

EXAM
CODE **545**

CATALOG
NUMBER **SOCx305**

Cultural Diversity

CREDIT
HOURS

3

LEVEL

UPPER

PUBLISHED FEBRUARY 2021

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SECTION ONE

Preparing for the Exam

Before You Choose This UExcel Exam

Uses for the Examination

- Excelsior College, the test developer, recommends granting three (3) semester hours of upper-level undergraduate credit to students who receive a letter grade of C or higher on this examination.
- Other colleges and universities also recognize this exam as a basis for granting credit or advanced standing.
- Individual institutions set their own policies for the amount of credit awarded and the minimum acceptable score.

Examinees who have applied to Excelsior College should ask their academic advisor where this exam fits within their degree program.

Examinees **not enrolled** in an Excelsior College degree program should check with the institution from which they wish to receive credit to determine whether credit will be granted and/or to find out the minimum grade required for credit. Those who intend to enroll at Excelsior College should ask an admissions counselor where this exam fits within their intended degree program.

For more information on exam availability and actual testing information, see the [Exam Registration and Information Guide](#).

Examination Length and Scoring

This examination consists of 120 multiple choice and other type questions. You will have three (3) hours to complete the exam. Your score will be reported as a letter grade. Questions are scored either correct (1) or incorrect (0). There is no partial credit. Each credit-bearing exam contains pretest questions, which are embedded throughout the exam. They are indistinguishable from the scored questions. It is to your advantage to do your best on all the questions. Pretest questions are being tried out for use in future versions of the exam.

The UExcel exams do **not** have a fixed grading scale such as A = 90–100%, B = 80–90%, and so forth, as you might have seen on some exams in college courses. Each UExcel test has a scale that is set by a faculty committee and is different for each exam. The process, called standard setting, is described in more detail in the [Technical Handbook](#). Excelsior puts each exam through a standard setting because different test questions have different levels of difficulty. To explain further, getting 70% of the questions right on the exam when the questions are easy does not show the same level of proficiency as getting 70% of questions correct when the questions are hard. Every form of a test (a form contains the test questions) has its own specific grading scale tailored to the particular questions on each exam form.

Please also note that on each form, some of the questions (referred to as pretest questions) count toward the score and some do not; the grading scale applies only to those questions that count toward the score. The area with percentage ratings on the second page of your score report is intended to help identify relative strengths and weaknesses and which content areas to emphasize, should you decide to take the examination again. Your grade

is **based on only the scored questions**. Therefore, the percentage ratings do not necessarily reflect the total percentage that counted toward your grade.

For the best view of the types of questions on this exam, see the sample questions in the back of this guide. Practice, practice, practice!

Score Reporting

For most of our examinations, based on performance, an examinee is awarded a letter grade of A, B, C, or F. A letter grade of D can be given, but credit is awarded for A, B, and C letter grades only. The letter grades reported to examinees indicate that their performance was equivalent to the performance of students who received the same letter grade in a comparable, on-campus course.

More specifically, the letter grade indicates the examinee's proficiency relative to the learning outcomes specified in the exam content guide. Following are general descriptions of examinee performance at each level:

Letter Grade Description

- A Highly Competent: Examinee's performance demonstrates an advanced level of knowledge and skill relative to the learning outcomes.
- B Competent: Examinee's performance demonstrates a good level of knowledge and skill relative to the learning outcomes.
- C Marginally Competent: Examinee's performance demonstrates a satisfactory level of knowledge and skill relative to the learning outcomes.
- D Not Competent (no credit recommended): Examinee's performance demonstrates weak knowledge of the content and minimal skill relative to the learning outcomes.^①
- F Fail (no credit recommended): Examinee's performance demonstrates no knowledge of the content and no skill in the subject relative to the learning outcomes.

Credit is transcribed by Excelsior College for examinees who achieve letter grades of C or higher.

We encourage colleges and universities to use the Excelsior College letter grades of A, B, and C as acceptable standards for awarding credit.

^① In general, two-hour exams do not award a D letter grade.

See page 23, at the back of this content guide, for a sample UExcel Grade Report for Examinations.

Excelsior College Bookstore

The Excelsior College Bookstore offers recommended textbooks and other resources to help you prepare for UExcel exams.

The bookstore is available online at (login required): www.excelsior.edu/bookstore

Excelsior College Library

Library services are available to students enrolled in a degree program at Excelsior College. Created through our partnership with the Sheridan Libraries of The Johns Hopkins University, the library provides access to journal articles, books, websites, databases, reference services, and many other resources. To access the Excelsior College Library, visit www.excelsior.edu/library (login is required). Access to the library is available 24/7.

Take Charge of Your Own Learning

At Excelsior College, independent, self-directed study supported by resources we help you find is not a new concept. We have always stressed to students who take exams that they are acting as their own teacher, and that they should spend as much time studying for an exam as they would spend in a classroom and on homework for a corresponding college course in the same subject area.

Begin by studying the content outline contained in this content guide, at its most detailed level. You will see exactly which topics are covered, and where chapters on those topics can be found in the Recommended Resources. You will see exactly where you might need to augment your knowledge or change your approach.

The content outline, along with the learning outcomes for this exam and recommended textbooks, will serve as your primary resources.

How Long Will It Take Me to Study?

Study for a UExcel exam is comparable to an equivalent college-level course. As an independent

learner, you should study and review as much as you would for the same subject in a campus-based college course. If you already have a background in the subject, you may be able to pass the exam successfully with fewer hours of study. It depends upon the learner as well as the subject, the number of credits (for example, a 6- or 8-credit exam will require more hours of study than a 3-credit exam), and the length of the exam. We strongly encourage you to create a long-term action or study plan, so that you have a systematic approach to prepare for the exam. We've included guidelines for creating such a plan.

How Can I Create an Effective Long-Term Study Plan?

