# Part 10: Race, Ethnicity, Class and Inequality

## Discussion Questions (Collated from the text)

1. What is sports geography?
2. How does culture shape success in long-distance running among the Kalenjin tribe of western Kenya? What is the role of culture in Jamaican sprinting success?
3. What does it mean to say that genes are “probabilistic rather than deterministic”?
4. Why would Jamaica be one of the last places in the region expected to excel in running according to a gene-gift paradigm?
5. How is whiteness culturally constructed? What is the role of “cultural capital” in producing and maintaining whiteness?
6. How do the people Low spoke to rationalize their choices to live in gated communities? What are they trying to hold onto and why?
7. How does the growth of gated communities link to changes in the urban landscape and social control mechanisms produced by neoliberalism?
8. How does Jackson capture common social science explanations of the black middle class? How do those explanations compare to popular beliefs about class mobility?
9. How do the people in Jackson’s study describe their class-varied relationships? What opportunities arise from these relationships? What are the challenges associated with maintaining these relationships?
10. Do you have class-stratified friendships? Why or why not? Do they create any problems for social navigation in your world?
11. Describe the relationship between bodybuilding, rock music, and martial arts and the construction and imagination of middle-class men in Kathmandu. Are there parallels to how youth in your culture produce class identity?
12. What does it mean for women to acquire “face,” and how is “making face” classed and gendered? Who can achieve “face?” Is it out of reach for some?
13. Discuss the relationship between “doing love” and commercial media consumption in Nepal. Are there parallels to your culture?
14. In what ways do you use mass media and other commodities to imagine and produce class, gender, or another component of your social identity?