

Inequality and Race

10

Chapter 9 explored gender inequality and sexism in the United States. This chapter conducts a parallel investigation of racial inequality and racial prejudice. How much inequality exists between white Americans and black, Hispanic, and Asian Americans in education, jobs, and income? How strong is prejudice against black Americans? Who is most likely to support racist beliefs?

THE LEGACY OF RACIAL AND ETHNIC INEQUALITY

Group inequality began in the infancy of U.S. society. During the colonial days of the 1600s and 1700s, both African Americans and American Indians became unequal minority groups, the first through slavery and the latter by military conquest. Later in the development of the United States, other minority groups were created, including European immigrant groups and Hispanic and Asian Americans. While some groups (e.g., the descendants of European immigrants) found their way into the larger society and eventually achieved equality, other groups—most notably the nonwhite groups—have been the victims of continuing exclusion, discrimination, and racism, and substantial gaps remain between these groups and the larger society.

One way to address the differences between groups and to better understand their relative positions today is suggested by sociologist Robert Blauner (1972), who distinguishes between minority groups created by conquest and colonization and those created by immigration. Minority groups created by conquest and colonization were created by coercion and force, and their members were typically unwilling participants in the larger society. These groups are often sharply different from the dominant group racially and/or culturally. Minority groups created by immigration, on the other hand, typically enter the host society voluntarily and often bring resources that they can use to defend their status and improve their situation in the larger society. African Americans became a part of American society by kidnapping and enslavement, and American Indians were created by military conquest and subjugation. European immigrants and their descendants, in contrast, entered the United States of their own free will (more or less) and were able to use the resources they brought with them—including kinship networks, education, and money—to defend their interests and promote their goals.

The Blauner hypothesis refers to the conditions under which a minority group enters the larger society but its relevance extends for decades or even centuries after first contact: *Minority groups created by conquest or colonization will experience more intense prejudice,*

racism, and discrimination than those created by immigration. Furthermore, the disadvantaged status of colonized groups will persist longer and be more difficult to overcome than the disadvantaged status faced by groups created by immigration (Blauner, 1972).

To apply the hypothesis to contemporary group relations in the United States, we would predict that groups created more by immigration—European immigrants and their descendants—would compare quite favorably with national norms in terms of income, education, and other measure of success. Groups created by conquest and coercion—African Americans and American Indians—will compare less favorably on measures of success and equality. In other words, the entry conditions of the group will continue to be reflected centuries later.

In this chapter, we will compare three minority groups with the “dominant group” (white Americans): African Americans, Hispanic Americans, and Asian Americans. We will not consider American Indians because they are a small group (less than 1% of the population) and there are too few of them in the GSS sample to be included in any analysis. We will also not separate out the descendants of European immigrants (e.g., Italian, Irish, German, or Polish Americans), because census data show that these groups achieved equality by the time of the 1990 census, if not before.

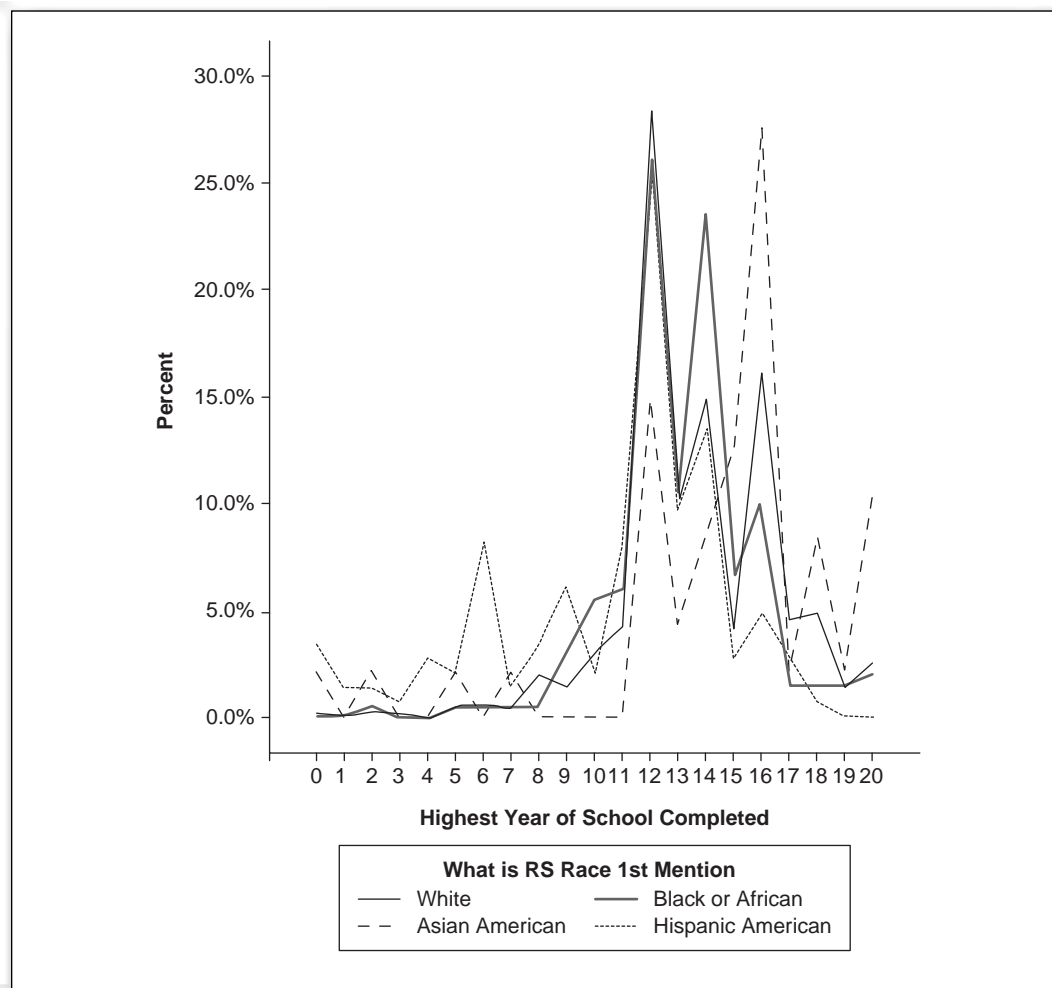
Hispanic Americans (Mexican Americans, Puerto Ricans, Cubans, etc.) and Asian Americans (Americans of Chinese, Japanese, Indian, Filipino, and Vietnamese descent along with many other groups) are diverse groups that have been a part of American society for many decades. The United States first came into contact with (and conquered) Mexicans in the first half of the 19th century, and Asian groups began migrating in large numbers about the same time. Today, as you are aware, both groups include many recent immigrants, to the point that they may be considered a combination of colonized and immigrant groups. Hispanic Americans have a stronger history of coercion (including military conquests of Mexican Americans in what became the American Southwest and the territory of Puerto Rico), and much of their recent immigrant stream includes people with lower levels of education and occupational skills. Asian American groups were not subject to military conquest. They are closer to being an immigrant group, and their recent immigrants are often people with high levels of education, English-language fluency, and occupational skills.

Combining these facts and summarizing this discussion, we can hypothesize that, of the three minority groups, African Americans (with the strongest history of colonization) will have the lowest status on the average and Asian Americans (with the strongest history of immigration) will have the highest status. Hispanic Americans (combining elements of both coercion and immigration) will fall in between the other two groups.

EXERCISE 10.1 CHARTING THE MINORITY GROUP INEQUALITIES

We will explore these issues with the GSS-2006-Numerical data set by using line graphs (as in Chapter 9) to display the degree of inequality between groups on four variables: years of education (EDUC), occupational prestige (PRESTG80), income (INCOME06), and WEALTH. To refresh your memory, these charts will display four lines, one for each group, for each of the four variables. The greater the inequality between groups in the United States, the greater the differences between the lines. As in Chapter 9, we will present the graph for EDUC and leave most of the work to you. See Command Block 9.1 for instructions on getting multiple line charts. Substitute RACEETH for SEX in the Define Lines By box and select first EDUC, then PRESTG80, INCOME06, and WEALTH—one by one—in the Categories Axis box. Make sure you select “% of cases” in the Lines Represent box. The multiple line chart for EDUC is presented in Exhibit 10.1.

