Cultural Diversity

EXAM CODE 545
CATALOG NUMBER SOCx305

CREDIT HOURS 3
LEVEL UPPER

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Preparation 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. 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.

- 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.

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

Examination Length and Scoring

The examination consists of approximately 125 questions, most of which are multiple choice; for samples of all the item types on this exam, see the sample items in the back of this guide. Some items are unscored, pretest items. The pretest items are embedded throughout the exam and are indistinguishable from the scored items. You will have three (3) hours to complete the examination. Your score will be reported as a letter grade.

UExcel Exam Resources

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

Enrolled Excelsior College students can access millions of authoritative resources online through the Excelsior College Library. 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. Special library pages relate to the nursing degree exams and other selected exams. To access it, visit www.excelsior.edu/library (login is required).
Our library provides:

- 24/7 availability
- The world’s most current authoritative resources
- Help and support from staff librarians

**Online Tutoring**

Excelsior College offers online tutoring through SMARTTHINKING™ to connect with tutors who have been trained in a variety of academic subjects. To access SMARTTHINKING, go to www.excelsior.edu/smartthinking. Once there, you may download a copy of the SMARTTHINKING Student Handbook as a PDF.

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**Preparing for UExcel Exams**

**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 exam takers 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?**

A UExcel exam enables you to show that you’ve learned material comparable to one or more 15-week college-level courses. As an independent learner, you should study and review as much as you would for a college course. For a 3-credit course in a subject they don’t know, most students would be expected to study nine hours per week for 15 weeks, for a total of 135 hours.

**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.

**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 is not affiliated with any test preparation firm and does not endorse the products or services of these companies. 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.

Preparing for This Exam

Prior Knowledge
A knowledge of introductory sociology and/or introductory cultural anthropology is assumed.

Using the Content Outline
Each content area in the outline includes (1) the recommended minimum hours of study to devote to that content area and (2) 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 in other editions.

This content outline contains examples of the types of information you should study. Although these examples are numerous, 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 and materials listed below were used by the examination development committee to verify all the questions on the exam. Excelsior College recommends you use these resources as the most appropriate information when ordering textbooks from the college’s bookstore (see page 1 of this content guide). You should allow ample time to obtain resources and to study sufficiently before taking the exam, so plan appropriately and systematically.

A word about 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 supplemental 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 OER has been included in this guide to help you locate additional resources to augment your study.

Recommended Resources
The resources and materials listed below were used by the examination development committee to verify all the questions on the exam. Excelsior College
recommends you use these resources as the most appropriate information in ordering textbooks from the college’s bookstore (see p. 2 of this content guide).

A word about 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 supplemental resources to ensure that all topics in the exam are still sufficiently covered.

**Supplemental Resources**

The Supplemental Resources listed in this content guide are recommended by the examination development committee to enhance your understanding of the subject or to provide clarification of topics presented in the content outline.

There are other additional, non-Excelsior College resources, such as open educational resources (OER), which can be found online to further enhance your study for the exam. OER includes additional textbooks, or online resources such as interactive and non-interactive courses, to help you learn the content. Any additional resources that you find independently online should be used to augment study—not as replacements for the Recommended Resources. See the section on OER in this content guide.

Public libraries may have some of the textbooks or may be able to obtain them for you through an interlibrary loan program, to reduce textbook costs.

You should allow sufficient time to obtain resources and to study before taking the exam.

**Textbooks**

These textbooks were used by the examination development committee to verify all questions on the exam. These study materials may be purchased from the Excelsior College Bookstore.

www.excelsior.edu/bookstore


This exam has a Book of Readings. You may download a free copy of this resource at:


**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.

**A Word About Open Educational Resources**

Open educational resources (OER) are educational materials available for study at no cost on the Web. Some OER are available for anyone to access any time. Others, such as Massive Open Online Courses (MOOCs), require sign-up and are only available during certain windows. Please note that some MOOC providers offer certificates of completion or other products or services for a fee. No MOOC or other OER is a complete substitute for the content guide and officially Recommended Resources listed here in this content guide. However, by definition, MOOCs are essentially free of charge and include access to a main body of learning materials that may help you in your learning.

Being an independent learner preparing for credit by exam, you may not need any of the fee-based options that are offered elsewhere online. But if you
are looking for a coherent academic course for self-study, lectures on specific topics, or audio or visual materials that fit your learning style better than print materials alone, a MOOC or other type of OER may be your answer. Keep in mind that none of these OER were designed by Excelsior, nor are they guaranteed to match the exam content outlines completely. They are simply another tool available in your study kit.

We highly encourage using the Recommended Resources. In the content outline, you will see that the topics in the exam are referenced to specific portions of recommended textbooks. Using OER alone will not ensure you’ve completely covered the content in the exam, or it may not cover some topics in sufficient-enough depth without the use of the formal, recommended textbooks.

If the OER course you choose does not include a textbook for reference and you do not have significant practical theory-based experience in the field of study, use a college textbook to ensure adequate preparation for the exam, and use the exam’s content outline as a guide.

Combined with comparable college textbooks, OER provides you with a variety of choices in knowledge sources and learning experiences, to enhance your understanding of the subject matter.

Choosing Open Educational 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.

In addition, 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.

Other Online Resources

This section of the OER Guide is provided to allow learners to independently search for resources. Send an e-mail to OER@excelsior.edu if you have questions about a resource’s credibility.

Open Online Textbooks

Boundless open textbooks
https://www.boundless.com/open-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/
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.
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.
3. Describe the social roots of cultural difference, and explain the role of power in cultural dominance.
4. Classify individual and group interpretations of cultural difference, such as those based on sex, race, and class.
5. Discuss cultural diversity in terms of social stratification, define types of discrimination, and outline theories of prejudice and discrimination.
6. Identify patterns of ethnic relations, such as assimilation, integration, and pluralism.
7. Describe the identities and experiences of specific racial and ethnic groups in the United States, along the lines of religious and national identity.
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.

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Percent of the Examination</th>
<th>Hours of Study</th>
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</thead>
<tbody>
<tr>
<td>I. Framework for Understanding Cultural Diversity</td>
<td>20%</td>
<td>27</td>
</tr>
<tr>
<td>II. Conceptualizing Cultural Diversity</td>
<td>25%</td>
<td>34</td>
</tr>
<tr>
<td>III. Patterns of Ethnic Relations</td>
<td>15%</td>
<td>21</td>
</tr>
<tr>
<td>IV. Racial and Ethnic Identities and Experiences</td>
<td>25%</td>
<td>34</td>
</tr>
<tr>
<td>V. Responses to Dominance and Inequality</td>
<td>15%</td>
<td>21</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td></td>
</tr>
</tbody>
</table>

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 | 27 HOURS OF STUDY

Kottak & Kozaitis (2012)

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

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) Marxisan theory
      3) Split labor market
      4) Status gain
      5) Political gain

III. Patterns of Ethnic Relations

<table>
<thead>
<tr>
<th>Kottak &amp; Kozaitis</th>
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<tbody>
<tr>
<td>Ch. 4, The Multicultural Society</td>
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</table>

<table>
<thead>
<tr>
<th>Marger</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ch. 4, Patterns of Ethnic Relations: Assimilation and Pluralism</td>
</tr>
</tbody>
</table>

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

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

V. Responses to Dominance and Inequality

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
   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
   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)
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 14–17 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
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. (IIID1)
   *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. (IIID2a)
   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. (IIID2b1)
   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. (III A)
   *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.
12.(IIIIC2a)
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.
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