily realities and self-images. Visits on weekends and holidays, and family rituals revolving around the cycles of birth, marriage, and death--these activities might have connected the third generation to the world of their ancestors, but in terms of their everyday lives, they were American, not ethnic.

Learning Objective: 2-5: Describe the status of the descendants of European immigrants today, including the "twilight of white ethnicity."

Cognitive Domain: Comprehension

Answer Location: The Importance of Generations

Difficulty Level: Medium

10. In what ways do some Americans feel that pluralism has exceeded acceptable limits?

Ans: Answers will vary but may discuss that there are great controversies over issues such as "English-only" language policies, bilingual education, and eligibility for government benefits for immigrants are common and often bitter. Many Americans feel that pluralism has exceeded acceptable limits and that the unity of the nation is at risk. Some groups fear multiculturalism because they view it as threatening to their own

ideologies and beliefs. These individuals operate under an ethnographic lens and hold great hostilities toward other nationalities.

Learning Objective: 2-6: Analyze contemporary immigration using sociological concepts in this chapter. Explain how the traditional model of assimilation does or does not apply to contemporary immigrants.

Cognitive Domain: Analysis

Answer Location: Pluralism

Difficulty Level: Hard