Exhibit 10.1 Years of Education by Group



You will generate a total of four graphs and it may be a good idea to print them out for ease of reference. Each graph contains a lot of information so you need to read them carefully, remembering that the higher the line, the more common the score for that group.

For Exhibit 10.1, you can see that all lines have very high peaks at 12 years of education, indicating that a high school degree is the most common level of educational attainment for all four groups. A number of differences between the groups should emerge as you consider the graph. For example, the line representing Asian Americans has high peaks at 16 and 20 years of education, much higher than any other group. This indicates that college and graduate degrees are more common, proportionately speaking, for this group. Also, Hispanic Americans have a noticeable peak at 6 years of education, a reflection of recent high rates of entry for immigrants with modest educational credentials. What other differences can you see? What do these differences mean in terms of inequality between groups in the United States? Use this information and the other graphs to complete Research Report 10.1.

RESEARCH REPORT 10.1
Multiple Line Chart for Four
Dependent Variables and Race or Ethnic Group

NAME _____

INSTRUCTOR _____

DATE _____

1. For Occupational Prestige (PRESTG80)

As was the case in Chapter 9, the lines for the groups are quite jagged and hard to analyze. It may be helpful to divide the chart roughly into thirds at scores of 40 and lower, 40 to 60, and 60 and higher and look for which group(s) have the tallest peaks in each of the thirds.

A. Which group has the highest score in

1. the left-hand third of the chart (prestige scores less than 40)? _____
2. the middle third of the chart (scores between 40 and 60)? _____
3. the highest third of the chart (scores over 60)? _____
4. the very highest prestige scores (scores over 70)? _____

B. This chart indicates that the groups _____ (are/are not) equal in occupational prestige.

2. For Income (INCOME06)

A. Which group has the highest score in

1. the left-hand third of the chart (incomes of less than \$20,000)? _____
2. the middle third of the chart (incomes between \$20,000 and \$75,000)? _____
3. the highest third of the chart (incomes more than \$75,000)? _____
4. the very highest incomes (more than \$110,000)? _____

B. This chart indicates that the groups _____ (are/are not) equal in income.

3. For Wealth (WEALTH)

A. Which group has the highest score in

1. the left-hand third of the chart (wealth of less than \$100,000)? _____
2. the middle third of the chart (wealth between \$100,000 and \$500,000)? _____
3. the highest third of the chart (wealth greater than \$500,000)? _____

B. This chart indicates that the groups _____ (are/are not) equal in wealth.

4. This pattern in these four graphs (including education) _____ (is/is not) generally consistent with the Blauner hypothesis. Explain.

EXERCISE 10.2 TESTING RACIAL INEQUALITIES FOR STATISTICAL SIGNIFICANCE

Because we are working with a random sample, we need to know if the differences between minority and dominant groups on the four measures of inequality (EDUC, PRESTG80, WEALTH, and INCOME06) could have been produced by random chance. Because the dependent variables are numerical and have many scores, the T Test procedure is appropriate (see Chapter 9). We can use this procedure to find average scores for each minority group, one at a time, and then test the difference with the dominant group (white Americans) for statistical significance. If there is no inequality on the variable, the average of the minority group will be roughly equal to white Americans. The more dissimilar the averages, the greater the likelihood that the difference did not occur by random chance but rather reflects patterns in the population (that is, differences between all members of each group and all white Americans). We will continue to use the value of 0.05 to identify a statistically significant result.

To run the T Test procedure (see Chapter 9), follow the instructions in Command Block 10.1. The test variables will be EDUC, PRESTG80, WEALTH, and INCOME06 and RACEETH is the grouping variable. You will run T Test three times, first with whites and blacks, then with whites versus Asian Americans and, finally, with whites against Hispanic Americans. Follow the instructions in Command Block 10.1 to identify the groups.

COMMAND BLOCK 10.1 Running T Test for Four Measures of Inequality by Racial or Ethnic Group

- Click **Analyze** → **Compare Means** → **Independent Samples T Test**
- Highlight EDUC, PRESTG80, WEALTH, and INCOME06 and click the arrow pointing to the **Test Variable(s):** box
- Highlight RACEETH and click the arrow pointing to the **Grouping Variable:** box
- Click the **Define Groups** button
- Click on the **Group 1** box and type 1 (the code for white Americans)
- Click on the **Group 2** box and type 2 (the code for black Americans)
- Click **Continue**
- Click **OK**
- *These commands will generate the comparison between whites and blacks*
- Click **Analyze** → **Compare Means** → **Independent Samples T Test**
- The four dependent variables will still be listed in the **Test Variable(s):** box
- Click in the **Grouping Variable:** box to activate it and then click the **Define Groups** button
- Leave the score of 1 (whites) in the Group 1 box but change "2" (African Americans) to "3" (Asian Americans) in the Group 2 box
- Click **Continue**
- Click **OK**
- *These commands will generate the comparison between whites and Asian Americans*
- Click **Analyze** → **Compare Means** → **Independent Samples T Test**
- The four dependent variables will still be listed in the **Test Variable(s):** box
- Click in the **Grouping Variable:** box to activate it and then click the **Define Groups** button
- Leave the score of 1 (whites) in the Group 1 box but change "3" (Asian Americans) to "4" (Hispanic Americans) in the Group 2 box
- Click **Continue**
- Click **OK**
- *These commands will generate the comparison between whites and Hispanic Americans*
- **Print** or **Save** these test results

Reading the Output From T Test

We will analyze the results of whites and blacks here and leave the other comparisons to you. SPSS produces two blocks of output for the T Test procedure. The first block (“Group Statistics”), displays the average years of education for whites (13.61) and blacks (13.18) under the heading of “Mean.” On the average, white Americans average more years of schooling, by a little less than half a year, than black Americans. The statistical significance of this difference is reported in the second block (“Independent Samples Test”). You will find the t score in the column labeled “ t ” and the p value in the top row of the column labeled “Sig. (2-tailed).” This value (.048) is less than our standard criterion for a significant result (.05). This means that the difference in average years of education is statistically significant. In other words, it is unlikely that the difference in average scores between blacks and whites was caused by chance. On the average, black Americans average significantly fewer years of education than white Americans. As displayed in Exhibit 10.2, the differences for the other three dependent variables are also significant. For all four tests, white Americans have significantly higher scores than black Americans.

Exhibit 10.2 T Test for White and Black Americans (Modified SPSS Output)

Variable	Groups	N	Mean	Std. Dev	t score	p (“Sig. 2 Tailed”)
Education (EDUC)	Whites	1060	13.61	2.86	1.98	0.048
	Blacks	200	13.18	2.55		
Income (INCOME06)	Whites	911	17.07	5.25	6.52	0.000
	Blacks	166	14.09	6.21		
Prestige(PRESTG80)	Whites	1011	45.48	13.75	3.91	0.000
	Blacks	182	41.13	14.17		
Wealth (WEALTH)	Whites	345	5.55	2.83	4.18	0.000
	Blacks	67	3.99	2.66		

Of these four dependent variables, EDUC is the only one that has an exact, numerical meaning. The total years of education—from 0 or no years to 20 years—was recorded for each respondent, and SPSS computes averages by adding up the scores and dividing by the number of cases. Scores for INCOME06 and WEALTH were recorded in broad categories rather than exact dollar values. The average income for whites is reported as 17.07. This does *not* mean that whites averaged \$17 in income but, rather, that their average income fell in Category 17 of this variable. What does “17” mean? You can find out by consulting Appendix A of this text or clicking **Utilities** → **Variables** on SPSS for the online code book. Either way, you will see that a score of 17 includes incomes in the range \$35,000 to \$39,999. The average income for black Americans (14.09) is in the category \$22,500 to \$24,999. Of course, it would be better to have the actual incomes for both groups but these broad categories are more convenient for respondents, even though it means that we have to work with less information.

