

RACE AND ETHNICITY IN SPORTS PRACTICE TEST (SAMPLE)

STUDY GUIDE



SAMPLE STUDY GUIDE WITH LIMITED QUESTIONS

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THE FULL VERSION STUDY GUIDE

<https://raceethnicityinsports.examzify.com>



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Introduction

Preparing for a certification exam can feel overwhelming, but with the right tools, it becomes an opportunity to build confidence, sharpen your skills, and move one step closer to your goals. At Examzify, we believe that effective exam preparation isn't just about memorization, it's about understanding the material, identifying knowledge gaps, and building the test-taking strategies that lead to success.

This guide was designed to help you do exactly that.

Whether you're preparing for a licensing exam, professional certification, or entry-level qualification, this book offers structured practice to reinforce key concepts. You'll find a wide range of multiple-choice questions, each followed by clear explanations to help you understand not just the right answer, but why it's correct.

The content in this guide is based on real-world exam objectives and aligned with the types of questions and topics commonly found on official tests. It's ideal for learners who want to:

- Practice answering questions under realistic conditions,
- Improve accuracy and speed,
- Review explanations to strengthen weak areas, and
- Approach the exam with greater confidence.

We recommend using this book not as a stand-alone study tool, but alongside other resources like flashcards, textbooks, or hands-on training. For best results, we recommend working through each question, reflecting on the explanation provided, and revisiting the topics that challenge you most.

Remember: successful test preparation isn't about getting every question right the first time, it's about learning from your mistakes and improving over time. Stay focused, trust the process, and know that every page you turn brings you closer to success.

Let's begin.

How to Use This Guide

This guide is designed to help you study more effectively and approach your exam with confidence. Whether you're reviewing for the first time or doing a final refresh, here's how to get the most out of your Examzify study guide:

1. Start with a Diagnostic Review

Skim through the questions to get a sense of what you know and what you need to focus on. Your goal is to identify knowledge gaps early.

2. Study in Short, Focused Sessions

Break your study time into manageable blocks (e.g. 30 – 45 minutes). Review a handful of questions, reflect on the explanations.

3. Learn from the Explanations

After answering a question, always read the explanation, even if you got it right. It reinforces key points, corrects misunderstandings, and teaches subtle distinctions between similar answers.

4. Track Your Progress

Use bookmarks or notes (if reading digitally) to mark difficult questions. Revisit these regularly and track improvements over time.

5. Simulate the Real Exam

Once you're comfortable, try taking a full set of questions without pausing. Set a timer and simulate test-day conditions to build confidence and time management skills.

6. Repeat and Review

Don't just study once, repetition builds retention. Re-attempt questions after a few days and revisit explanations to reinforce learning. Pair this guide with other Examzify tools like flashcards, and digital practice tests to strengthen your preparation across formats.

There's no single right way to study, but consistent, thoughtful effort always wins. Use this guide flexibly, adapt the tips above to fit your pace and learning style. You've got this!

Questions

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- 1. Mauro Valeri's research indicates racism in Italian soccer**
 - A. Has increased in multiple forms in recent years
 - B. Has decreased significantly
 - C. Remains unchanged
 - D. Is only in youth leagues
- 2. According to white sports journalists in 1935, Joe Louis's victory was attributed to what?**
 - A. Louis's instincts and animal-like characteristics as a black man.
 - B. Cultural factors.
 - C. Genetic differences.
 - D. Economic status.
- 3. What overall effect does the author attribute to increased migration of athletes and workers worldwide?**
 - A. Migration will increase challenges related to race and ethnicity
 - B. Migration will not affect race relations
 - C. Migration will improve all race relations
 - D. Migration will only affect salaries
- 4. The author recommends that sport programs should involve athletic directors, coaches, trainers, and athletes in**
 - A. team-building retreats focused on performance
 - B. diversity training that focuses on occupational safety
 - C. community outreach initiatives unrelated to internal diversity
 - D. diversity training that critically examines diversity issues in society
- 5. What is the overarching influence on Black female athletes' self-presentation according to the material?**
 - A. Marketing demands
 - B. Team leadership
 - C. Racial ideology
 - D. Personal family background

- 6. Which of the following would best constitute an outline for a comprehensive anti-racism action plan in a college athletic department?**
- A. Vision and goals; stakeholder engagement; policy review and updates; mandatory training; recruitment pipelines; reporting mechanisms; accountability and sanctions; monitoring metrics; regular reporting and revision
 - B. All of the above
 - C. Only a training workshop
 - D. A marketing plan for ticket sales
- 7. Which option best identifies the intervention that creates pathways for underrepresented groups from youth to elite levels?**
- A. Increasing ticket revenue
 - B. Deregulating youth leagues
 - C. Reducing practice hours
 - D. Targeted development programs and pipelines
- 8. Which factor determines whether team hierarchies reinforce biases when leadership lacks diversity?**
- A. Leadership diversity level.
 - B. Market size.
 - C. Stadium capacity.
 - D. Team win-loss record.
- 9. Which statement about the relationship between sports and ethnicity is least supported by the discussed research?**
- A. Sports can unify groups across ethnic lines
 - B. Sports can reinforce stereotypes
 - C. Sports can encourage cross-cultural interaction
 - D. Sports cannot influence ethnic identity at all
- 10. Race is used in the chapter to refer to a population believed to be**
- A. geographically defined
 - B. naturally or biologically distinct from other populations
 - C. culturally distinct
 - D. legally defined