1. Determine the time you will require to complete your preparation for this exam.

If you have not studied the subject before, you should plan to budget approximately 45 hours of study time for every credit: 135 hours for 3 credits, 180 hours for 4 credits, 270 hours for 6 credits, and 360 hours for 8 credits. These hours are rules of thumb based on expectations for a student taking a course in the subject; it may take you more or less time, depending on how familiar you are with the material and how easily you absorb the information studying on your own. Aside from the content review, you should then factor in time to search for and use other resources, and to complete any projects and assignments in the study materials that will clarify your understanding of the topics in the content outline (that part in the content guide where the specific areas of study are spelled out). Spend more time on concepts and areas in which you feel you are weak. Totaled, this is approximately the amount of time you should expect to devote to a three-credit, campus-based course. The actual amount of time you require depends on many factors, and will be approximate. If your background is weak, you may need to set aside substantially more than 135–150 hours. If your background is strong, you may budget less time.

Take a few minutes to review the content outline to assess your familiarity with the content. Then, in the space below, write the number of hours you will allocate to complete preparing for the exam.

Hours Required =

2. Determine the time you will have available for study.

In self-study, you need structure, as well as motivation and persistence, and a methodical approach to preparation. There is no set class to keep you on task. You have to do that yourself. Construct a time-use chart to record your daily activities over a one-week period. The most accurate way to do this is to complete the chart on a daily basis to record the actual amount of time you spend eating, sleeping, commuting, working, watching television, caring for others and yourself, reading, and everything else in an adult's life. However, if your schedule is regular, you might prefer to complete the chart in one sitting and, perhaps, by consulting your appointment book or planner.

After you have recorded your activities, you will be ready to schedule study periods around these activities or, perhaps, instead of some of them. In the space below, write the number of hours you will be able to set aside for study each week.

Hours Required =

3. Divide the first number by the second number.

This will give you the number of weeks you will need to set aside for independent study. For example, if you think you will require 170 hours of study and you have 10 hours available to study each week, divide 170 hours by 10 hours and you will get 17. This means that you will need about 17 weeks to complete this course of study. However, you will also need to allow about a week for review and self-testing. Moreover, to be on the safe side, you should also add two weeks to allow for unforeseen obstacles and times when you know you will not be able to study (e.g., during family illnesses or holidays). So, in this case, you should allot a total of 18 to 19 weeks to complete your study.

4. Schedule your examination to coincide with the end of your study period.

For example, if you plan to allow 18 weeks for study, identify a suitable examination date and begin study at least 18 weeks before that date. (The date you begin study assumes that you will have received all of your study materials, particularly textbooks, by that time.)

5. Format a long-term study plan.

You will need to use a calendar, planner, or some other tool to format and track your long-term study plan. Choose a method that is convenient and one that keeps you aware of your study habits on a daily basis. Identify the days and exact hours of each day that you will reserve for study throughout your whole independent study period. Check to see that the total number of hours you designate for study on your long-term study plan adds up to the number of hours you have determined you will need to complete this course of study (Step 1).

6. Record in your long-term study plan the content you plan to cover during each study period.

Enter the session numbers, review, and examination preparation activities you will complete during each study period. While it is suggested that approximately 160–170 hours of study is required for this exam, each and every student may require different timelines based on their comfort with, and comprehension of, the material.

You now have a tentative personal long-term study plan. Keep in mind that you will have to adjust your study plan, perhaps several times, as you study. It is only by actually beginning to work systematically through the material, using the content outline, that you will be able to determine accurately how long you should allow for each unit.

What Learning Strategy Should I Use?

The following guidelines are intended to help you acquire the grounding in the knowledge and skills required for successful completion of this examination.

1. Approach learning with a positive attitude.

Most students are capable of learning subject content if they devote enough time and effort to the task. This devotion will give you a positive edge and a feeling of control.

2. Diligently complete the exact work you specified in your study plan.

Your study plan is being designed for the specific purpose of helping you achieve the learning outcomes for this exam.

3. Be an active learner.

You should actively engage in the learning process. Read critically, take notes, and continuously monitor your comprehension. Keep a written record of your progress, highlight content you find difficult to grasp, and seek assistance from someone in your learning community who can help you if you have difficulty understanding a concept.

4. Be patient: you may not understand everything immediately.

When encountering difficulty with new material, be patient with yourself and don't give up. Understanding will come with time and further study. Sometimes you may need to take a break and come back to difficult material. This is especially true for any primary source material (original letters, documents, and so forth) that you may be asked to read. The content outline will guide you through the material and help you focus on key points. You will find that many concepts introduced in earlier sessions will be explained in more detail in later sessions.

5. Apply your learning to your daily life.

Use insights you gain from your study to better understand the world in which you live. Apply the learning whenever you can. Look for instances that support or contradict your reading on the subject.

6. Accommodate your preferred way of learning.

How do you learn best? Common ways to learn are reading, taking notes and making diagrams, and by listening to someone (on video or live). Others learn by doing. Do any of these descriptions apply to you? Or does your learning style vary with the learning situation? Decide what works for you and try to create a learning environment to accommodate your preferences.

Study Tips

Become an active user of the resource materials. Aim for understanding rather than memorization. The more active you are when you study, the more likely you will be to retain, understand, and apply the information.

The following techniques are generally considered to be active learning:

- **preview or survey** each chapter

- **highlight or underline text** you believe is important
- **write questions or comments** in the margins
- **practice re-stating content** in your own words
- **relate what you are reading** to the chapter title, section headings, and other organizing elements of the textbook
- **find ways to engage** your eyes, your ears, and your muscles, as well as your brain, in your studies
- **study with a partner or a small group**
- **prepare your review notes** as flashcards or create recordings that you can use while commuting or exercising

When you feel confident that you understand a content area, review what you have learned. Take a second look at the material to evaluate your understanding. If you have a study partner, the two of you can review by explaining the content to each other or writing test questions for each other to answer. Review questions from textbook chapters may be helpful for partner or individual study, as well.