Similarly, the average wealth of the groups can be understood in terms of the broad categories supplied to respondents. The mean for whites is in the middle of the \$75,000 to \$100,000 range, while blacks average at the very top of the \$20,000 to \$40,000 category. On the average, whites have about double the wealth of blacks.

Finally, the difference in occupational prestige (PRESTG80) was also significant with whites, on the average, ranking higher. See Chapter 8 for an explanation of the prestige scores.

Use the results of the t -test for the other group comparisons to complete Research Report 10.2. Remember to look in the top row of the column labeled “Sig. (2-tailed)” for the probability that the differences occurred by chance and do not reflect actual differences in the population. Values of less than .05 indicate a statistically significant difference.

RESEARCH REPORT 10.2
T-Test for EDUC, PRESTG80, and INCOME06 by RACEETH

NAME _____

INSTRUCTOR _____

DATE _____

1. Complete the following summary tables for the results of the *t*-test. This table is based on Exhibit 10.2 but includes only the most essential information.

<i>Variable</i>	<i>Groups</i>	<i>N</i>	<i>Mean</i>	<i>p ("Sig. 2 Tailed")</i>
Education (EDUC)	Whites	_____	_____	_____
	Asian Americans	_____	_____	_____
Income (INCOME06)	Whites	_____	_____	_____
	Asian Americans	_____	_____	_____
Prestige (PRESTG80)	Whites	_____	_____	_____
	Asian Americans	_____	_____	_____
Wealth (WEALTH)	Whites	_____	_____	_____
	Asian Americans	_____	_____	_____
Education (EDUC)	Whites	_____	_____	_____
	Hispanic Americans	_____	_____	_____
Income (INCOME06)	Whites	_____	_____	_____
	Hispanic Americans	_____	_____	_____
Prestige (PRESTG80)	Whites	_____	_____	_____
	Hispanic Americans	_____	_____	_____
Wealth (WEALTH)	Whites	_____	_____	_____
	Hispanic Americans	_____	_____	_____

(Continued)

(Continued)

2. Using the group means, fill in the table below by ranking the groups from highest (rank of 1) to lowest (rank of 4) separately on each of the dependent variables. Write the name of the group with the highest mean score on each variable in the blank next to a rank of 1, and so forth.

Rank	Education	Rank	Income	Rank	Prestige	Rank	Wealth
1	_____	1	_____	1	_____	1	_____
2	_____	2	_____	2	_____	2	_____
3	_____	3	_____	3	_____	3	_____
4	_____	4	_____	4	_____	4	_____

3. Are these results generally consistent with the Blauner hypotheses? Use the graphs from Research Report 10.1, Exhibit 10.2, and the results generated above to answer this question. Pay most attention to differences that are statistically significant and large.
4. What conclusions can be made about racial inequality in the United States? How much inequality is there? For which groups? Where does it exist? In educational achievement? In income? Occupational prestige? In all areas?
5. Compare these results with Research Report 9.2. Which is greater: racial inequality or sexual inequality? (You can determine this by comparing the amount and the significance of the differences between group means.)

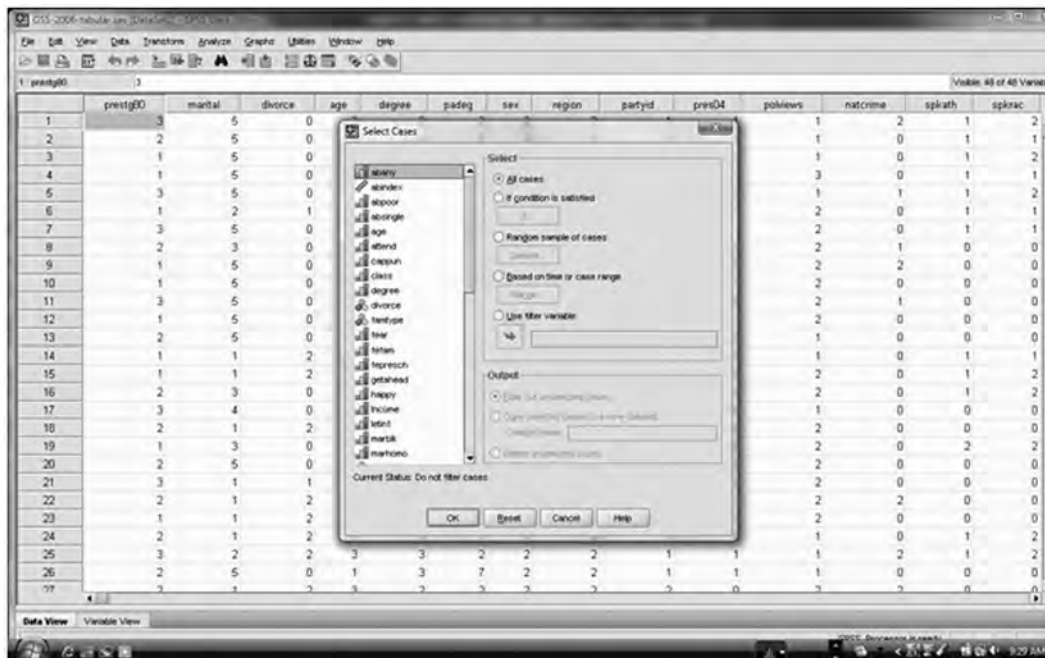
EXERCISE 10.3 THE EXTENT AND CAUSES OF ANTI-BLACK PREJUDICE IN THE UNITED STATES

Prejudice may be defined as an attitude toward other groups that combines negative feelings or emotions (such as contempt or dislike) and negative ideas or stereotypes (such as the perception that Jews are stingy, Irish are drunks, Italians are hot-tempered, or that African Americans are irresponsible). How extensive is racial prejudice in the United States? We can explore this issue with the GSS-2006-tabular data set. Load this data set now.

Selecting Respondents

Before analyzing anti-black racial prejudice, it makes sense to eliminate minority respondents from the sample and focus on whites only. We can do this by choosing the Select Cases: If command. This command is appropriate when we are interested only in cases with certain characteristics or qualities. After the Select Cases: If command is executed, SPSS procedures (such as Frequencies or Crosstabs) will be performed only on cases that have the characteristics we specify. For example, we could confine the sample to older respondents, people who reside on the East Coast, Democrats, and so forth. In this case, we will limit the sample to white respondents only.

Begin by selecting Data from the menu bar and then click on Select Cases in the drop-down menu. The Select Cases dialog box appears.



As you can see, there are several options for limiting or refining the sample. In our case, we want to select cases if they are white, or have a score of “1” on RACEETH. Click the “If condition is satisfied” radio button and then click the If button. The Select Cases: If dialog box appears:



Find RACEETH in the variable list to the left of the box and move it to the rectangle at the top of the dialog box by clicking the right-pointing arrow. Now, select the equals (=) sign from the calculator pad and the number 1. The expression in the rectangle should read

RACEETH = 1

Click **Continue** to return to the Select Cases: If box and then click **OK**. These commands are summarized in Command Block 10.2.

COMMAND BLOCK 10.2 Selecting White Respondents Only

- Click **Data** → **Select Cases**
- From the Select Cases dialog box, click **If condition is satisfied**
- Click **If**
- In the Select Cases: If dialog box, highlight RACEETH and click the right-pointing arrow
- Click the = sign and the number 1 from the calculator pad
- Click **Continue**
- Click **OK**

After you execute this command, you will see some diagonal lines in the far left column of the SPSS Data Editor screen. These are the cases that are eliminated because they don't satisfy the condition specified in the Select If command (i.e., they are not white). Once you have run the procedures in the next section, be sure to return to the Select Cases command and click **Reset** at the bottom of the box. This will restore the sample to its original composition.

