**Chapter Eight**

**RACE AND ETHNICITY**

**Are They Important in Sports?**

**CHAPTER OUTLINE**

**Defining *Race* and *Ethnicity***

**Creating Race and Racial Ideologies**

**Sport Participation Among Ethnic Minorities in the United States**

**Race, Ethnicity, and Sport in a Global Perspective**

**The Dynamics of Racial and Ethnic Relations in Sports**

**Summary: Are Race and Ethnicity Important in Sports?**

**MULTIPLE CHOICE QUESTIONS**

1. Sports are described in this chapter as "sites" where

a. people from all backgrounds are automatically treated as equals.

b. skin color is erased as a relevant characteristic.

c. meanings associated with skin color are always grounded in racism.

d. ideas about skin color and ethnicity are formed, reaffirmed, and put into action.

Ans: d

2. *Race* is used in the chapter to refer to a population of people who are believed to be

a. distinct from others in terms of heritage and customs.

b. naturally or biologically distinct from other populations.

c. socially distinctive in terms of dress and cultural habits.

d. victims of systematic discrimination and mistreatment.

Ans: b

3. *Ethnic population* is used in the chapter to refer to a category of people regarded as socially distinct because they

a. live in similar neighborhoods and communities.

b. have physical traits matched with their cultures.

c. share a history, a way of life, and an identity.

d. have experienced long term discrimination and mistreatment.

Ans: c

4. A *minority* as used in the chapter refers to a socially identified population that

a. comes from another country and experience difficulties during migration.

b. shares a sense of unity and suffers disadvantages due to discrimination.

c. shares a physical trait that other people define as unique and different.

d. interacts with each other and segregates themselves from others.

Ans: b

5. Using the definitions in the chapter, Native People in the U.S. would be

a. an ethnic group that is not a minority group.

b. a racial group that is not a minority group.

c. a racial group that is not an ethnic group.

d. an ethnic group that also is a minority group.

Ans: d

6. The idea of race was first developed by

a. European explorers as they encountered diverse people around the globe.

b. Egyptians when they needed slave labor to build the pyramids.

c. Puritans in American colonies as they interacted with “Indians.”

d. South Africans as they met explorers sailing around the people from cold climates were stronger than people from warm climates.

Ans: a

7. Racial ideology is a web of ideas and beliefs that is used to

a. eliminate the use of destructive racial stereotypes in social interaction.

b. classify and evaluate people in terms of meanings given to skin color.

c. explain the ways that climate has affected the nature of human populations.

d. support the work of scientists who study genetics.

Ans: b

8. When European peoples were exploring and colonizing the globe, they developed racial classification systems and ideologies allowing them to conclude that

a. white-skinned people deserved their power around the world.

b. dark-skinned people had histories similar to histories of white Europeans.

c. dark-skinned people were physically handicapped.

d. people from cold climates were stronger than people from warm climates.

Ans: a

9. The racial ideology that became widely accepted in the United States during the 19th and 20th centuries supported white Americans as they sought to

a. accurately identify the heritage of various mixed-race people.

b. keep the black race biologically pure.

c. encourage mixed-race marriages.

d. justify political expansion and racial segregation.

Ans: d

10. Racial ideology became important to support Jim Crow Laws. These laws

a. made it illegal to hire black workers.

b. forced blacks to stay in southern states.

c. enforced racial segregation in public settings.

d. defined all people from southern Europe as “colored.”

Ans: c

11. Dominant racial ideology in the U.S. during most of the 20th century was based on the belief that whiteness was a pure and innately special racial category. This belief

a. enabled all ethnic groups from Europe to qualify for immediate citizenship.

b. has created a deep cultural acceptance of racial segregations and inequalities.

c. has provided strong support for affirmative action policies.

d. created a link between skin color and athletic potential.

Ans: b

12. Recent research in biology and genetics has led to the conclusion that

a. the concept of race has no biological validity.

b. people in different races have many deep biological differences.

c. popular racial classification systems are valid biological tools.

d. races have always existed and will continue to exist forever.

Ans: a

13. An accurate view of *race* today is that it is

a. a useful concept for classifying people into categories of intellectual potential.

b. a valid biological concept to use in Africa but not in North America.

c. an idea being preserved by ethnic minorities in search of identity.

d. a biological myth based on social created ideas about human variation.