Study smart for your UExcel exam! Success starts with establishing a relationship with your advisor.

About Test Preparation Services

Preparation for UExcel® exams and Excelsior College® Examinations, though based on independent study, is supported by Excelsior College with a comprehensive set of exam learning resources and services designed to help you succeed. These learning resources are prepared by Excelsior College so you can be assured that they are current and cover the content you are expected to master for the exams. These resources, and your desire to learn, are usually all that you will need to succeed.

There are test-preparation companies that will offer to help you study for our examinations. Some may imply a relationship with Excelsior College and/or make claims that their products and services are all that you need to prepare for our examinations.

Excelsior College does not endorse the products and services of any tutorial or test preparation firm. We do not review the materials provided by these firms for the content or compatibility of their material and resources with UExcel® exams or Excelsior College Examinations®. No test preparation vendor is authorized to provide admissions counseling or

academic advising services, or to collect any payments, on behalf of Excelsior College. Excelsior College does not send authorized representatives to a student's home nor does it review the materials provided by test preparation companies for content or compatibility with Excelsior College examinations.

To help you become a well-informed consumer, we suggest that before you make any purchase decision regarding study materials provided by organizations other than Excelsior College, you consider the points outlined on our website at www.excelsior.edu/testprep.

Exam Preparation Strategies

Each learner is different. However, all learners should read the content outline in the exam's Content Guide and ensure that they have mastered the concepts. For someone with no prior knowledge of the subject, a rule of thumb is 135 hours of study for a 3-credit exam—this number is just to give you an idea of the level of effort you will need, more or less.

Content Guides

This content guide is the most important resource. It lists the outcomes, a detailed content outline of what is covered, and textbooks and other study resources. It also has sample questions and suggestions for how to study. Content guides are updated periodically to correspond with changes in particular examinations and in textbook editions. Examinees can download any of the latest free UExcel content guides by visiting the individual exam page or from the list at www.excelsior.edu/contentguides.

Using the Content Outline

Each content area in the content outline includes the most important sections of the recommended resources for that area. These annotations are not intended to be comprehensive. You may need to refer to other chapters in the recommended textbooks. **Chapter numbers and titles may differ among textbook editions.**

This content outline contains examples of the types of information you should study. Although these examples are many, do not assume that everything on the exam will come from these examples. Conversely, do not expect that every detail you study will appear

on the exam. Any exam is only a broad sample of all the questions that could be asked about the subject matter.

Using the Sample Questions and Rationales

Each content guide provides sample questions to illustrate those typically found on the exam. These questions are intended to give you an idea of the level of knowledge expected and the way questions are typically phrased. The sample questions do not sample the entire content of the exam and are not intended to serve as an entire practice test.

Recommended Resources for the UExcel Exam in Cultural Diversity

The resources listed below were selected by the faculty members on the examination committee for use in developing this exam.

Resources listed under “Strongly Recommended” were used by the committee to verify all the questions on the exam. Please refer to the Content Outline to see which parts of the exam are cross-referenced to these resources.

Resources listed under “Optional” provide additional material that may deepen or broaden your understanding of the subject, or that may provide an additional perspective on the exam content. Textbook resources, both Strongly Recommended and Optional, may be purchased from the Excelsior College bookstore at www.excelsior.edu/bookstore.

You should allow ample time to obtain the necessary resources and to study sufficiently before taking the exam, so plan appropriately, with an eye towards your own personal learning needs. See the sections in this guide on the Excelsior College Bookstore and the Excelsior College Library, and under Reducing Textbook Costs, to help you secure the Strongly Recommended resources successfully.

Textbook Editions

Textbook editions listed in the UExcel content guides may not be the same as those listed in the bookstore. Textbook editions may not exactly match up in terms of table of contents and organization, depending upon the edition. However, our team of exam developers checks exam content against every new textbook edition to verify that all subject areas tested in the exam are still adequately available in the study materials. If needed, exam developers will list additional Strongly Recommended resources to ensure that all topics in the exam are still sufficiently covered. Public libraries may have the textbooks you need, or may be able to obtain them for you through interlibrary loan to reduce textbook costs. You may also consider financial aid, if you qualify, to further help defray the steep cost of textbooks. A section on open educational resources (OER) has been included in this guide to help you locate additional, possibly free resources to augment your study.

Strongly Recommended

Kottak, C.P., & Kozaitis, K.A. (2011). *On being different: Diversity and multiculturalism in the North American mainstream* (4th ed.). Boston: McGraw Hill.

Marger, M.N. (2015). *Race and ethnic relations: American and global perspectives* (10th ed.). Belmont, CA: Wadsworth.

Book of Readings for Cultural Diversity

Developed by the exam committee, the Book of Readings for the Cultural Diversity exam is yet another Strongly Recommended resource. Unlike a textbook, it's free to download at:

https://www.excelsior.edu/wp-content/uploads/sites/46/2018/04/Book_of_Readings_Cultural_Diversity.pdf

Excelsior College (2005). *Cultural diversity in the United States: A book of readings*. Albany, NY: Excelsior College.

Optional Resources

This resource was identified by the examination development committee as a resource to help you gain a deeper understanding of the subject.

Schaefer, R.T. (2019). *Racial and ethnic groups* (15th ed.). Upper Saddle River, NJ: Prentice Hall.

Reducing Textbook Costs

Many students know it is less expensive to buy a used textbook, and buying a previous edition is also an option. The Excelsior College bookstore includes a buyback feature and a used book marketplace, as well as the ability to rent digital versions of textbooks for as long as students need them. Students are encouraged to explore these and the many other opportunities available online to help defray textbook costs.

Open Educational Resources

There are many resources available online free of charge that may further enhance your study for the exam. Known as Open Educational Resources (OER), these may be textbooks, courses, tutorials, or encyclopedias. Any additional OER that you find independently should be used to augment study—not as replacements for the Strongly Recommended resources.

