Understanding Human Differences 6th edition Koppelman Test Bank

SKU: 9780135196731-TEST-BANK

This work is protected by US copyright laws and is for instructors' use only.

Pearson

Instructor's Manual and Test Bank

For

Understanding Human Differences

Multicultural Education for a Diverse America

Sixth Edition

Kent L. Koppelman, *University of Wisconsin-La Crosse*

Prepared by

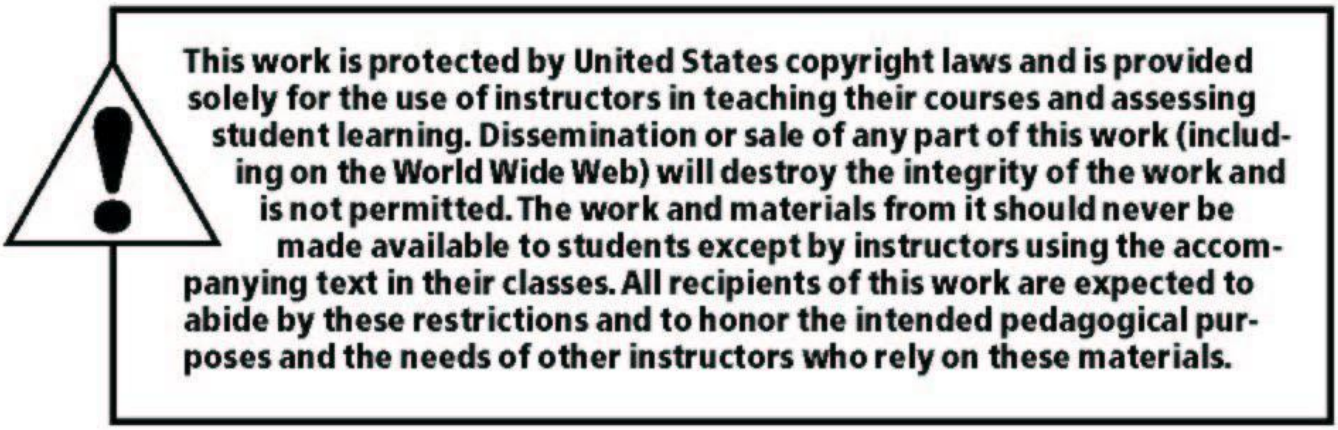
Johnetta Hudson, Ph.D., *University of North Texas*

Boston Columbus Indianapolis New York San Francisco Hoboken

Amsterdam Cape Town Dubai London Madrid Milan Munich Paris Montreal Toronto

Delhi Mexico City Sao Paolo Sydney Hong Kong Seoul Singapore Taipei Tokyo

Understanding Human Differences 6th edition Koppelman Test Bank



Copyright © 2020, 2017, 2014 by Pearson Education, Inc. or its affiliates. All Rights Reserved. Printed in the United States of America. This publication is protected by copyright, and permission should be obtained from the publisher prior to any prohibited reproduction, storage in a retrieval system, or transmission in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise. For information regarding permissions, request forms and the appropriate contacts within the Pearson Education Global Rights & Permissions Department, please visit www.pearsoned.com/permissions/.

Instructors of classes using *Understanding Human Differences: Multicultural Education for a Diverse America 6e, by Kent L. Koppelman,* may reproduce material from the Instructor's Resource Manual and Test Bank for classroom use.