Ans: d

14. The classification systems that are popularly used to divide all human beings into specific and distinct racial categories are based on

a. social meanings given to certain biological traits.

b. objectively identifiable genetic differences between groups of people.

c. unchanging statistical differences between people in particular gene pools.

d. long-term patterns of intermarriage within groups of people.

Ans: a

15. The classification systems usually used to distinguish races are based on

a. the idea that there are three main races.

b. the same ideas and criteria in every major culture around the world.

c. continuous rather than discrete traits.

d. genetic traits that determine distinct behavior patterns.

Ans: c

16. When people use continuous traits as a basis for identifying races,

a. it is clear that there are three major races.

b. there is no limit on the number of races that can be identified.

c. they assume that there are racial differences in athletic potential.

d. they base their racial classifications on scientific evidence.

Ans: b

17. Racial ideology in the United States is based on the one-drop rule. The original purpose of this rule was to

a. accurately identify the heritage of various mixed-race people.

b. keep the black race biologically pure.

c. encourage mixed-race marriages.

d. maintain power and property in the hands of white men.

Ans: d

18. Tiger Woods, the popular and successful professional golfer, identifies himself as

a. African American.

b. North American.

c. Cablinasian.

d. Black-Asian.

Ans: c

19. A major problem with racial ideology today is that it

a. has been used to justify programs such as affirmative action.

b. supports the existence of racism and the use of racial stereotypes.

c. has led to the conclusion that all people have the same genetic potential.

d. leads people to conclude that there is no such thing as racial purity.

Ans: b

20. Racism is defined as attitudes, actions, and policies based on the belief that people in one racial category are

a. unique compared to people in other racial categories.

b. likely to dislike people in other racial categories.

c. likely to exert power over people in other racial categories.

d. inherently superior to people in one or more other categories.

Ans: d

21. When Joe Louis won the heavyweight boxing championship in 1935, many white sports journalists used the racial ideology of that era to attribute his victory to

a. the white manager and trainer, who guided Louis' development as a boxer.

b. the nationalist support Louis received from the American people.

c. Louis’s instincts and animal-like characteristics as a black man.

d. a work ethic deeply grounded in the values of his parents.

Ans: c

22. When dominant racial ideology has been used to explain the success of athletes with white skin, there has usually been an emphasis on the importance of

a. cultural factors.

b. genetic factors.

c. personality factors.

d. natural physical abilities.

Ans: a

23. When “whiteness” is used as the taken-for-granted standard against which everything else is viewed, the success of black athletes is

a. explained in terms of cultural factors by whites.

b. seen by whites as a “problem” in need of explanation.

c. seldom covered in the mainstream media.

d. defined by whites as a result of luck.

Ans: b

24. In the box, *“Jumping Genes” in Black Bodies*, it is noted that much of the research devoted to identifying performance differences by skin color is based on the idea that

a. physical abilities vary from one culture to another depending on climate.

b. skin color is more important for whites than blacks and other people of color.

c. genes operate independently of the physical and social environment.

d. jumping is a complex physical activity influenced by cultural factors.

Ans: c

25. The statement that “white men can’t jump” is not defined as a racial slur by most whites, because

a. whites don’t play sports in which any jumping ability is an advantage.

b. jumping ability has nothing to do with success, power, or wealth in society.

c. blacks who say this are usually joking and say it only when they’re with friends.

d. it is not seen as being applicable to white female athletes from Europe.

Ans: b

26. The author hypothesizes that dominant racial ideology influences athletic performance among black men in many societies because it encourages those men to

a. feel a sense of destiny to become great athletes in certain sports.

b. have extremely high levels of self-confidence in all realms of social life.

c. avoid power and performance sports.

d. ignore many of the opportunities to play sports in public schools.

Ans: a

27. The most effective way for people to defuse the influence of racial ideology is to

a. use humor and sarcasm when referring to race or dealing with racial issues.

b. ignore race and skin color in all social relationships and situations.

c. learn each other’s history and heritage and work together to achieve goals.

d. compete against each other in sports and other activities.

Ans. c

28. Research suggests that racial ideology would most interfere with the establishment of academic identities among

a. white females who do not play sports.

b. black females who do not play sports.

c. black male athletes.

d. white male athletes.

Ans: c

29. In the discussion of how racial ideology influences choices to play sports it is noted that ideology influences

a. blacks but not whites.

b. men but not women.

c. both blacks and whites.

d. whites but not blacks.