MEASURING PREJUDICE

Social scientists have developed numerous ways of measuring racial prejudice, and the GSS includes a number of items that operationalize these feelings and stereotypes. One measure of prejudice asked respondents to accept or reject each of four explanations for racial inequality in the United States, one of which (RACDIF2) attributes racial inequality to the inborn lack of ability of black Americans. Respondents who agree with this explanation presumably see blacks as inferior to whites. Thus, we will operationalize racial prejudice as agreement with (or a response of “yes” to) this explanation of racial inequality.

We can use the Frequency procedure to determine the percentage of white respondents who are prejudiced (that is, who agree with the “inborn ability” explanation of racial inequality). This will give an indication of the extent of prejudice in the United States.

Click **Analyze** → **Descriptive Statistics** → **Frequencies** from the menu bar. Select RACDIF2 from the variable list and click **OK**. **Print** and/or **Save** the table and use it to complete Item 1 in Research Report 10.3.

WHAT CAUSES PREJUDICE?

Beyond measuring the extent of prejudice, social scientists want to know something about its causes. What types of white Americans would subscribe to the belief that black Americans are innately inferior? Use your textbook or other course materials, if relevant, to identify two possible causes of racial prejudice. Could education be a causal factor? Social class? Age? Political ideology? Develop hypotheses linking your independent variables to RACDIF2 and use the Crosstabs procedure, with column percentages, chi-square, and Cramer’s V (for non-numerical independent variables) or gamma (for numerical independent variables) to evaluate the strength and significance of the relationships. Use the output to complete Research Report 10.3.

RESEARCH REPORT 10.3

Measuring Racial Prejudice and Exploring Its Causes

NAME _____

INSTRUCTOR _____

DATE _____

1. *Measuring the extent of racial prejudice:* _____% of white Americans in the sample agreed (“yes” on RACDIF2) that racial inequality is caused by the lack of ability of black Americans. Based on this result, the degree of prejudice in the United States is _____ (high/moderate/low). (You may want to reserve judgment on the extent of prejudice in the United States until you complete Exercise 10.4.)

2. Identify and explain your independent variables:

a. “SPSS” names: _____

b. Explain exactly what each variable measures.

Your first independent variable:

Your second independent variable:

3. State a hypothesis for the relationship between each of your independent variables and RACDIF2. If appropriate for your variables, state the anticipated direction of the relationship (positive or negative). Explain *why* you expect a relationship between these variables:

Your first independent variable:

Your second independent variable:

4. Present your results for your first independent variable and RACDIF2.

a. On Line 1 of the following summary table, state the name of your first independent variable. Use common words, not SPSS variable names.

b. On Line 2, write in the name of your independent variable, again using common words.

c. On Line 3, write in the names of the categories of your independent variable, using as many blanks as necessary.

- d. On Line 4, fill in the blank with the percentage of respondents who were prejudiced (said “yes” on RACDIF2) for each category of the independent variable.
- e. On Line 5, enter the values for each of the statistics.

1.	Anti-Black Prejudice by _____ (white respondents only)
2.	_____ :
3. Prejudice	_____
4. Percentage “Yes”	_____
5.	Chi-square = _____ p = _____ Cramer’s V or Gamma = _____

5. Summarize these results:
- a. The column percentages _____ (do/do not) change, so there _____ (is/is not) a relationship between these variables.
- b. Chi-square for this relationship is _____ and the value for p is _____ (less than/more than) .05, so this relationship _____ (is/is not) statistically significant.

If the independent variable is NOT numerical:

- c. The value of Cramer’s V is _____, so this is a _____ (weak/moderate/strong) relationship.
- d. The pattern of the relationship is that the highest level of prejudice is associated with _____ (identify the category of the independent variable that had the highest percentage of prejudiced respondents). *If the independent variable IS numerical:*

If the independent variable IS numerical:

- e. The value of gamma is _____, so this is a _____ (weak/moderate/strong) relationship.
- f. The sign of gamma indicates that this is a _____ (positive/negative) relationship. As _____ increases, prejudice _____ (increases/decreases). *Be careful in interpreting direction.*

6. Was your hypothesis confirmed? How?

7. Present your results for your second independent variable and RACDIF2.

- a. On Line 1 of the following summary table, state the name of your second independent variable. Use common words, not SPSS variable names.
- b. On Line 2, write in the name of your independent variable, again using common words.

- c. On Line 3, write in the names of the categories of your independent variable, using as many blanks as necessary.
- d. On Line 4, fill in the blank with the percentage of respondents who were prejudiced (“yes” on RACDIF2) for each category of the independent variable.
- e. On Line 5, enter the values for each of the statistics.

1.	Anti-Black Prejudice by _____
2.	_____:
3. <i>Prejudice</i>	_____
4. Percentage “Yes”	_____
5.	Chi-square = _____ p = _____ Cramer’s V or Gamma = _____

8. Summarize and interpret these results:
 - a. The column percentages _____ (do/do not) change, so there _____ (is/is not) a relationship between these variables.
 - b. Chi-square for this relationship is _____ and the value for p is _____ (less than/more than) .05, so this relationship _____ (is/is not) statistically significant.

If the independent variable is NOT numerical:

- c. The value of Cramer’s V is _____, so this is a _____ (weak/moderate/strong) relationship.
- d. The pattern of the relationship is that the highest level of prejudice is associated with _____ (identify the category of the independent variable that had the highest percentage of prejudiced respondents).

If the independent variable IS numerical:

- e. The value of gamma is _____, so this is a _____ (weak/moderate/strong) relationship.
- f. The sign of gamma indicates that this is a _____ (positive/negative) relationship. As _____ increases, prejudice _____ (increases/decreases). *Be careful in interpreting direction.*

9. Were your hypotheses confirmed? How?

EXERCISE 10.4 ANOTHER LOOK AT ANTI-BLACK PREJUDICE IN THE UNITED STATES: MODERN RACISM

The frequency distribution for RACDIF2 indicates that only a small minority of white Americans believe that black Americans are innately inferior. This result is consistent with public opinion surveys over the past 50 years, which show that blatant racial prejudice has declined and that the United States has become a more tolerant society.

Before congratulating ourselves too heartily on our greater tolerance, however, we need to pay heed to another, less rosy view of America's racial attitudes. A number of scholars have been investigating the possibility that blatant racial prejudice hasn't so much declined as it has changed form and become more subtle and indirect (Bobo, 2001; Bonilla-Silva, 2006). According to this line of research, prejudice has grown softer and less overt, but it remains an important feature of American race relations.

This new form of prejudice is variously called colorblind, symbolic, or modern racism; a measure of it is included in the list of explanations for racial inequality presented to respondents in the GSS. For this exercise, modern racism can be operationalized as agreement with the statement that "Most blacks just don't have the motivation or willpower to pull themselves out of poverty" (RACDIF4). Presumably, those who agree with this explanation believe that black Americans have the ability to close the racial gaps documented in Exhibit 10.2 but choose not to do so.

Is agreement with this explanation really an expression of prejudice? The researchers who have been studying modern racism point out that, first, this explanation of racial inequality stereotypes black Americans and ascribes a single characteristic (lack of willpower) to the entire community. Second, it places the blame for racial inequality on the victims rather than on the overall society. That is, those who agree with RACDIF4 see the problem as residing in African Americans, not in the structure or history of the United States.

Ultimately, however, the question of whether or not modern racism is a disguised version of traditional American racial prejudice can be decided by research. If modern racism and traditional prejudice are different versions of the same underlying attitude, then RACDIF4 should "behave" like RACDIF2. If both variables measure prejudice, they should have similar causes, patterns, and consequences. There are at least three ways to explore the relationship between RACDIF2 and RACDIF4.

First, use the Crosstabs procedure with RACDIF2 as the column variable and RACDIF4 as the row variable. Request column percentages, chi-square, and gamma. If these variables are different measures of the same underlying attitude, they should have a strong, significant relationship. Use the results of this procedure to complete Items 1 to 3 of Research Report 10.4.