Most sites for university-based OER can be searched through www.ocwconsortium.org and/or www.oercommons.org.

Sites that specialize in web courses designed by college professors under contract with the website sponsor, rather than in web versions of existing college courses, include:

www.education-portal.com

www.opencourselibrary.org (abbreviated as OCL)

We have included specific courses that cover material for one or more UExcel® exams from the sites in the listings above. It's worth checking these sites frequently to see if new courses have been added that may be more appropriate or may cover an exam topic not currently listed.

Sites like Khan Academy (www.khanacademy.com) and iTunes U feature relatively brief lessons on very specific topics rather than full courses. Full courses are also available on iTunes U (<http://www.apple.com/education/ipad/itunes-u/>). We have chosen a few courses and collections for this listing.

Open Online Textbooks

BookBoon

<http://bookboon.com/en/textbooks-ebooks>

Flatworld Knowledge

<http://catalog.flatworldknowledge.com/#our-catalog>

College Readiness

Khan Academy

<http://www.khanacademy.org/>

Hippocampus

<http://www.hippocampus.org/>

Open Course Library

<http://opencourselibrary.org/collg-110-college-success-course/>

Study Aids

Education Portal

<http://education-portal.com/>

Khan Academy

<http://www.khanacademy.org/>

Annenberg Learner

<http://www.learner.org/>

OpenCourseWare

<http://ocwconsortium.org/en/courses/search>

OER Commons

<http://www.oercommons.org/>

Open Course Library

<http://www.opencourselibrary.org/>

To achieve academic success, rate yourself at Excelsior College's Self-Regulated Learning Lab. Visit the Diagnostic Assessment & Achievement of College Skills site at <https://srl.daacs.net/>
It's free!

SECTION TWO

Content Outline

General Description of the Examination

The UExcel Cultural Diversity examination is based on material typically taught in a one-semester, three-credit, upper-level course in the social sciences dealing with social, political, and economic realities of human difference in the US. The content of the examination corresponds to course offerings such as Multiculturalism in the United States, Race and Ethnic Relations, Cultural Diversity, and Contemporary Social Theory.

The examination measures knowledge of facts and terminology, an understanding of concepts and theories, and the ability to apply this knowledge and understanding in an analysis of the social construction of difference and its implications in US society.

Those beginning to study for this exam should have an understanding of concepts generally taught in introductory sociology or introductory cultural anthropology courses.

Learning Outcomes

After you have successfully worked your way through the recommended study materials, you should be able to demonstrate the following learning outcomes:

1. Describe the various definitions of “culture,” discuss cultural ideologies such as ethnocentrism and cultural relativism, and define the levels of acculturation. (Aligns to GECC 4.2)
2. Identify primary agents of cultural transmission, such as the mass media, religion, the family, and education, and explain how these institutions affect cultural unification and divergence. (Aligns to GECC 4.2, 5.1)
3. Describe the social roots of cultural difference, and explain the role of power in cultural dominance. (Aligns to GECC 4.2, 5.1)
4. Classify individual and group interpretations of cultural difference, such as those based on sex, race, and class. (Aligns to GECC 4.2)
5. Describe cultural diversity in terms of social stratification, define types of discrimination, and outline theories of prejudice and discrimination. (Aligns to GECC 4.2, 5.1)
6. Identify patterns of ethnic relations, such as assimilation, integration, and pluralism. (Aligns to GECC 4.2, 5.1)
7. Describe the identities and experiences of specific racial and ethnic groups in the United States, along the lines of religious and national identity. (Aligns to GECC 4.2)

General Education Career Competencies Addressed in this Exam

GECC-4: Cultural Diversity and Expression: Explain the dynamics of social identity or cultural differences within interpersonal and societal relations.

GECC-5: Global Understanding: Explain how social, political, economic, or cultural forces shape relations between individuals and groups around the world.

Content Outline

The content outline describes the various areas of the test, similar to the way a syllabus outlines a course. To fully prepare requires self-direction and discipline. Study involves careful reading, reflection, and systematic review.

The major content areas on the Cultural Diversity examination, the percent of the examination, and the hours to devote to each content area are listed below.

Content Area	Percent of the Examination	Hours of Study*
I. Framework for Understanding Cultural Diversity	20%	27
II. Conceptualizing Cultural Diversity	25%	34
III. Patterns of Ethnic Relations	15%	21
IV. Racial and Ethnic Identities and Experiences	25%	34
V. Responses to Dominance and Inequality	15%	21
Total	100%	

*Approximate: For those examinees who know the topic well, less time may be needed to learn the subject matter. For those who are new to the subject matter, more time may be required for study.

NOTE: Occasionally, examples will be listed for a content topic to help clarify that topic. However, the content of the examination is not limited to the specific examples given.

The chapter annotations in this outline are only a guide. In order to be successful on this examination, you should be thoroughly familiar with the three texts, so that you can locate relevant material at the most detailed level of the outline. The content of the exam is not limited to the listed chapters.