Ans: c

30. Black male athletes have become valuable entertainment commodities in sports emphasizing power and domination partly because

a. many whites are fascinated by the movements of black male bodies.

b. black men have been segregated in schools that emphasize sports.

c. whites have simply refused to compete with blacks in most power sports.

d. black men have special techniques for dealing with anxiety in sports.

Ans: a

31. Black female athletes sometimes earn to tone down their confidence and toughness so they

a. won’t be distracted from developing their sport skills.

b. won’t be seen by whites as “angry black women.”

c. can deceive their opponents in sports.

d. make their mothers proud of them as women.

Ans: b

32. When black women were in ads for the WNBA, the marketing people were so sensitive to issues of race that they presented the women in roles where they

a. were clearly nurturing and supportive.

b. were physical and tough.

c. expressed confidence in their skills on the court.

d. used their college degrees to be successful off the court.

Ans: a

33. Data on sport participation patterns among African Americans indicates that they

a. make up nearly eighty percent of all professional athletes in the U.S.

b. remain underrepresented in most pro and amateur sports.

c. have not experienced racial segregation in sports since the Civil War.

d. have always received better media press coverage than white athletes.

Ans: b

34. Teams such as the Indianapolis Clowns and the Harlem Globetrotters were able to make a living in the mid-20th century by playing sports in ways that

a. demonstrated the intellectual and physical skills of black athletes.

b. entertained white spectators by reaffirmed their racial stereotypes.

c. appealed black and Latino audiences who had internalized racial stereotypes

d. made fun of white sports such as Major league Baseball and pro basketball.

Ans: c

35. Racial ideology influences social context to the point that black female athletes engage in a presentation of self that

a. highlights their confidence and intelligence.

b. portrays an exotic, fashion-model look.

c. deemphasizes their athletic skills and physical stature.

d. tones down their toughness and make them appear nonthreatening.

Ans. d

36. When Caroline Wozniacki mimicked a caricature of Serena Williams during an international tennis tournament, she

a. resurrected long held beliefs about the hypersexuality of the black female body.

b. was intentionally using racism to psych out Serena Williams.

c. pretended to be the South African woman, Saartjie Baartman.

d. offended most of the white spectators attending the match.

Ans. a

37. Data show that sport participation rates in the U.S. are highest in

a. low-income black communities.

b. racially mixed communities.

c. middle- and upper-middle income white communities.

d. low-income communities regardless of their racial makeup.

Ans: c

38. Because most sport organizations are white-dominated, white-identified, and white-centered, the success of ethnic minorities requires

a. previous experience as athletes.

b. acting in ways that whites define as normal.

c. a presentation of self that is hyper-confident.

d. a deep knowledge of their own ethnic heritage.

Ans: a

39. Sport participation among Native Americans is limited due to poverty, poor health, a lack of equipment and facilities, and the fear that plaing mainstream sports will

a. lead to serious injuries that will interfere with occupational success.

b. violate the ancient religious traditions of their ancestors.

c. lead to conflict with other minority athletes on their teams.

d. cut them off from their cultural roots and identities.

Ans: d

40. In the box, *Identity Theft? Using Native American Names and Images in Sports*, it is noted that team

a. names like *Savages* inspire pride among most Native Americans.

b. names like *Chiefs* inspire white students to respect Native Americans.

c. mascots like Chief Wahoo is a form of bigotry.

d. mascots like Seminole, the Florida State horse, reaffirm Native American history.

Ans: c

41. The NCAA allowed Florida State University to keep their mascot Chief Osceola and his horse Seminole, because the university

a. funds political action to eliminate poverty among Native Americans.

b. bans the sale of any items containing the image of their chief.

c. has permission from a few tribal representatives to use their name and image.

d. donates profits from “Osceola products” to schools for Seminole children.

Ans: c

42. When Native Americans and other ethnic minorities have strong ethnic identities, one of the strategies they use when they play mainstream sports is to

a. return to their native homelands at least six times a year.

b. find teammates to whom they can teach their heritage.

c. demand that teammates take ethnic history courses.

d. redefine sport participation to fit their cultural beliefs.

Ans: d

43. The sport participation patterns of Latinos and Latinas in North America are

a. diverse due to the many different histories and backgrounds of Latinos.

b. the same as they are in Mexico.

c. the same as they are in Spain and Cuba.

d. shaped by cultural traditions, especially the emphasis on bullfighting.