Answers

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1. A
2. A
3. B
4. D
5. C
6. B
7. D
8. A
9. D
10. B

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Explanations

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1. Mauro Valeri's research indicates racism in Italian soccer

A. Has increased in multiple forms in recent years

B. Has decreased significantly

C. Remains unchanged

D. Is only in youth leagues

Racism in Italian soccer shows up in many forms—in stadium abuse and chants, discriminatory behavior by fans, and online attacks—and Valeri's research points to these incidents becoming more frequent and varied in recent years. That breadth and the upward trend across different channels is why the best interpretation is that racism has increased in multiple forms in recent years. It isn't limited to youth leagues, nor does the evidence indicate a broad decrease or no change—those options don't capture the expansion into new channels and the persistent, evolving nature of the problem.

2. According to white sports journalists in 1935, Joe Louis's victory was attributed to what?

A. Louis's instincts and animal-like characteristics as a black man.

B. Cultural factors.

C. Genetic differences.

D. Economic status.

The idea being tested is how race was used to explain Black athletes' success in sports journalism during the Jim Crow era. In 1935, white sports writers often attributed a Black boxer's victory to inherent racial traits rather than to training, skill, or strategy. Saying Louis won because of instincts and animal-like characteristics tied to his race reflects a dehumanizing stereotype that framed Black athletic excellence as something natural and predetermined by race. This kind of narrative shows how racial essentialism was used to explain performance. That's why this answer is the best fit: it captures the historical pattern of attributing athletic success to supposed innate racial traits rather than to effort, technique, or opportunity. The other options would shift the explanation toward culture, genetics, or economics, which do not align with the specific dehumanizing framing reflected in the journalists' rhetoric of that era.

3. What overall effect does the author attribute to increased migration of athletes and workers worldwide?

A. Migration will increase challenges related to race and ethnicity

B. Migration will not affect race relations

C. Migration will improve all race relations

D. Migration will only affect salaries

The main idea being tested is how global migration of athletes and workers relates to race relations. The author argues that migration does not inherently change race relations in a universal way; it expands contact and diversity, but the overall impact depends on contextual factors like policies, institutions, and everyday intercultural interactions. In this view, migration by itself isn't assumed to worsen or improve race relations in a blanket sense, so the stated overall effect is that race relations are not automatically affected. The other possibilities—that migration necessarily creates more challenges, universally improves race relations, or is limited to changing salaries—don't fit as well because they assign a single, universal outcome to migration, which the author does not claim.

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

- A. team-building retreats focused on performance
- B. diversity training that focuses on occupational safety
- C. community outreach initiatives unrelated to internal diversity
- D. diversity training that critically examines diversity issues in society**

The main idea is that sport programs should engage leaders, coaches, trainers, and athletes in diversity training that critically examines diversity issues in society. This approach goes beyond surface-level team dynamics or safety topics; it invites everyone involved to analyze how race, ethnicity, and other identities shape experiences in sports and within broader social structures. By doing so, participants can recognize biases, power dynamics, and systemic barriers, and develop inclusive practices, policies, and cultures that improve access, representation, and safety for all athletes. The other options miss this deeper, societal-focused aim. Team-building retreats centered on performance focus on on-field outcomes rather than addressing how diversity shapes team experiences. Diversity training tied only to occupational safety narrows the scope to safety topics rather than the broader social context. Community outreach unrelated to internal diversity shifts attention outward and doesn't reform the program's internal culture. Only diversity training that critically examines society's diversity issues aligns with creating an inclusive, equitable sports environment.

5. What is the overarching influence on Black female athletes' self-presentation according to the material?

- A. Marketing demands
- B. Team leadership
- C. Racial ideology**
- D. Personal family background

Racial ideology is the overarching influence here. It refers to the system of beliefs, stereotypes, and unequal power relations about race that shape how society expects Black women to look, act, and present themselves in sports. This framework permeates media portrayals, public narratives, and professional environments, guiding what is seen as appropriate or desirable in self-presentation. Marketing and branding choices, while influential, flow from these racialized norms, and team leadership and personal background can shape presentation in specific contexts, but they sit within and are constrained by the broader racial ideology.

6. Which of the following would best constitute an outline for a comprehensive anti-racism action plan in a college athletic department?