I. Framework for Understanding Cultural Diversity in the United States

20 PERCENT OF EXAM

Kottak & Kozaitis)

Ch. 1, Introduction

Ch. 2, Culture

**Book of Readings (2005)
article by Ore**

Marger (2011)

Ch. 1, Introduction: Some Basic Concepts

Ch. 2, Ethnic Stratification: Majority and Minority

A. Culture

1. Definitions of culture
 - a. Learned
 - b. Shared
 - c. Symbolic
 - d. Natural
 - e. Instrumental
 - f. Integrated
 - g. Active
 - h. Encompassing
2. Unifying and dividing cultural factors (for example: the mass media; religion)

3. Mechanisms of cultural change
 - a. Diffusion
 - b. Acculturation
 - c. Independent invention
 - d. Impact of globalization on the United States
4. Popular uses of the term culture
5. Culture-related concepts
 - a. Levels of culture (for example: international, national, subcultures)
 - b. Ethnocentrism
 - c. Cultural relativism
 - d. Universality
 - e. Generality
 - f. Particularity

B. Social construction of difference

1. Social construction theory
2. Construction of race and ethnicity
3. Construction of socioeconomic difference
4. Construction of sex and gender
5. Construction of sexuality

C. Power

1. Ideology
2. Hegemony
3. Use of force
4. Agency
5. Resistance

II. Conceptualizing Cultural Diversity

25 PERCENT OF EXAM

Kottak & Kozaitis

- Ch. 5,** Ethnicity
- Ch. 7,** Race: Its Biological Dimensions
- Ch. 8,** Race: Its Social Construction
- Ch. 9,** Gender
- Ch. 10,** Sexual Orientation
- Ch. 11,** Age and Cohort

Ch. 12, Bodies, Fitness, and Health

Ch. 13, Class

Book of Readings

articles by Martin, Katz, Kimmel, Schaefer
(pp. 137–155)

Marger

Ch. 3, Tools of Dominance:
Prejudice and Discrimination

A. Categories of difference

1. Race
 - a. Racial formation
 - b. Hypodescent (one-drop rule)
 - c. Social significance of race
 - d. Biological significance of race
2. Ethnicity
 - a. Ethnic groups
 - b. Ethnic categories
 - c. Ethnic collectivities
3. Sex and gender
4. Sexual orientation
5. Socioeconomic class
6. Disability
7. Age

B. Interpretations and ideologies of difference

1. Perceptual consequences of difference
 - a. Prejudice
 - b. Stereotype
 - c. Social distance
2. Racism
 - a. “Scientific” racism
 - b. Social Darwinism
3. Ethnocentrism
4. Sexism
5. Heterosexism/homophobia
6. Classism
7. Ableism
8. Ageism

C. Stratification of difference

1. Definition of stratification
2. Majority-minority
 - a. Oppression
 - b. Privilege
3. Types of stratification
 - a. Ethnic
 - b. Gender
 - c. Racial
 - d. Socioeconomic

D. Discrimination

1. Merton's paradigm
2. Definitions of discrimination
 - a. Individual discrimination
 - b. Institutional discrimination
 - 1) Direct (for example: Jim Crow Laws)
 - 2) Indirect (for example: redlining, block-busting, zoning, steering, glass ceiling)
 - c. Genocide and the United States (for example: US policies toward Native Americans)
 - d. Hate crimes
3. Theories of prejudice and discrimination
 - a. Psychological theories
 - 1) Frustration-aggression (for example: scapegoating)
 - 2) Authoritarian personality
 - b. Normative theories
 - 1) Socialization
 - 2) Reference groups
 - c. Power-conflict theories
 - 1) Economic gain
 - 2) Marxian theory
 - 3) Split labor market
 - 4) Status gain
 - 5) Political gain

III. Patterns of Ethnic Relations

15 PERCENT OF EXAM

Kottak & Kozaitis

Ch. 4, The Multicultural Society

Marger

Ch. 4, Patterns of Ethnic Relations: Assimilation and Pluralism

A. Acculturation

B. Assimilation and integration

1. Cultural assimilation
2. Structural assimilation
 - a. Primary
 - b. Secondary
3. Biological assimilation
4. Psychological assimilation (for example: marginality)

C. Pluralism

1. Equalitarian pluralism
2. Inequalitarian pluralism
 - a. Colonialism
 - b. Internal colonialism
 - c. Neocolonialism
3. Multiculturalism

IV. Racial and Ethnic Identities and Experiences

25 PERCENT OF EXAM

Kottak & Kozaitis

review Ch. 5, 7, and 8

Ch. 6, Religion

Book of Readings

articles by Jensen, Lamberth, Liu, Lipsitz, Rumbelow, Egan, Cameron, Suro, Schaefer (pp. 187–189, 214–217), Sacks

Marger

Part II: Ethnicity in the United States

-
- A. Native American
 - B. African American
 - C. Latin American
 - 1. Cuban
 - 2. Dominican
 - 3. Mexican
 - 4. Puerto Rican
 - D. Asian American
 - 1. East Indian
 - 2. Chinese
 - 3. Filipino
 - 4. Japanese
 - 5. Korean
 - 6. Southeast Asian
 - E. Jewish American
 - F. Middle Eastern American

- 2. Red Power movement
 - 3. American Indian Movement (AIM)
 - 4. Women's movement
 - 5. Gay/lesbian movement
 - 6. Chicano movements
(for example: farm workers)
- C. Legislative processes
- 1. Laws (for example: Civil Rights Act of 1964, Americans with Disabilities Act of 1990)
 - 2. Amendments to the US Constitution (for example: Thirteenth, Fourteenth, Fifteenth, and Nineteenth)
 - 3. Affirmative action policy (for example: University of Michigan, *Texas v. Hopwood*)

V. Responses to Dominance and Inequality

15 PERCENT OF EXAM

Kottak & Kozaitis

Ch. 9, Gender

Ch. 10, Sexual Orientation

Book of Readings

articles by Guest and Kwong, Cruse, Oliver et al., Stewart et al., Schaefer (pp. 294–297), Zarlenga and Young, Rosenblum and Travis

- A. Collective responses
 - 1. Ethnic enclaves
 - a. Voluntary
 - b. Involuntary
 - 2. Social protest
 - a. Riots
 - b. Rebellions
 - c. Social movements
- B. Organized responses:
key social movements
 - 1. Civil Rights movement

SECTION THREE

Sample Questions

The sample questions give you an idea of the level of knowledge expected in the exam and how questions are typically phrased. They are not representative of the entire content of the exam and are not intended to serve as a practice test.

Rationales for the questions can be found on pages 16–19 of this guide. In that section, the correct answer is identified and each answer is explained. The number in parentheses at the beginning of each rationale refers to the corresponding section of the content outline. For any questions you answer incorrectly, return to that section of the content outline for further study.

