

**Qualifying Examination**  
Race and Ethnicity  
Winter 2024

The questions below constitute the qualifying exam for Race/Ethnicity. To complete the exam, you must answer one question from each of the three sections below in an essay format. Each answer should be a self-contained essay approximately 8–10 pages long (i.e., 2,000–2,500 words). Although you must cite referenced work in each essay, one comprehensive bibliography for all three questions will be sufficient. You may consult materials from the reading list you've been provided, as well as any other scholarly sources you've read during the exam period.

This qualifying exam is to be completed in two weeks. The evaluation of the exam will take two weeks. You will be notified of your performance by email. Make sure that the office has your up-to-date contact information. Please use the identifying student number that you have been assigned at the top of your exam. The exams are graded confidentially, and numbers only will be used to identify the author of the exam. See Graduate Handbook for any further detail.

*This qualifying examination is governed by the university student code including Section 1-402(b) which states that “No student shall represent the words, work, or ideas of another as their own in any academic endeavor. A violation of this section includes but is not limited to:*

1. **Copying:** *Submitting the work of another as one's own.*
2. **Direct Quotation:** *Every direct quotation must be identified by quotation marks or by appropriate indentation and must be promptly cited. Proper citation style for many academic departments is outlined in such manuals as the MLA Handbook or K.L. Turabian's A Manual for Writers of Term Papers, Theses and Dissertations. These and similar publications are available in the university bookstore or library. The actual source from which cited information was obtained should be acknowledged.*
3. **Paraphrase:** *Prompt acknowledgment is required when material from another source is paraphrased or summarized in whole or in part. This is true even if the student's words differ substantially from those of the source. A citation acknowledging only a directly quoted statement does not suffice as an acknowledgment of any preceding or succeeding paraphrased material.*
4. **Borrowed Facts or Information:** *Information obtained in one's reading or research that is not common knowledge must be acknowledged. Examples of common knowledge might include the names of leaders of prominent nations, basic scientific laws, etc. Materials that contribute only to one's general understanding of the subject may be acknowledged in a bibliography and need not be immediately cited. One citation is usually sufficient to acknowledge indebtedness when a number of connected sentences in the paper draw their special information from one source.*

ARTICLE 1, PART 4 – ACADEMIC INTEGRITY POLICY AND PROCEDURE, Student Code <https://studentcode.illinois.edu/article1/part4/1-402/>

### A. Choose one of the Following Questions

1. In 1961 sociologist Stanley Lieberson proposed, “A Societal Theory of Race and Ethnic Relations” to explain why tensions exist among diverse racial and ethnic groups. Consider whether Lieberson’s theory could be used effectively to support the observations made by Massey and Denton who wrote about hyper-segregation many years later. How are these two explanations consistent with one another and how do they differ? Are either of these two approaches to explaining racial and ethnic tensions effective for describing the individual, group, or structural inequality that exists in contemporary America? Finally, please select any theoretical explanation for racial and ethnic tension from the reading list and compare it with that proposed by Lieberson.
2. Describe the key principles that Eduardo Bonilla-Silva uses to explain contemporary racism in *Racism Without Racists*. What role does race, class, and gender play in Bonilla-Silva’s analysis? Drawing on insights from Bonilla-Silva’s work and others, explore how interpersonal dynamics manifest in both residential contexts and in urban public space. You will also want to consider observations made by Duneier, Desmond, Dubois, and Pattillo, for the ways in which race, class, and gender play out in interpersonal interactions. Finally, identify broader theoretical and empirical factors that mediate these interactions.

### B. Choose one of the Following Questions

1. Based on your reading of Barth (1969), Bonilla-Silva (1997, 2003), Omi and Winant (1994), and Portes and Zhou (1993), please answer the following:
  - a. How do they define race and ethnicity? Use historical and current examples from the readings.
  - b. Using the above texts and others from the list, can one study or talk about race without attending to racism? Why?
  - c. Finally, can one study ethnicity without studying and/or attending to racism? Why?
2. Based on your reading of Hill Collins (1991, 2015), Cohen (1997), Sumi and Crenshaw (2013), and others, please answer the following questions:
  - a. Define intersectionality and give an example of intersectional analysis.
  - b. Briefly trace the genealogy of intersectional thought.
  - c. Finally, pick three texts from the list that **don’t** use intersectional analysis, explain why, and how their findings would benefit and look different by employing an intersectional lens.

### C. Choose one of the Following Questions

1. Utilizing insights from DuBois (1989), Rios (2011), Menjivar (2021), and Rothstein (2017), provide an in-depth analysis of how the legal system in the United States has historically contributed to the creation, perpetuation, and reinforcement of structures of racial discrimination and segregation. Offer specific examples from the readings that

illustrate the legal history of racial exclusion in various domains such as housing, education, and other legal processes. Discuss the ways in which these legal structures have impacted and continue to shape racial dynamics and inequalities in the country.

2. Drawing on the scholarship of Portes and Rumbaut (2006), Hondagneu-Sotelo (2007), Espiritu (1992), Cantu (2009), and others, provide a comprehensive overview of the literature on migration, race, and ethnicity. To do so, first, explain the key concepts and findings from these works, highlighting the racialized dynamics embedded in migratory policies in the United States. Second, explore how these scholarly perspectives contribute to our understanding of the racialization of migration processes, examining both historical and contemporary dimensions. Lastly, discuss the ways in which race intersects with migration policies, shaping the experiences of different racial and ethnic groups in the U.S.