Ans: a

44. When Doug Foley studied intergroup relations in a Texas town he noted that the Mexicano coach of the local high school football team resigned in frustration when

a. his Mexicano team members demanded special treatment.

b. he could not meet the expectations of boosters and also fight bigotry.

c. he was not able to recruit the best black athletes in the student body.

d. school board said he was hired because of affirmative action.

Ans: b

45. Research shows that the Latinas who are most apt to play sports in the U.S. are

a. recent immigrants.

b. members of second- and third-generation families.

c. those who want to learn English.

d. those who have rejected Christian religious beliefs.

Ans: b

46. Research indicates that second- and third-generation Latinas in the US

a. face fewer barriers to playing sports than do first generation Latinas.

b. generally avoid sports because they are too organized.

c. often are disowned by parents if they play sports.

d. use sports to reject their Latin heritage and identities.

Ans: a

47. Research on Major League Baseball indicates that Latino players

a. have poor performance records in the major leagues.

b. have declined in numbers in recent years.

c. demand higher signing bonuses than other players.

d. make up about 25% of all players on major league teams.

Ans: d

48. Major League Baseball teams have signed many Central and Latin Americans to contracts because these players

a. are more disciplined that players raised in North America.

b. have fewer adjustment problems than most U.S. players.

c. constitute a large pool of relatively cheap and skilled labor.

d. are not afraid to fail and return to the native countries.

Ans: c

49. The sport participation patterns of undocumented workers from Latin America are

a. the same as their co-workers who are born in the U.S.

b. usually tied to their jobs and sponsorship support from their bosses.

c. shaped by the need to learn English and interact with U.S. citizens.

d. largely unknown because reliable data are difficult to obtain.

Ans: d

50. Research indicates that sports are related to ethnicity in three ways. Which of the following is NOT one of those ways? Sports can be used to

a. break down barriers, discredit stereotypes and facilitate assimilation.

b. reduce the importance of a person’s history and ethnic heritage.

c. preserve and extend supportive relationships in an ethnic population.

d. maintain ethnic segregation that undermines intergroup understanding.

Ans. b

51. The author points out that the sport participation of Asian Pacific Americans

a. varies with the genetic characteristics of the Asian group in question.

b. differs depending on the histories of the groups with Asian ancestry.

c. occurs only in sports where physical size is not an issue.

d. is low because Asian Americans lack motivation to excel in sports.

Ans: b

52. Research done by sociologist Christina Chin showed that Japanese parents in her study formed and supporteda youth basketball league for their children in the hope that it would

a. encourage the children to move back to Japan in the future.

b. help their children more fully embrace dominant culture in the United States.

c. lead ther children to form relationships with other Japanese children.

d. show their children the advantages of ethnically segregated activities.

Ans. c

53. Research by Italian sociologist Mauro Valeri indicates that racism in Italian soccer

a. has increased in multiple forms in recent years.

b. tends to decrease with higher rates of immigration to Italy.

c. is a problem among spectators but not among players.

d. is not expressed in stadiums for fear of police actions.

Ans. a

54. The author notes that the racial and ethnic relations challenges faced by sports in the future will

a. fade because sports create positive forms of social integration.

b. decrease because conservative governments will ban most immigration.

c. increase due to more migration of athletes and other workers worldwide.

d. increase as more athletes come from working class backgrounds.

Ans. c

55. After reviewing issues related to the dynamics of racial and ethnic relations in sports the author concludes that

a. today’s challenges are the same ones faced 30 years ago.

b. racial and ethnic relations in sports are worse today than in the past.

c. challenges associated with racial and ethnic relations will always exist.

d. when rules on the playing field are fair, there are no problems off the field.

Ans: a

56. Racial segregation and exclusion are most likely to be eliminated in sports when

a. team success depends on friendships among team members

b. the entire team benefits from the success of individual team members.

c. team owners must make financial sacrifices.

d. being a good player leads to promotions and control in sport organizations.

Ans: b

57. Efforts to challenge discrimination in sports have been motivated strongly by

a. financial profits for those who control sports.

b. federal legislation that mandates fair treatment.

c. the liberal attitudes of sport team owners.

d. political pressure coming from the black community.

Ans: a

58. The elimination of racial exclusion tends to be slowest in sports that involve

a. extensive off-the-field social contact.

b. high salaries for athletes at the professional level.

c. teamwork combined with complex strategies.

d. heavy media attention and widespread national publicity.