Second, rerun one of the crosstab tables you produced for Research Report 10.3 with RACDIF4 in place of RACDIF2. If RACDIF4 (modern racism) is a more subtle version of RACDIF2 (traditional racial prejudice), the variables should have the same correlates and should display similar (but not exactly the same) relationships with independent variables. In other words, the crosstab table with RACDIF4 as the dependent variable should closely resemble the table from Research Report 10.3 in which RACDIF2 was the dependent variable. Use the results of this procedure to complete items 4 to 6 of Research Report 10.4.

Third, if both RACDIF2 and RACDIF4 are measures of prejudice, they should be related in similar ways to measures of support for racial change. One such variable is MARBLCK, which measures support for interracial marriages. Run the Crosstabs procedure with MARBLCK as the row variable and RACDIF2 and RACDIF4 as the column variables. As usual, get column percentages, chi-square, and gamma. If RACDIF4 and RACDIF2 both measure prejudice, they should have similar relationships (significance, strength, and direction) with MARBLCK. Use this output to complete Items 7 to 11 of Research Report 10.4.

RESEARCH REPORT 10.4

Testing Traditional and Modern Racism

NAME _____

INSTRUCTOR _____

DATE _____

1. Summarize the results of comparing “traditional” prejudice (RACDIF2) and “modern” prejudice (RACDIF4) by completing the table below. Fill in the blanks with the percentage of traditionally prejudiced people (“yes” on RACDIF2) who are also “modern racists” (“yes” on RACDIF4) and the percentage of traditionally unprejudiced people (“no” on RACDIF2) who are “modern racists” (“yes” on RACDIF4).

Modern Racism (RACDIF4) by Traditional Prejudice (RACDIF2)		
<i>Traditional Prejudice</i>		
<i>Modern Racism</i>	Yes	No
Percentage “Yes”	_____	_____
Chi-square = _____ p = _____ Gamma = _____		

2. Summarize and interpret these results:
- The significance (p) of chi-square is _____, so the relationship between these variables _____ (is/is not) significant at the .05 level.
 - Gamma is _____, which indicates a _____ (weak/moderate/strong) relationship in the _____ (negative/positive) direction.
3. Given these results, does it seem likely that RACDIF2 and RACDIF4 are different measures of the same underlying attitude? Explain.
4. Summarize results for the crosstab table you redid from Research Report 10.3 using RACDIF4 as the dependent variable.
- On Line 1 of the following summary table, state the name of your independent variable. Use common words, not SPSS variable names.
 - On Line 2, write in the name of your independent variable, again using common words.
 - On Line 3, write in the names of the categories of your independent variable, using as many blanks as necessary.
 - On Line 4, fill in the blank with the percentage of respondents who were “modern racists” (said “yes” on RACDIF4) for each category of the independent variable.
 - On Line 5, enter the values for each of the statistics.

1.	Modern Racism (RACDIF4) by _____
2.	_____ :
3. <i>Modern Racism</i>	_____
4. Percentage "Yes"	_____
5.	Chi-square = _____ p = _____ Cramer's V or Gamma = _____

5. Summarize the results:

- a. The column percentages _____ (do/do not) change, so there _____ (is/is not) a relationship between these variables.
- b. Chi-square for this relationship is _____ and the value for p is _____ (less than/more than) .05, so this relationship _____ (is/is not) statistically significant.

If the independent variable is NOT numerical:

- c. The value of Cramer's V is _____, so this is a _____ (weak/moderate/strong) relationship.
- d. The pattern of the relationship is that the highest level of modern racism is associated with _____ (identify the category of the independent variable that had the highest percentage of people who said "yes" on RACDIF4).

If the independent variable IS numerical:

- e. The value of gamma is _____, so this is a _____ (weak/moderate/strong) relationship.
- f. The sign of gamma indicates that this is a _____ (positive/negative) relationship. As _____ increases, modern racism _____ (increases/decreases). *Be careful in interpreting direction.*

6. Compare this table with the one you created for Research Report 10.3. Were the relationships between your independent variable and RACDIF4 generally the same as the relationships between your independent variable and RACDIF2? Use column percentages, the significance of chi-square, and your measure of association to make the comparisons. Do these results support the view that RACDIF2 and RACDIF4 are closely related? Explain.

7. For the analysis of support for racial intermarriage (MARBLK) and traditional prejudice (RACDIF2), complete the following table by filling in the percent of the sample that was opposed to racial intermarriage for each response to the measure of traditional prejudice.

(Continued)

(Continued)

Attitude on Racial Intermarriage by Traditional Prejudice (RACDIF2)		
	<i>Traditional Prejudice (RACDIF2)</i>	
<i>Racial Intermarriage</i>	Yes (prejudiced)	No (not prejudiced)
Percentage Opposed	_____	_____
	Chi-square = _____	$p =$ _____ Gamma = _____

8. Summarize the results.
- The column percentages _____ (do/do not) change, so there _____ (is/is not) a relationship between these variables.
 - Chi-square for this relationship is _____ and the value for p is _____ (less than/more than) .05, so this relationship _____ (is/is not) statistically significant.
 - The value of gamma is _____, so this is a _____ (weak/moderate/strong) relationship.
 - The sign of gamma indicates that this is a _____ (positive/negative) relationship. As traditional prejudice increases, opposition to interracial marriage _____ (increases/decreases). *Be careful in interpreting direction.*
9. For the analysis of support for racial intermarriage (MARBLK) and modern racism (RACDIF4), complete the following table by filling in the percent of the sample that was opposed to racial intermarriage for each response to the measure of modern racism.

Attitude on Racial Intermarriage by Modern Racism (RACDIF4)		
	<i>Modern Racism (RACDIF4)</i>	
<i>Racial Intermarriage</i>	Yes (prejudiced)	No (not prejudiced)
Percentage Opposed	_____	_____
	Chi-square = _____	$p =$ _____ Gamma = _____

10. Summarize the results.
- The column percentages _____ (do/do not) change, so there _____ (is/is not) a relationship between these variables.
 - Chi-square for this relationship is _____ and the value for p is _____ (less than/more than) .05, so this relationship _____ (is/is not) statistically significant.
 - The value of gamma is _____, so this is a _____ (weak/moderate/strong) relationship.
 - The sign of gamma indicates that this is a _____ (positive/negative) relationship. As modern racism increases, opposition to interracial marriage _____ (increases/decreases). *Be careful in interpreting direction.*
11. The measures of traditional prejudice (RACDIF2) and modern racism (RACDIF4) have _____ (similar/dissimilar) relationships with attitudes toward interracial marriage. These results _____ (support/do not support) the idea that RACDIF2 and RACDIF4 both measure prejudice. Explain.
12. Looking over these results, what conclusions can be made with regard to the idea that prejudice has not declined but has changed to a less blatant form? Are these results consistent with the notion that prejudice, even in disguised form, is still an important factor in American race relations? Explain.

EXERCISE 10.5 A MULTIVARIATE ANALYSIS OF PREJUDICE AND SOCIAL CLASS

Prejudice is a complex phenomenon with a variety of forms and causes. One independent variable frequently linked to prejudice is competition between groups over scarce resources such as jobs, schools, or housing. As intergroup competition increases, prejudice intensifies and group members who feel the most threatened tend to be the most prejudiced (see Bobo, 1999; Bonacich, 1972; King & Weiner, 2007; Noel, 1968; Sherif, Harvey, White, Hood, & Sherif, 1961).

Given the historical patterns of racial inequality in the United States, we can hypothesize that, for white Americans, racial prejudice will be strongest in the lowest income groups—those most likely to fear displacement by increases (real or perceived) in the status of minority groups. Test this idea on the GSS-2006-tabular data set by running the Crosstabs procedure with INCOME as the independent variable (in the columns) and RACDIF2 as the dependent variable. Don't forget column percentages, chi-square, and gamma. Use the results to complete Item 1 in Research Report 10.5. (You may have already explored the relationship between RACDIF2 and INCOME for Research Report 10.3. If so, simply copy your results to Research Report 10.5.)