A. Vision and goals; stakeholder engagement; policy review and updates; mandatory training; recruitment pipelines; reporting mechanisms; accountability and sanctions; monitoring metrics; regular reporting and revision

B. All of the above

C. Only a training workshop

D. A marketing plan for ticket sales

A comprehensive anti-racism action plan in a college athletic department relies on coordinating vision and goals with concrete systems that ensure policy, practice, and culture are aligned. That means the plan should clearly articulate a shared direction, involve key stakeholders, and continuously adapt policies to remove racial bias. It also requires practical mechanisms: mandatory training to raise awareness and build skills; recruitment pipelines designed to diversify staff and athletes; reporting channels so issues are noticed and addressed; and a governance structure with accountability and sanctions to ensure consequences for racism. To know what's working and what isn't, there must be monitoring metrics and a commitment to regular reporting and revision, so the plan can evolve with experience and feedback. Choosing the option that includes all these elements reflects a holistic approach. A training workshop alone can't drive systemic change, and a marketing plan for ticket sales, while potentially useful for outreach, isn't by itself an anti-racism action. When these pieces are integrated into a broader, multi-faceted plan, they support a real, sustained shift in culture and practices.

7. Which option best identifies the intervention that creates pathways for underrepresented groups from youth to elite levels?

A. Increasing ticket revenue

B. Deregulating youth leagues

C. Reducing practice hours

D. Targeted development programs and pipelines

Creating structured, equity-focused progression systems that connect youth participation to elite levels is the main idea. Targeted development programs and pipelines are designed to build a clear, supported ladder for athletes from early stages through higher levels of competition. They intentionally identify underrepresented groups, provide access to quality coaching, regular competition, mentoring, and financial or logistical support, and establish progression criteria so athletes can move upward without being held back by cost, location, or lack of opportunities. This approach directly builds the pathways needed to reach elite levels by aligning resources, coaching, and opportunities along the athlete's developmental timeline. In contrast, options that focus mainly on increasing revenue, removing regulatory safeguards, or reducing training time don't create the same ongoing, structured route for underrepresented athletes. Revenue-focused changes may improve finances but don't guarantee access or progression for marginalized groups. Deregulation can reduce safeguards and consistency in development, and cutting practice hours typically harms skill-building and exposure, making it harder—not easier—for underrepresented athletes to advance.

8. Which factor determines whether team hierarchies reinforce biases when leadership lacks diversity?

A. Leadership diversity level.

B. Market size.

C. Stadium capacity.

D. Team win-loss record.

The key idea is how leadership makeup shapes whether biased patterns in hierarchy persist. The level of leadership diversity determines whether diverse perspectives are present to challenge biased assumptions and reshape norms, rules, and rewards within the hierarchy. When leadership is diverse, those different viewpoints help counteract stereotypes and curb the automatic reinforcement of bias in decisions about promotion, evaluation, and resource distribution. If leadership lacks diversity, a single or few perspectives can dominate, embedding biased practices and making it harder for the hierarchy to move away from biased outcomes. The other factors—market size, stadium capacity, and team win-loss record—affect environment or results but don't determine whether hierarchy will reinforce biases in the absence of diverse leadership.

9. Which statement about the relationship between sports and ethnicity is least supported by the discussed research?

A. Sports can unify groups across ethnic lines

B. Sports can reinforce stereotypes

C. Sports can encourage cross-cultural interaction

D. Sports cannot influence ethnic identity at all

The main idea here is how deeply sports and ethnic identity interact in real-world settings. Research shows that sport is not a neutral arena—it can shape how people think about themselves and others in ethnic terms. It can unify groups across ethnic lines through shared team loyalties, rituals, and symbols that bring diverse fans together. It can also encourage cross-cultural interaction, as environments like leagues, clinics, or events bring people from different backgrounds into contact and collaboration. At the same time, sport can reinforce stereotypes via media portrayals, fan behavior, and in-group/out-group dynamics. Because of this, the claim that sports cannot influence ethnic identity at all is not supported by the evidence. It presents an absolute stance (no influence) that contradicts the ways sport has been shown to affect identity, pride, representation, and intergroup relations. The other statements reflect observed patterns where sport can unite, facilitate contact, or even reinforce stereotypes, which aligns with what the research indicates.

10. Race is used in the chapter to refer to a population believed to be

A. geographically defined

B. naturally or biologically distinct from other populations

C. culturally distinct

D. legally defined

Race, in this chapter, is described as a category people use to group others based on the belief that there are natural, biological differences between populations. This reflects the historical idea that some groups are inherently set apart by biology. While modern science shows that human genetic variation is not organized into clear, discrete racial boundaries and that most differences occur within populations rather than between them, the term here captures that it has been used to imply biological distinctness. The other concepts—geographic definition, cultural distinction, and legal status—describe different ways people are categorized, not the biological distinction that the chapter links to the concept of race. Thus, the best match is the notion of being naturally or biologically distinct from other populations.

Next Steps

Congratulations on reaching the final section of this guide. You've taken a meaningful step toward passing your certification exam and advancing your career.

As you continue preparing, remember that consistent practice, review, and self-reflection are key to success. Make time to revisit difficult topics, simulate exam conditions, and track your progress along the way.

If you need help, have suggestions, or want to share feedback, we'd love to hear from you. Reach out to our team at hello@examzify.com.

Or visit your dedicated course page for more study tools and resources:

<https://raceethnicityinsports.examzify.com>

We wish you the very best on your exam journey. You've got this!

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