1. What is considered to be a problem of the extreme cultural relativist view?
Cultural relativism
 - 1) tends to ignore cultural diversity.
 - 2) avoids making moral judgments of cultures.
 - 3) avoids looking at cultures based on their own terms.
 - 4) judges cultures based on a universal moral perspective.
2. What is an example of a cultural generality?
 - 1) kinship
 - 2) child care
 - 3) food sharing
 - 4) the nuclear family
3. An Italian American and a Jewish American attend a funeral. The Italian American places a wreath of flowers next to the grave site while the Jewish American places stones near the flowers. Which cultural phenomenon does this event illustrate?
 - 1) generality
 - 2) particularity
 - 3) religiosity
 - 4) universals
4. What is the primary purpose of ideology?
 - 1) to accommodate and protect the interests of the ruling class
 - 2) to ensure that all individuals have an equal opportunity for success
 - 3) to provide emotional and spiritual comforts for the oppressed
 - 4) to promote social harmony through the creation of a common value system
5. According to Weber's model of stratification, what reproduces a person's status?
 - 1) age
 - 2) marriage
 - 3) voting
 - 4) wages
6. According to Merton, ethnic prejudice and discrimination in a person are independent of which factor?
 - 1) the person's inherited personality
 - 2) the person's anticipation of rewards
 - 3) the person's definition of a situation
 - 4) the person's need to conform to societal norms

7. Which action is the best example of individual discrimination?
 - 1) A public elementary school accepts only students who are Jews.
 - 2) A bank awards mortgage loans only to married couples who are Hispanic.
 - 3) A service station clerk requires only ethnic minorities to pre-pay for gas.
 - 4) A restaurant host randomly seats ethnic minorities throughout the dining room.

8. What most distinguishes direct institutional discrimination from individual discrimination?

Direct institutional discrimination

 - 1) is intentional.
 - 2) originates within social policies.
 - 3) results from *de facto* segregation.
 - 4) involves harm to members of social groups.

9. A much smaller percentage of third generation Italian Americans speak Italian than do second generation Italian Americans. Which process does this indicate?
 - 1) acculturation
 - 2) discrimination
 - 3) biological assimilation
 - 4) secondary structural assimilation

10. How do two distinct ethnic groups demonstrate cultural assimilation?
 - 1) They share common values and beliefs.
 - 2) They share a common circle of friends.
 - 3) They increase contact at school and the workplace.
 - 4) They identify more with a broader society than with individual ethnic groups.

11. Which type of assimilation focuses on the individual, rather than the group?
 - 1) cultural
 - 2) structural
 - 3) biological
 - 4) psychological

12. What generated the initial contact among ethnic groups in colonial American societies?
 - 1) conquest
 - 2) ethnic expulsion
 - 3) territorial annexation
 - 4) voluntary immigration

13. What is the largest Native American tribal grouping?
 - 1) Apache
 - 2) Cherokee
 - 3) Navajo
 - 4) Sioux

14. According to research on stereotypes and social distance in the US, how are Whites least likely to respond to Blacks?
 - 1) vote for a Black candidate
 - 2) attend school with Black students
 - 3) live in a predominantly Black neighborhood
 - 4) view Blacks as more violent than Whites

15. Which characteristic is economically more favorable to Cuban Americans than to Mexican Americans?

Cuban Americans

 - 1) speak English.
 - 2) are well educated.
 - 3) are business owners.
 - 4) have a long history of migration to the US.

16. Which ethnic identification refers to Spanish-speaking groups of diverse backgrounds?
 - 1) Chicano
 - 2) Hispanic
 - 3) Hispanos
 - 4) Latino

17. Which US city is home to the largest number of Puerto Ricans?
 - 1) Los Angeles
 - 2) Miami
 - 3) Houston
 - 4) New York City

18. After migrating to a multicultural community, an ethnic group is perceived to have more economic advantages than the established community. How would the established community most likely react?

The established multicultural community would most likely

- 1) engage in ethnocide.
- 2) initiate leveling mechanisms.
- 3) practice environmental racism.
- 4) force assimilation of the new group

19. Under which conditions are urban rebellions most likely to occur?

- 1) forced geographic segregation of ethnic groups
- 2) rapid changes in the political economy of a neighborhood
- 3) differential treatment of ethnic groups by law enforcement
- 4) absence of law enforcement within disadvantaged neighborhoods

20. Which US Supreme Court case dealt with discrimination against a white male?

- 1) *Bakke v. California*
- 2) *Plessy v. Ferguson*
- 3) *Williams v. Mississippi*
- 4) *Brown v. Board of Education*

SECTION FOUR

Rationales

1.(IA5c)

- 1) Cultural relativists focus on cultural diversity.
- *2) Cultural relativists avoid making moral judgments, even of abhorrent acts.
- 3) Cultural relativists look at cultures on their own terms.
- 4) Cultural relativists reject the idea of a universal moral perspective.

2).(IA5e)

- 1) Kinship is a universal shared across all cultures.
- 2) Food sharing is a cultural universal.
- 3) Child care is a cultural universal.
- *4) The nuclear family is a cultural generality present in many cultures.

3.(IA5f)

- 1) This is not an example of generality because it shows variation in rituals associated with death.
- *2) This illustrates cultural particularity by showing distinct Catholic and Jewish rituals.
- 3) Religiosity refers to religious experience that does not capture the variation outlined in the example.
- 4) Universals are shared by all cultures; this example shows variation across cultures.

4.(IC1)

- *1) According to Marger, fundamental ideological values accommodate mostly the interests of the society's ruling groups.
- 2) Ideology is not intended to produce equal opportunity but to ensure support and maintenance of the existing stratification system.
- 3) Though ideology can use religion to justify existing social inequality, the purpose of ideology is to protect the interests of the ruling class and not to provide comfort to the masses.
- 4) Ideology protects the interests of the ruling class and does not necessarily promote social harmony. Ideology often seeks to impose a dominant cultural value system on the masses, seldom assuring social harmony because humans possess "agency" that can lead to hidden transcripts that seek to undermine power of the dominant class.