Would the relationship between RACDIF2 and INCOME be the same for females as for males? Would the difference in income levels of men and women (see Chapter 9) lead to differences in levels of threat? Would low-income white women feel particularly threatened by racial change? We can answer these questions by observing the effect of SEX on the relationship between prejudice and income level. Run the Crosstabs procedure again and name SEX as the control variable by moving it to the bottom box in the Crosstabs dialog box. Use the output to complete Item 2 in Research Report 10.5.

What other control variables might affect the relationship between social class and prejudice? Would age be relevant? Would older, lower income whites feel more or less threatened than younger, lower income whites? How about political ideology (POLVIEWS)? Education (DEGREE)? Pick another control variable and run the Crosstabs procedure again, placing your control variable in the bottom or "layer" box of the Crosstabs dialog box. Remember that control variables should have only two or three categories or scores. Use the output to complete Item 3 in Research Report 10.5.

RESEARCH REPORT 10.5

Analyzing Social Class and Prejudice

NAME _____

INSTRUCTOR _____

DATE _____

1. Summarize results for RACDIF2 and INCOME by filling in the blanks with the percentage of respondents who were prejudiced (“yes” on RACDIF2) for each income category. Also fill in the values for the statistics.

Traditional Prejudice by Income			
	<i>Income</i>		
<i>Prejudice</i>	Low	Moderate	High
Percentage “Yes”	_____	_____	_____
	Chi-square = _____ p = _____ Gamma = _____		

2. Summarize the results:
- a. The column percentages _____ (do/do not) change, so there _____ (is/is not) a relationship between these variables.
 - b. Chi-square for this relationship is _____ and the value for p is _____ (less than/more than) .05, so this relationship _____ (is/is not) statistically significant.
 - c. The value of gamma is _____, so this is a _____ (weak/moderate/strong) relationship.
 - d. The sign of gamma indicates that this is a _____ (positive/negative) relationship. As income increases, traditional prejudice _____ (increases/decreases). *Be careful in interpreting direction.*
3. Do these results support the idea that competition and sense of threat are a cause of prejudice? Explain.
4. Complete the following summary table to display the results of the multivariate analysis of traditional prejudice (RACDIF2) and INCOME while controlling for SEX. In Line 1, copy the percentage of prejudiced respondents (“yes” on RACDIF2) from the table in Item 1 of this Research Report and report the significance of chi-square and the value of gamma. In Line 2, fill in the percentage of prejudiced males for each income category, along with the significance of chi-square and gamma, and do the same for prejudiced women in Line 3.

Traditional Prejudice by Income by Sex						
Line	Percentage Prejudiced	Income			Significance of chi-square	Gamma
		Low	Moderate	High		
1.	All	_____	_____	_____	_____	_____
2.	Men	_____	_____	_____	_____	_____
3.	Women	_____	_____	_____	_____	_____

- Use the column percentages and gamma to analyze these results. Were prejudice and income related in the same way for both men and women? What differences and similarities can you identify? Which subgroup (combining sex and income) is more prejudiced? Which is less prejudiced? Explain.
- Complete the following summary table to display the results of the multivariate analysis of traditional prejudice (RACDIF2) and income while controlling for the variable you selected. In Line 1, fill in the blank with the name of your control variable. In Line 4, copy the percentage of prejudiced respondents (“yes” on RACDIF2) from Item 1 of this Research Report for each category of income and also note the significance of chi-square and the value of gamma for the bivariate relationship. In Line 5, fill in the percentage of prejudiced respondents for the first category of your control variable. In Line 6, do the same for the second category of your control variable. If necessary, use Line 7 and Line 8 to fill in the percentage of prejudiced respondents for the third and fourth category of your control variable.

1.	Traditional Prejudice by Income by _____					
2.		<i>Income</i>				
3.	<i>Percentage Prejudiced</i>	<i>Low</i>	<i>Moderate</i>	<i>High</i>	<i>Significance of Chi-Square</i>	<i>Gamma</i>
4.	All	_____	_____	_____	_____	_____
5.	_____	_____	_____	_____	_____	_____
6.	_____	_____	_____	_____	_____	_____
7.	_____	_____	_____	_____	_____	_____
8.	_____	_____	_____	_____	_____	_____

- Use the column percentages and gamma to analyze these results. Were prejudice and income related in the same way for the various categories of your control variable? What differences and similarities can you identify? Which subgroup is more prejudiced? Which is less prejudiced? Explain.

INDEPENDENT PROJECT 10.1

Is There a Relationship Between Sexism and Prejudice?

NAME _____

INSTRUCTOR _____

DATE _____

Is sexism related to racial prejudice? Do people who support more restricted roles for women also see black Americans as innately inferior? Use RACDIF2 as a measure of racial prejudice and run the Crosstabs procedure—with column percentages, chi-square, and gamma—with RACDIF2 as the column variable and FEFAM as the row variable. If sexism and prejudice are related, the relationship between these variables will be significant and substantial. Use the output to complete Item 1.

Is there a relationship between sexism or prejudice and political ideology? Run the Crosstabs procedure again with POLVIEWS as the column variable and first RACDIF2 and then FEFAM as row variables. Don't forget column percentages, chi-square, and gamma. Use the output to complete Items 2 and 3.

- Summarize results for RACDIF2 and FEFAM by completing the following table. Fill in the blanks with the percentage of respondents who were sexist ("agree" on FEFAM) for each category of RACDIF2. Remember that we take a response of "yes" on RACDIF2 as an indication of prejudice.

Sexism by Prejudice		<i>Prejudice</i>	
<i>Sexism</i>	Yes (prejudiced)	No (not prejudiced)	
Percentage Sexist ("Agree" on FEFAM)	_____	_____	
	Chi-square = _____ p = _____ Gamma = _____		

- Summarize the results.
 - The column percentages _____ (do/do not) change, so there _____ (is/is not) a relationship between these variables.
 - Chi-square for this relationship is _____ and the value for p is _____ (less than/more than) .05, so this relationship _____ (is/is not) statistically significant.
 - The value of gamma is _____, so this is a _____ (weak/moderate/strong) relationship.
 - The sign of gamma indicates that this is a _____ (positive/negative) relationship. As prejudice increases, sexism _____ (increases/decreases). *Be careful in interpreting direction.*
- Are sexism and prejudice related? How? Describe the relationship.

4. Summarize the results for the relationship between prejudice (RACDIF2) and political ideology (POLVIEWS) by completing the following table. Fill in the blanks with the percentage of respondents who were prejudiced (“yes” on RACDIF2) for each category of POLVIEWS.

Prejudice by Political Ideology			
Prejudice	Political Ideology		
	Liberal	Moderate	Conservative
Percentage Prejudiced (“Yes” on RACDIF2)	_____	_____	_____
	Chi-square = _____ p = _____ Gamma = _____		

5. Summarize these results:
- The column percentages _____ (do/do not) change, so there _____ (is/is not) a relationship between these variables.
 - Chi-square for this relationship is _____ and the value for p is _____ (less than/more than) .05, so this relationship _____ (is/is not) statistically significant.
 - The value of gamma is _____, so this is a _____ (weak/moderate/strong) relationship.
 - The sign of gamma indicates that this is a _____ (positive/negative) relationship. As political views become more conservative, traditional prejudice _____ (increases/decreases). *Be careful in interpreting direction.*
6. Are prejudice and political ideology related? How? Describe the relationship.
7. Summarize results for the relationship between sexism (FEFAM) and political ideology (POLVIEWS) by completing the following table. Fill in the blanks with the percentage of respondents who were sexist (“agree” on FEFAM) for each category of POLVIEWS.

Sexism by Political Ideology			
Sexism	Political Ideology		
	Liberal	Moderate	Conservative
Percentage Sexist (“Agree” on FEFAM)	_____	_____	_____
	Chi-square = _____ p = _____ Gamma = _____		

8. Summarize these results.
- The column percentages _____ (do/do not) change, so there _____ (is/is not) a relationship between these variables.
 - Chi-square for this relationship is _____ and the value for p is _____ (less than/more than) .05, so this relationship _____ (is/is not) statistically significant.
 - The value of gamma is _____, so this is a _____ (weak/moderate/strong) relationship.
 - The sign of gamma indicates that this is a _____ (positive/negative) relationship. As political views become more conservative, sexism _____ (increases/decreases). *Be careful in interpreting direction.*
9. Are sexism and political ideology related? How? Describe the relationship.

