3.3: Study Guide for Part II

Study Guide for Part II

• Review Master Status.
  ◦ What is it?
  ◦ How do the various aspects of Master Status affect peoples’ life chances in the US?

• Identify and discuss the history of race and race relations in the US since the 16th century
  ◦ Race: Are We So Different (American Anthropological Association)
  ◦ American Memory: The Library of Congress
  ◦ An African American Timeline of racism
  ◦ Asian American History, Demographics & Issues
  ◦ Las Culturas: A historical gallery of Latino contribution to the United States culture
  ◦ American Indians.com
  ◦ The Library of Congress Experience

• Define, discuss, and give examples of race
  ◦ Why do we say the race is socially defined?
    ▪ What does socially defined mean?
  ◦ Why is race a social construct?
    ▪ What does social construct mean?

• Define, discuss, and give examples of ethnicity
  ◦ How do race and ethnicity differ?
    ◦ Why?
• Identify the various racial and ethnic groups in the US Find information from the US Census Bureau
  ◦ Alaska Native
  ◦ American Indian
  ◦ Asian American
  ◦ Black or African American
  ◦ Latino(a)/Hispanic American
  ◦ Pacific Islander
  ◦ White or Anglo American
    ▪ How are these divisions determined?
    ▪ Why do we make these divisions?

• Discuss the various designations of racial and ethnic groups.
  ◦ What do people want to be called?
    ▪ Why?
  ◦ How do racial/ethnic designations occur and change?

• Define, discuss, and give examples of dominant group and dominant group status discuss and give examples of white privilege read: “White Privilege: Unpacking the Invisible Knapsack”
  ◦ Do you agree with the premise of this article?
  ◦ Why or why not?

• Define, discuss, and give examples of minority groups and minority group status
  ◦ Discuss and give examples of bigotry against minority groups

• What are stereotypes
  ◦ List five stereotypes about racial/ethnic groups other than your own
    ▪ Are they accurate?
      ▪ Why or why not?
    ▪ Are they true?
      ▪ Why or why not?
  ◦ List five stereotypes about your own racial/ethnic group
    ▪ Are they accurate?
      ▪ Why or why not?
    ▪ Are they true?
      ▪ Why or why not?

• Use the Internet to display population data about racial and ethnic groups in the US
  ◦ Historical and current (US Census Bureau)

• Immigration
  ◦ Find data and information about immigration
    ▪ Immigration and Customs Enforcement
    ▪ US Citizenship and Immigration Services
    ▪ The Yearbook of Immigration Statistics
• America’s History: A History of US Immigration: A Traveling Exhibit
  • Immigration: The Changing Face of America
  • Internet Modern History Sourcebook: US Immigration
    ◦ Define immigration
    ◦ Define emigration
    ◦ Define and discuss push factors
    ◦ Define and discuss pull factors
  • Assimilation
    ◦ Define and discuss cultural assimilation
    ◦ Define and discuss structural assimilation
      ▪ Primary
      ▪ Secondary
  • Identify and discuss models of assimilation
    ◦ Standard Model
    ◦ Pluralistic Model
  • Use the Internet to display statistical information concerning immigration into the US (see item 11, above for Internet links)
    ◦ Historical data
    ◦ Current data
    ◦ Future data
      ▪ What is the projected population of each racial and ethnic group? (US Census Bureau)
  • Identify and differentiate among the various theories of race and ethnicity
    ◦ Conquest
    ◦ Migration
    ◦ Colonialism and Empire
    ◦ Middle-man minorities
    ◦ Merton’s Typology of Bigotry
  • Use the Internet to display statistical information concerning race and ethnicity including such statistical referents as housing, health care, home ownership, business ownership, educational attainment, and labor force participation of each of the racial and ethnic groups in the US Census Bureau
    ◦ Compare and contrast the data found
  • Use the Internet to display statistical information concerning the relationship between race and ethnicity and the criminal justice system in the United States