5.(IIC1)

- 1) Age is not a status.
- *2) Status relates to a person's lifestyle. Marriage patterns within a status group reproduce an individual's status.
- 3) Voting relates to political standing, not to status.
- 4) Wages relate to economic standing, not to status.

*correct answer

6.(IID1)

- *1) According to Merton, ethnic prejudice and discrimination vary depending on any social factors that influence how a person thinks or acts. Because prejudice and discrimination result from social phenomena, they are unaffected by genetic traits.
- 2) Anticipation of rewards may lead a person to discriminate even if that person is not prejudiced.
- 3) How a person defines a situation often determines whether a person will be prejudiced or discriminatory.
- 4) The compulsion to fit in with one's group or community may lead to discrimination.

7.(IID2a)

- 1) This is institutional discrimination.
- 2) This is institutional discrimination.
- *3) When an individual within an organization arbitrarily denies a group privileges that others receive, it is individual discrimination.
- 4) This is not discrimination.

8.(IID2b1)

- 1) Both are intentional, reflecting larger group norms that are taken for granted and not questioned.
- 2) This is true for both direct institutional and individual discrimination.
- *3) *De facto* segregation is a result of individual or direct institutional discrimination.
- 4) Direct institutional discrimination is embedded in social norms, laws, and policies.

9.(IIIA)

- *1) Acculturation is adoption over time by one ethnic group of another ethnic group's cultural characteristics. Italian Americans are adopting the language (English) of the dominant group.
- 2) Discrimination is actions by members of the dominant group to deny resources or social benefits to members of other groups.
- 3) Biological assimilation occurs when distinct groups have offspring that are no longer physically distinguishable.
- 4) Secondary structural assimilation occurs when ethnic groups come together in formal social institutions.

10.(IIIB1)

- *1) Cultural assimilation is the process by which members of different ethnic groups come to share similar cultural characteristics, including values and beliefs.
- 2) This is primary structural assimilation.
- 3) This is secondary structural assimilation.
- 4) This is psychological assimilation.

11.(IIIB4)

- 1) Cultural assimilation occurs when minority group members adapt to the dominant group's culture to the point that the minority group no longer has a distinct culture.
- 2) Structural assimilation occurs when members of minority ethnic groups are spread throughout the major institutions in society.
- 3) Biological assimilation is the biological merging of two or more distinct groups to the point where they are impossible to distinguish from one another culturally, structurally, or physically.
- *4) Psychological assimilation is the extent to which an individual identifies with the larger society, rather than with a particular ethnic group.

*correct answer

12.(IIIC2a)

- *1) Conquest and the involuntary migration of minorities characterized the initial contact between dominant and minority groups in colonial societies.
- 2) Ethnic expulsion does not characterize the initial contact between dominant and minority groups, but rather an extreme outcome in inequalitarian pluralistic societies.
- 3) Territorial annexation and voluntary immigration characterize the initial contact between dominant and minority groups in corporate pluralistic societies.
- 4) See 3).

13.(IVA)

- 1) The Apache are seventh with 97,000 members.
- *2) The Cherokee are first with 730,000 members.
- 3) The Navajo are second with 298,000 members.
- 4) The Sioux are fifth with 153,000 members.

14.(IVB)

- 1) African American candidates often win elections, even when most of the voters are White.
- 2) Very few Whites favor segregation of schools.
- *3) Very few White Americans are willing to live in an area with a high percentage of Black residents.
- 4) Only about 35% of White Americans believe this.

15.(IVC1)

- 1) English language skill is not a factor that makes Cuban Americans more economically successful than Mexican Americans, although it may be related to the difference in education level and social status of the two groups upon entry into the country.
- *2) Cubans came to the US with high skill that allows them to excel economically.
- 3) Members of both groups own businesses.
- 4) Mexicans also have a long history of migration to the US.

16.(IVC3)

- 1) Chicano was adopted by Mexican Americans in the 1960s and 1970s to assert ethnic pride and identity.
- *2) Hispanics refers to Spanish-speaking groups of diverse nationalities, races, and cultures.
- 3) Hispanos refers to the indigenous Mexican population in its northern territory in 1848.
- 4) Latino refers to people of Latin American origin regardless of their language, culture, or national origin.

17.(IVC4)

- 1) Los Angeles has the highest Hispanic population overall, but Mexicans are the largest subgroup in Los Angeles.
- 2) Miami has the third highest Hispanic population, after Los Angeles and New York, with Cubans being Miami's largest subgroup.
- 3) Houston has the sixth highest Hispanic population overall, with high concentrations of Mexicans.
- *4) New York has the second highest Hispanic population overall, with Puerto Ricans being the largest subgroup.

18.(VA2a)

- 1) Ethnocide operates to destroy culture.
- *2) Leveling mechanisms result when some people appear to be profiting more than, or at the expense of, others.
- 3) Environmental racism is institutionally practiced by whites.
- 4) Forced assimilation is independent of leveling mechanisms.

*correct answer

19.(VA2b)

- 1) Forced geographic segregation does not necessarily lead to a heightened awareness of social inequality or injustice.
- *2) The urban political economy of US cities in general brings to the forefront the contradictions underlying urban rebellion.
- 3) There is no indication that law enforcement's differential treatment of ethnic groups leads to riots and rebellions.
- 4) The presence of law enforcement is just as likely to be a catalyst in riots and rebellions as the absence of law enforcement.

20.(VB1)

- *1) This concerned reverse discrimination.
- 2) This legalized segregation through the doctrine of separate but equal.
- 3) This legalized Jim Crow laws.
- 4) This overturned the separate but equal doctrine.