INDEPENDENT PROJECT 10.2

Other Causes of Prejudice

NAME _____

INSTRUCTOR _____

DATE _____

Repeat the analysis of the causes of prejudice you did in Research Report 10.3 with two new independent variables (Do not use SEX.)

1. Identify and explain your independent variables:

- a. "SPSS" names: _____
- b. Explain exactly what each variable measures:

Your first independent variable:

Your second independent variable:

2. State a hypothesis for the relationship between each of your independent variables and RACDIF2. Use your textbook and other course materials, if relevant, to help you develop hypotheses. If appropriate for your variables, state the anticipated direction of the relationship (positive or negative). Explain *why* you expect a relationship between these variables:

Your first independent variable:

Your second independent variable:

3. Present your results for your first independent variable and RACDIF2:

- a. On Line 1 of the following summary table, state the name of your first independent variable. Use common words, not SPSS variable names.
- b. On Line 2, write in the name of your first independent variable, again using common words.
- c. On Line 3, write in the names of the categories of your first independent variable, using as many blanks as necessary.

- d. On Line 4, fill in the blank with the percentage of respondents who were prejudiced (said “yes” on RACDIF2) for each category of the independent variable.
- e. On Line 5, enter the values for each of the statistics.

1.	Anti-Black Prejudice by _____
2.	_____:
3. <i>Prejudice</i>	_____
4. Percentage “Yes”	_____
5.	Chi-square = _____ p = _____ Cramer’s V or Gamma = _____

4. Summarize these results.
- a. The column percentages _____ (do/do not) change, so there _____ (is/is not) a relationship between these variables.
- b. Chi-square for this relationship is _____ and the value for p is _____ (less than/more than) .05, so this relationship _____ (is/is not) statistically significant.

If the independent variable is NOT numerical:

- c. The value of Cramer’s V is _____, so this is a _____ (weak/moderate/strong) relationship.
- d. The pattern of the relationship is that highest level of prejudice is associated with _____ (identify the category of the independent variable that had the highest percentage of prejudiced respondents).

If the independent variable IS numerical:

- e. The value of gamma is _____, so this is a _____ (weak/moderate/strong) relationship.
- f. The sign of gamma indicates that this is a _____ (positive/negative) relationship. As _____ increases, prejudice _____ (increases/decreases). *Be careful in interpreting direction.*

5. Was your hypothesis confirmed? How?
6. Present your results for your second independent variable and RACDIF2:
- a. On Line 1 of the following summary table, state the name of your second independent variable. Use common words, not SPSS variable names.

- b. On Line 2, write in the name of your second independent variable, again using common words.
- c. On Line 3, write in the names of the categories of your second independent variable, using as many blanks as necessary.
- d. On Line 4, fill in the blank with the percentage of respondents who were prejudiced (said “yes” on RACDIF2) for each category of the independent variable.
- e. On Line 5, enter the values for each of the statistics.

1.	Anti-Black Prejudice by _____	
2.	_____:	
3. <i>Prejudice</i>	_____	_____
4. Percentage “Yes”	_____	_____
5.	Chi-square = _____ p = _____ Cramer’s V or Gamma = _____	

7. Summarize these results:

- a. The column percentages _____ (do/do not) change, so there _____ (is/is not) a relationship between these variables.
- b. Chi-square for this relationship is _____ and the value for p is _____ (less than/more than) .05, so this relationship _____ (is/is not) statistically significant.

If the independent variable is NOT numerical:

- c. The value of Cramer’s V is _____, so this is a _____ (weak/moderate/strong) relationship.
- d. The pattern of the relationship is that highest level of prejudice is associated with _____ (identify the category of the independent variable that had the highest percentage of prejudiced respondents).

If the independent variable IS numerical:

- e. The value of gamma is _____, so this is a _____ (weak/moderate/strong) relationship.
- f. The sign of gamma indicates that this is a _____ (positive/negative) relationship. As _____ increases, prejudice _____ (increases/decreases). *Be careful in interpreting direction.*

8. Was your hypothesis confirmed? How?

INDEPENDENT PROJECT 10.3 Multivariate Analysis of Prejudice

NAME _____

INSTRUCTOR _____

DATE _____

1. Pick one of the bivariate relationships you examined in either Research Report 10.3 or Independent Project 10.2. If possible, pick a relationship in which the relationship was statistically significant ($p < .05$) and at least moderately strong. What happens to this bivariate relationship when you control for SEX? Run the Crosstabs procedure with RACDIF2 in the rows, your independent variable in the columns, and SEX as the control variable. Get column percentages, chi-square, and either Cramer's V (if your independent variable is not numerical) or gamma (if your independent variable is numerical) as your measure of association.
2. Complete the following summary table to display your results for the full sample ("all") and for men and women separately.
 - a. In Line 1, fill in the blank with the name of your independent variable, using common words not the SPSS variable name.
 - b. In Line 2, write in the name of your independent variable, again using common word(s).
 - c. In Line 3, write in the names of the categories of your independent variable, using as many blanks as necessary.
 - d. In Line 4, fill in the percentage of prejudiced respondents ("yes" on RACDIF2) for each category of the independent variable. The information for this line can be copied from Research Report 10.3 or Independent Project 10.2.
 - e. In Line 5, fill in the percentage of prejudiced men for each category of the independent variable. In Line 6, do the same for women.

1.	Anti-Black Prejudice by _____ by Sex					
2.	_____					
3.	<i>Percentage Prejudiced</i>				Significance of chi-square	Cramer's V or Gamma
4.	All	_____	_____	_____	_____	_____
5.	Men	_____	_____	_____	_____	_____
6.	Women	_____	_____	_____	_____	_____

3. Use the column percentages and the measure of association to analyze these results. Were prejudice and your independent variable related in the same way for both men and women? What differences and similarities can you identify? Which subgroup is more prejudiced? Which is less prejudiced? Explain.

INDEPENDENT PROJECT 10.4

Opposition to Immigration

In Exercise 10.5 we explored the idea that one cause of prejudice is competition between groups and the sense of threat—the more threatened a person feels by members of another group, the greater his or her prejudice. In this Project, you will apply this idea to attitudes about immigration to the United States. The rate of immigration has been very high for the past few decades and many people are very concerned about the issue. Some people believe that the nation should drastically decrease the number of immigrants admitted each year, and others believe that high rates of immigration are not a particular problem.

What are the sources of these varied feelings about immigration? Why are some people so committed to reducing the number of newcomers entering the society? Clearly, there are multiple reasons for each person's views, and some are the result of careful reasoning and an objective assessment of the problem. The views of other people, however, may be tainted with prejudice and the perception that immigrants are a threat to the primacy of American culture or the English language, to jobs or housing, to the local school or welfare system, or to many other areas.

We can test the possibility that a sense of threat is shaping attitudes toward immigration with the 2006 GSS. One item on the survey (LETIN1) asks respondents if they think that the number of immigrants in America today should be reduced, remain the same, or increased. Another item (SATFIN) asks respondents about their satisfaction with their present financial situation. Assuming that people who are financially dissatisfied are more likely to feel threatened and insecure, are they also more opposed to immigration?

Before testing this hypothesis, it seems reasonable to eliminate Hispanic Americans and Asian Americans—both of whom have a high percentage of recent immigrants—from the test. Do this by selecting only white and black Americans in the GSS-2006-Tabular file, as specified in the following commands:

COMMAND BLOCK 10.3 Selecting White and Black Americans Only

- Click **Data** → **Select Cases**
- From the Select Cases dialog box, click **If condition is satisfied**
- Click **If**
- In the Select Cases: If dialog box, highlight RACEETH and click the right-pointing arrow
- Click the \leq sign and the number **2** from the calculator pad. This will select all cases that have a score equal to ($=$) or less than ($<$) 2 on RACEETH. Recall that whites are scored as a 1 and blacks as 2
- Click **Continue**
- Click **OK**
- When you have the output you need, don't forget to return to the **Data** → **Select Cases** command and click **Reset** to restore the sample to its original composition

Use the Frequencies procedure for LETIN1 to examine the structure of public opinion on the immigration issue and use the output to complete the first item below. Next, use the Crosstabs procedure and name SATFIN as the independent variable (in the columns) and LETIN1 as the dependent variable. Don't forget to request chi-square, gamma, and column percentages.