1 18

ISBN-10: 0-13517056-7
ISBN-13: 978-0-13517056-4

www.pearsonhighered.com

Pearson

Understanding Human Differences 6th edition Koppelman Test Bank

TABLE OF CONTENTS

CHAPTER ACTIVITIES and TEACHING GUIDE

Preface.....x

Introduction for the Instructor

Objective, Purpose, Outcome xi

Instructor Guide to the Text.....xi

Structure of Text .....xi-xii

Structure of Chapters xii

Format of Activities xii

Taxonomy for Student Learning Activities .....xii-xiii

Summary Exercises xiii

Community Involvement Exercises xiii

References xiv

Glossary xiv

Supplementary Materials xiv

Structure of the Instructor Manual .....xiv-xv

Uses for this Text

Overview xv

General Education xv

Multicultural Education .....xv-xvi

Graduate Programs xvi

Corporate & Public Sector Training xvi

Pearson

Copyright © 2020, 2014, 2011 Pearson Education, Inc. All Rights Reserved

Understanding Human Differences 6th edition Koppelman Test Bank

TABLE OF CONTENTS

CHAPTER ACTIVITIES and TEACHING GUIDE

A Note to International Readers xvi

A Note to American Minority Readers xvi

Beginning the Course

First Class Meeting xvii

Reviewing the Preface ..... xvii-xviii

Recognizing the Inquiry-Based Organization of this Text xix

Using the Glossary of Terms and Definitions xix

Assessing Process & Product: Test Item Bank xix

Assessing Outcomes: Human Relations Attitude Inventory xix

Assessing Quality: Course Evaluation Instrument xx

Classroom Management and Instructional Policy xx

Concluding the Course

Plan the Final Course Meeting xxi

Summarize Content of Text Sections ..... xxi-xxii

Review Glossary Terms and Definitions xxii

Administer Appraisal Instruments xxii

Instructional Perspectives and Resources

Instructor Preparation xxii

Summary Activities ..... xxii-xxiii

The Student-Focused Classroom xxiv

Pearson

Copyright © 2020, 2014, 2011 Pearson Education, Inc. All Rights Reserved

Understanding Human Differences 6th edition Koppelman Test Bank

TABLE OF CONTENTS

CHAPTER ACTIVITIES and TEACHING GUIDE

Section 1: Individual Attitudes and Interpersonal Relations

Chapter 1: Understanding Ourselves and Others

Overview of Concepts 1

Personal Clarification Exercises: Explanation 1

Intergroup Exercise: Explanation 2

Supplemental Student Activities 2

Enrichment Activities 4

Chapter 2: Understanding Prejudice and Its Causes

Overview of Concepts 8

Personal Clarification Exercises: Explanation 8

Intergroup Exercise: Explanation 9

Supplemental Student Activities 11

Enrichment Activities 13

Chapter 3: Communication, Conflict, and Conflict Resolution

Overview of Concepts 16

Personal Clarification Exercises: Explanation 16

Intergroup Exercise: Explanation 17

Supplemental Student Activities 19

Enrichment Activities 21

Section 2: Cultural Foundations of Oppression in the United States

Chapter 4: Immigration and Oppression: The Assault on Cultural and Language Diversity

Pearson

Copyright © 2020, 2014, 2011 Pearson Education, Inc. All Rights Reserved

Understanding Human Differences 6th edition Koppelman Test Bank

TABLE OF CONTENTS

CHAPTER ACTIVITIES and TEACHING GUIDE

Overview of Concepts 25

Personal Clarification Exercises: Explanation 25

Intergroup Exercise: Explanation 25

Supplemental Student Activities 26

Enrichment Activities 27

Chapter 5: Race and Oppression: The Experiences of People of Color in America

Overview of Concepts 30

Personal Clarification Exercises: Explanation 30

Intergroup Exercise: Explanation 30

Supplemental Student Activities 30

Enrichment Activities 32

Chapter 6: Religion and Oppression: The Struggle for Religious Freedom

Overview of Concepts 35

Clarification Exercises: Explanation 35

Supplemental Student Activities 38

Enrichment Activities 40

Chapter 7: Rejecting Oppressive Relationships: The Logic of Cultural Pluralism for a Diverse Society