*correct answer

SECTION FIVE

Taking the Exam

Registering for Your Exam

Register Online

www.excelsior.edu/examregistration

Follow the instructions and pay by Visa, MasterCard, American Express, or Discover Card.

Examination Administration

Pearson Testing Centers serve as the administrator for all Excelsior College computer-delivered exams.

Accessibility Services

Excelsior College is committed to the principle that every individual should have an equal opportunity to enroll in an Excelsior College degree program, to register for courses or examinations in order to demonstrate their knowledge and skills under appropriate conditions, and to complete a degree.

The Accessibility Services Office at Excelsior College is responsible for considering requests for reasonable accommodations for individuals with verifiable, documented disabilities. If you are requesting an accommodation due to a disability/condition, complete a [Request for Accommodation form](#).

Computer-Delivered Testing

The UExcel exams are delivered by computer. You can take this exam either in a [Pearson VUE testing center](#) or at your home or office with an online proctor. If you are interested in remote proctoring, visit [PearsonVUE OnVUE online proctoring](#).

The system is designed to be as user-friendly as possible, even for those with little or no computer experience. On-screen instructions are similar to those you would see in a paper examination booklet. You will use either the keyboard or the mouse to submit your answers, depending upon the type of question.

Before taking your exam, we strongly encourage you to go on a virtual tour of the testing center. To access this tour, click the What to Expect in a Pearson VUE test center at the following link: home.pearsonvue.com/test-taker/security.aspx

You also will receive a small, erasable whiteboard if you need one.

Breaks

Breaks are only permitted for exams taken at Pearson VUE Testing Centers, and are not permitted during exams delivered via online proctoring.

Online Proctoring

As of spring 2021, Excelsior is offering an [online delivery option](#) for UExcel exams, using OnVUE, Pearson VUE's online delivery and proctoring service.

You must use a personal (vs. an employer's) computer if you want to take the exam online and not in a testing center, so the exam can be effectively delivered to you.

Breaks are not allowed during an exam taken online from home. You may not leave your seat during an online-proctored exam, so be prepared to sit for two or three hours. If you need extra time, the exam will have to be taken at a PearsonVUE Testing Center, and an accommodation formally requested.

NOTE: English Composition, Spanish, Music, and College Writing will NOT be available for online proctoring.

On the Day of Your Exam

Important Reminders

On the day of your exam, remember to:

- dress comfortably: the computer will not mind that you're wearing your favorite relaxation outfit
- arrive at the test site rested and prepared to concentrate for an extended period
- allow sufficient time to travel, park, and locate the test center
- be prepared for possible variations in temperature at the test center due to weather changes or energy conservation measures
- bring your ID, but otherwise, don't weigh yourself down with belongings that will have to be kept in a locker during the test.

Academic Integrity

Nondisclosure Statement

- All examinees must agree to the terms of the Excelsior College Academic Integrity Policy before taking an examination. The agreement will be presented on screen at the Pearson VUE Testing Center before the start of your exam.
- Once the examinee agrees to the terms of the Academic Integrity Nondisclosure Agreement (NDA), the exam will begin.

If you choose not to accept the terms of the agreement

- your exam will be terminated
- you will be required to leave the testing center
- you will not be eligible for a refund. For more information, review the Student Policy Handbook at www.excelsior.edu/studentpolicyhandbook.

Student behavior is monitored during and after the exam. Electronic measures are used to monitor the security of test items and scan for illegal use

of intellectual property. This monitoring includes surveillance of Internet chat rooms, websites, and other public forums.

UExcel Grade Report

After you complete the exam, you will be issued a UExcel Grade Report for Examinations. See the [sample UExcel Grade Report](#) in this content guide.

Grade Appeals

If you believe that your score grade is incorrect, you may appeal your grade to examcredit@excelsior.edu. Details about the appeals process are in the [Student Handbook](#).

What If I Miss My Appointment?

If you don't cancel or reschedule your testing appointment 24 hours before your test appointment, you will have to pay the full fee of the exam, even if you don't show up.

Late Arrivals

You will also forfeit the exam fee if you arrive to the test center more than 15 minutes late.

Information About UExcel Exams for Colleges and Universities

A committee of teaching faculty and practicing professionals determines the learning outcomes to be tested on each exam. Excelsior College Center for Educational Measurement staff oversee the technical aspects of test construction in accordance with current professional standards. To promote fairness in testing, we take special care to ensure that the language used in the exams and related materials is consistent, professional, and user friendly. Editorial staff perform systematic quantitative and qualitative reviews to ensure accuracy, clarity, and compliance with conventions of bias-free language usage.

Excelsior College, the test developer, recommends granting three (3) semester hours of upper-level undergraduate credit to students who receive a letter grade of C or higher on this examination. The examination may be used to help fulfill the Social Sciences/History requirement or as a free elective for all Excelsior College degree programs that allow for

free electives. For the Liberal Arts degrees, it may be used to help fulfill requirements for the Criminal Justice and Sociology concentrations. Excelsior College students are encouraged to learn about the world and its peoples. It is intended that this examination will assist in the achievement of this goal. Other colleges and universities also recognize this exam as a basis for granting credit or advanced standing. Individual institutions set their own policies for the amount of credit awarded and the minimum acceptable score.

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Sample Grade Report

Excelsior College
GRADE REPORT FOR EXAMINATIONS

<p>Contact ID:</p> <p>Test Date: 11/21/2020</p> <p>Letter Grade: C</p> <p>Examination Code and Title: 210 Statistics</p> <p>Recommended Credit: 3 Lower Level</p>

Your examination results are expressed as a Letter Grade of A, B, C, or F. Your results are automatically verified when they are received at Excelsior College. If an error is detected, you will be notified immediately.

Recommended Credit is the number of semester hours credit that Excelsior College awards and recommends for your grade. Excelsior College awards and recommends credit for letter grades of C or better.

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