Ans: a

59. Racial and ethnic exclusion occurs today at the community level, where it is

a. tied to ethnic traditions that discourage sport participation.

b. perpetuated by the racism of people who work in public sport programs.

c. hidden behind participation fees and lack of access to transportation.

d. based on a lack of knowledge about how to organize sports.

Ans: c

60. When racial and ethnic exclusion are eliminated from sports, we can expect that

a. new and different challenges will emerge related to managing diversity.

b. coaches and managers will no longer have to deal with diversity issues.

c. players will automatically become friends regardless of their backgrounds.

d. all forms of racial and ethnic stereotyping by players will disappear.

Ans: a

61. The most difficult diversity issue faced in sports today is

a. selling season tickets to immigrants.

b. integrating positions of power in sport organizations.

c. coaching European athletes who have never dealt with cultural diversity.

d. determining the citizenship of athletes who play sports in many countries.

Ans: b

62. The prospects for positive changes in racial and ethnic relations depend on

a. ignoring all racial and ethnic differences and treating everyone as equal.

b. returning to past ways of handling racial and ethnic problems on teams.

c. dealing directly with racial and ethnic issues and related challenges.

d. eliminating the importance of racial and ethnic history and heritage.

Ans: c

63. The author recommends that sport programs should involve athletic directors, coaches, trainers, and athletes in

a. biofeedback training focused on thought control.

b. behavior modification exercises focused on being kind to others.

c. teamwork training focused on cooperation in groups.

d. diversity training that critically examines diversity issues in society.

Ans: d

**ESSAY QUESTIONS**

1. Research in biology and genetics has led scientists to conclude that the concept of race has no biological validity. Explain what this means, why it is so difficult for many people to accept, and how race is different from ethnicity.

2. Many people mistakenly use "race" to categorize people into what they think are biologically distinct groups. These people don’t understand that the classification model they use is based on social meanings that have been given to specific physical traits. Why have people chosen skin color as a socially meaningful trait, and what are the difficulties in using skin color to classify the people of the world into races?

3. Dominant racial ideology in the U.S. has had a powerful impact on how people think about the potential and achievements of people assigned to particular racial categories. How has ideology influenced what has happened in the world of sports when it comes to opportunities to participate and how people explain the achievements of athletes, both dark- and light-skinned?

4. After watching the men's semi-final matches of the Wimbledon Tennis Championships, one of your friends says "I wonder why there are so few black tennis players - it must be something biological." You tell your friend that there are a number of social and cultural explanations for why there are so few black tennis players. He asks you to name four of them. What would you say in return?

5. Escaping the consequences of racial ideology is difficult for some people regardless of skin color. Explain how this occurs and use examples from your experience to show how people can be influenced by racial ideology when it comes to making choices about sport participation.

6. In the chapter it is explained that the search for “jumping genes” in black bodies is problematic for two reasons. Identify those reasons, and explain whether you agree with the author’s main conclusion that the search for jumping genes reproduces destructive forms of racial ideology.

7. The author outlines a sociological hypothesis for explaining the achievements of black male athletes in certain sports. Identify the main points in his explanation and indicate whether you think the hypothesis is reasonable or naïve.

8. Research indicates that racial ideology creates situations in which black male athletes in high school have a more difficult time than other athletes in successfully claiming an identity as a top student. In other words, other people tend to treat these young men first and foremost as athletes and are not so quick to acknowledge their academic identity. How might this impact the academic lives and motivation of young black men who play sport?

9. In U.S. history, black male bodies have been "seen" differently than black female bodies or the bodies of white men and women. This has led to a situation in which black male athletes have become valuable entertainment commodities, just as they were in the past when black men were seen as vaudeville entertainers until white entertainers marginalized them by dressing in “black face” and mimicking their performances. How does the author support this argument, and explain why you agree or disagree with it?

10. In both Europe and North America there is a long history of white people being fascinated with what they perceived to be the sexuality, nurturing potential and physical power of the black female body. This fascination has been manifested over the past 4 centuries through various forms of brutality, discrimination, and racist comments. The legacy of past racist beliefs appeared again in late 2012 when pro tennis player Caroline Wozniacki mimicked Serena Williams. Explain how this situation represented a legacy of racism and why it seriously offended Ms. Williams.