1. How do Americans feel about immigration? About ____ % feel that the number of immigrants should be reduced and about ____% feel that the number should be increased.

Based on these results, it seems fair to say that Americans are _____ (in favor of/against/unsure about) immigration.

2. Summarize the results of the Crosstabs procedure by completing the table.
 - a. On Line 4, fill in the blanks with the percentage of respondents who believe that the number of immigrants should be reduced for each level of financial satisfaction.
 - b. On Line 5, enter the values for each of the statistics.

1. <i>Attitude</i> Toward Immigrants by Satisfaction With Finances			
2.	<i>Satisfaction With Finances</i>		
3. <i>Attitude on Immigrants</i>	Pretty Well Satisfied	More or Less Satisfied	Not Satisfied at All
4. Percentage "Reduced"	_____	_____	_____
5.	Chi-square = _____ p = _____ Gamma = _____		

3. Summarize these results:
 - a. The column percentages _____ (do/do not) change, so there _____ (is/is not) a relationship between these variables.
 - b. Chi-square for this relationship is _____ and the value for p is _____ (less than/more than) .05, so this relationship _____ (is/is not) statistically significant.
 - c. The value of gamma is _____, so this is a _____ (weak/moderate/strong) relationship
 - d. The sign of gamma indicates that this is a _____ (positive/negative) relationship. As satisfaction with finances increases, support for reducing the number of immigrants _____ (increases/decreases). *Be careful in interpreting direction.*

Multivariate Analysis

4. The idea that a sense of threat can shape attitudes toward immigrants might apply most to people who have the fewest resources in the first place. Examine the relationship between LETIN1 and SATFIN again, this time controlling for INCOME. Are people at the lowest income level the most likely to feel that the number of immigrants should be reduced?

1. Attitude Toward Immigrants by Satisfaction With Finances by Income					
2.	<i>Satisfaction With Finances</i>				
3.	Pretty Well Satisfied	More or Less Satisfied	Not Satisfied at All	Significance of Chi-Square	Gamma
4. <i>Attitude on Immigrants (Percentage "Reduced")</i>	_____	_____	_____	_____	_____
5. Low Income	_____	_____	_____	_____	_____
6. Moderate Income	_____	_____	_____	_____	_____
7. High Income	_____	_____	_____	_____	_____

(Continued)

(Continued)

5. Use the column percentages and gamma to analyze these results. Were attitudes about immigration and financial satisfaction related in the same way for all income levels? What differences and similarities can you identify? Which subgroup is most likely to feel that the number of immigrants should be reduced? Which is least likely? Overall, do these results support the idea that attitudes toward immigration are shaped by a sense of threat? How?

COMPARATIVE ANALYSIS 10.1
Has Racial Inequality Changed Over Time?

NAME _____

INSTRUCTOR _____

DATE _____

Repeat the analysis done in Research Report 10.1, using the 1972 General Social Survey. Construct multiple line charts for EDUC, PRESTIGE, and INCOME72 by RACE and complete the following statements.

1. On years of education (EDUC), whites were generally _____ (higher than/lower than/equal to) blacks. This chart indicates that the races _____ (were/were not) equal in level of education in 1972.
2. For occupational prestige (PRESTIGE), whites were generally _____ (higher than/lower than/equal to) blacks. This chart indicates that the races _____ (were/were not) equal in prestige in 1972.
3. For income (INCOME72), whites were generally _____ (higher than/lower than/equal to) blacks. This chart supports the conclusion that there _____ (was/was not) racial equality in the United States in 1972.
4. Compare these results with Research Report 10.1. Can you tell if the amount of racial inequality declined or increased between 1972 and 2006? Explain.

COMPARATIVE ANALYSIS 10.2
Testing For the Significance of the
Difference in Racial Inequality in 1972

NAME _____

INSTRUCTOR _____

DATE _____

Repeat the analysis done in Research Report 10.2, this time using the 1972 GSS. Run T Test with EDUC, PRESTIGE, and INCOME72 as the testing variables (WEALTH was not included in the 1972 GSS) and RACE as the grouping variable. Complete the following summary tables to display the results.

<i>Variable</i>	<i>Groups</i>	<i>N</i>	<i>Mean</i>	<i>Std. Dev.</i>	<i>t Score</i>	<i>p ("Sig. 2 Tailed")</i>
Education (EDUC)	Whites	_____	_____	_____	_____	_____
	Blacks	_____	_____	_____	_____	_____
Income (INCOME72)	Whites	_____	_____	_____	_____	_____
	Blacks	_____	_____	_____	_____	_____
Prestige (PRESTG80)	Whites	_____	_____	_____	_____	_____
	Blacks	_____	_____	_____	_____	_____

- In 1972, whites averaged _____ (more/fewer) years of education than blacks, and the difference _____ (was/was not) significant.
- In 1972, the average occupational prestige for whites was _____ (higher/lower) than blacks, and the difference _____ (was /was not) significant.
- In 1972, whites had a _____ (higher/lower) average income than blacks, and the difference _____ (was/was not) significant.
- Summarize these results. How much racial inequality existed in 1972? Was inequality greater in 1972 or in 2006? Explain.

**COMPARATIVE ANALYSIS 10.3
PREJUDICE IN 1972**

NAME _____

INSTRUCTOR _____

DATE _____

Unfortunately, because RACDIF2 and RACDIF4 were not included in the 1972 GSS, the levels of prejudice cannot be directly compared with 2006. (Other measures of prejudice were asked in both years but, because of space limitations, none of these are included in the data set supplied with this text.) Instead, you can conduct a test to see if the causes of prejudice were the same in both years.

Using the GSS-1972 data set, measure prejudice with the variable RACPRES, which asked respondents if they would vote for a black candidate for president who was nominated by their party and otherwise qualified. Assume that those who answered “no” are prejudiced. Choose an independent variable from the 1972 data set that matches one of the independent variables you used for Research Report 10.3 or Independent Project 10.2 and run the Crosstabs procedure (with column percentages, chi-square, and Cramer’s V or gamma) to analyze the relationship.

Compare your 1972 results for RACPRES with the 2006 results for RACDIF2. If prejudice is shaped by similar causal processes in both years, the bivariate relationships should be similar in spite of the substantial differences in dependent variables. What can you conclude? Have the correlates of prejudice changed over the years? How? Report your results below and be sure to include all relevant statistical information.

MAIN POINTS

- This chapter conducted an investigation of racial inequality and prejudice, which paralleled the investigation of gender inequality and sexism in Chapter 9.
- Line charts and *t*-tests were used to explore racial inequality for level of educational attainment, occupational prestige, wealth, and income.
- Crosstab tables and the elaboration technique were used to measure levels of prejudice and to seek the causes of these attitudes.
- The distinction between traditional, overt prejudice and modern, more subtle forms of prejudice was explored and we tried to ascertain if racial prejudice is truly declining or merely changing forms.

GLOSSARY OF KEY CONCEPTS

Prejudice: Negative attitudes, feelings, and stereotypes about other groups.

SPSS COMMANDS INTRODUCED IN THIS CHAPTER

COMMAND BLOCK 10.3 Selecting White and Black Americans Only

- Click **Data** → **Select Cases**
 - From the Select Cases dialog box, click **If condition is satisfied**
 - Click **If**
 - In the Select Cases: If dialog box, highlight RACEETH and click the right-pointing arrow
 - Click the = sign and the number **2** from the calculator pad
 - Click **Continue**
 - Click **OK**
-

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