11. Why are most people surprised when they are told that blacks are seriously underrepresented in most amateur and professional sports? What factors account for this under-representation?

12. Billy Mills, an Olympic gold-medalist in the 1964 10,000 meter race says that some Native Americans do not participate in the sports of the dominant U.S. culture because participation requires that you “give up half your soul.” What does this mean, and have things changed since Mills made this statement?

13. Your son attends a school whose nickname for its sport teams is the "Warriors." The mascot is a caricature of a Native American dressed in war paint and an eagle feather war bonnet, and carrying a tomahawk in one hand. The assistant principal asks your son to be the mascot for the upcoming season. Your son thinks this is an honor, and he asks you if you approve. You tell him that you have questions about whether he should do it. He wants to know why. What do you tell him?

14. You have been hired as the athletic director for a Midwestern school district. One of the high schools in the district has the nickname “Redmen,” and the school’s mascot is a caricature of a male Indian who dances and chants on the sidelines holding and waving a plastic tomahawk. A group of Native Americans from the local area tells you they are offended and asks you to convince people at the school to drop the name, the mascot, and team cheers that mimic Indian religious chants. Explain what you will do to respond to the group and to facilitate an educational solution for this issue.

15. The sport participation patterns of Latinos and Latinas are very diverse because they are influenced by a number of important factors. Identify those factors and explain how they influence sport participation among Latinos in the U.S.

16. Your town has recently had a large influx of immigrants from Mexico and a few Asian countries. The editor of your local newspaper writes an editorial in which he suggests that the high school's varsity sport program is an effective tool for establishing good inter-group relations in the town. You read it and conclude that he has not thought of the challenges faced when trying to use sports in this way. You write a letter to the editor in which you explain these things to the readers of the paper. What does your letter say?

17. You are watching a Major League Baseball game with your father. He says that he is surprised by the number of Asian players because he never sees Asian Pacific Americans playing sports. He attributes this to their small size and their physical frailness. You use the materials in the text to construct a response to your father’s observations. Describe the three major points that you emphasize in your response, and explain how you would support them.

18. You are watching an NFL game with your grandfather. He sees that the majority of players on both teams is black and says that blacks and all ethnic minorities have always received fair treatment in American sports despite discrimination in other areas. How would you tell your father that this is not the case? What information would you use to support your response?

19. You are watching an NBA basketball game with your grandfather. He sees that the majority of players on both teams is black and asks you to explain why some sports have higher proportions of blacks and ethnic minorities than other sports. How would respond if you want him to understand the conditions under which people have successfully challenged forms of discrimination and exclusion in sports?

20. You are a white college student watching a NASCAR event with your grandfather. During the event he says nothing about race, even though all the drivers, pit workers, team owners, and nearly all the spectators are white. You point this out and he says that never even noticed skin color during the event. Explain why your grandfather saw things in these terms and explain the implications of this way of viewing the world on the responses of some whites to black athletes in sports.

21. Research shows that racism and bigotry in sport is a growing problem in various parts of the world, including much of Europe. Identify the forms that racism takes and explain why it is a growing problem at this point in time.

22. The phrase "money talks" seems to be quite relevant when explaining the desegregation and growing cultural diversity of certain sports in the U.S. Explain what this means. How have financial considerations influenced decisions about desegregation and cultural diversity?

23. Many people have referred to basketball as "the city game." Why is basketball referred to in this way? In your discussion of this question, use the author’s sociological hypothesis to explain why there are so many black high school students with highly developed basketball skills. Do you agree with this application of the hypothesis? Explain why you agree or disagree.

24. The last sports to be desegregated are those that have a social component to them, such as golf and tennis that are played in clubs that may involve entire families. Explain why this would impede racial desegregation and how past patterns of segregation remain in some sports today exist today

25. As a football coach at an integrated school, you notice that your black players get along with your white players just fine on the field, but their off-the-field social activities are largely segregated. How would you explain this and what could you do to change this pattern?

26. The author claims that eliminating racial and ethnic segregation and exclusion in sports does not mean that there will be no more challenges related to racial and ethnic relations in sports. What are the main challenges faced in sports where there is racially and ethnically mixed participation?

27. Data clearly suggest that it is difficult to integrate positions of power in sport organizations. What are the indications of this, and why has it been so difficult for people from certain racial and ethnic backgrounds to move up into positions of power in sport organizations?