Overview of Concepts 43

Personal Clarification Exercises: Explanation 43

Intergroup Exercise: Explanation 45

Supplemental Student Activities 47

Pearson

Copyright © 2020, 2014, 2011 Pearson Education, Inc. All Rights Reserved

Understanding Human Differences 6th edition Koppelman Test Bank

TABLE OF CONTENTS

CHAPTER ACTIVITIES and TEACHING GUIDE

Enrichment Activities 48

Section 3: Contemporary Dilemmas for Intergroup Relations

Chapter 8: Racism: Confronting a Legacy of White Domination in America

Overview of Concepts 50

Personal Clarification Exercises: Explanation 50

Intergroup Exercise: Explanation 52

Supplemental Student Activities 52

Enrichment Activities 54

Chapter 9: Classism: Myths and Misperceptions About Income, Wealth, and Poverty

Overview of Concepts 57

Intergroup Exercise: Explanation 57

Supplemental Student Activities 58

Enrichment Activities 62

Chapter 10: Sexism: Where the Personal Becomes Political

Overview of Concepts 65

Personal Clarification Exercises: Explanation 65

Intergroup Exercise: Explanation 66

Supplemental Student Activities 68

Enrichment Activities 70

Chapter 11: Heterosexism: Challenging the Heterosexual Assumption

Overview of Concepts 76

Pearson
Copyright © 2020, 2014, 2011 Pearson Education, Inc. All Rights Reserved

Understanding Human Differences 6th edition Koppelman Test Bank

TABLE OF CONTENTS

CHAPTER ACTIVITIES and TEACHING GUIDE

Personal Clarification Exercises: Explanation 76

Intergroup Exercise: Explanation 77

Supplemental Student Activities 77

Enrichment Activities 80

Chapter 12: Ableism: Disability Does Not Mean Inability

Overview of Concepts 82

Personal Clarification Exercises: Explanation 82

Intergroup Exercise: Explanation 84

Supplemental Student Activities 84

Enrichment Activities 86

Section 4: The Challenge of Diversity to American Institutions

Chapter 13: Pluralism in Schools: The Promise of Multicultural Education

Overview of Concepts 87

Personal Clarification Exercises: Explanation 87

Intergroup Exercise: Explanation 89

Supplemental Student Activities 89

Enrichment Activities 93

Chapter 14: Pluralism in Society: Creating Unity in a Diverse America

Overview of Concepts 96

Personal Clarification Exercises: Explanation 96

Supplemental Student Activities 96

Pearson
Copyright © 2020, 2014, 2011 Pearson Education, Inc. All Rights Reserved

Understanding Human Differences 6th edition Koppelman Test Bank

TABLE OF CONTENTS

CHAPTER ACTIVITIES and TEACHING GUIDE

Enrichment Activities 100

Suggested Closure Activities 103

Personal Clarification Exercise 100

Intergroup Exercise: Difficult Dialogues 104

Afterword 110

Pearson

Copyright © 2020, 2014, 2011 Pearson Education, Inc. All Rights Reserved

Understanding Human Differences 6th edition Koppelman Test Bank

TABLE OF CONTENTS

TEST BANK

Chapter 1: Understanding Ourselves and Others: Clarifying Values and Language ... 110

Chapter 2: Understanding Prejudice and Its Causes 122

Chapter 3: Communication, Conflict, and Conflict Resolution 135

Chapter 4: Immigration and Oppression: The Assault on Cultural and Language 150

Chapter 5: Race and Oppression: The Experiences of People of Color in America 164

Chapter 6: Religion and Oppression: The Struggle for Religious Freedom 180

Chapter 7: Rejecting Oppressive Relationships: The Logic of Cultural Pluralism for a Diverse Society 195

Chapter 8: Racism: Confronting a Legacy of White Domination in America 209

Chapter 9: Classism: Misperceptions and Myths About Income, Wealth, and Poverty 223

Chapter 10: Sexism: Where the Personal Becomes Political 240

Chapter 11: Heterosexism: Challenging the Heterosexual Assumption 255

Chapter 12: Ableism: Disability Does Not Mean Inability 268

Chapter 13: Pluralism in Schools: The Promise of Multicultural Education 283

Chapter 14: Pluralism in Society: Creating Unity in a Diverse America 298

APPENDICES

Appendix A: Human Relations Attitude Inventory 309

Appendix B: Course and Instructor Assessment, Feedback, and Evaluation 314

Appendix C: Answers to Fourteen Questions about Diversity in America 315

Appendix D: Original Research Summary: Human Relations Attitude Inventory 317

Appendix E: Glossary 319

PREFACE

Pearson
Copyright © 2020, 2014, 2011 Pearson Education, Inc. All Rights Reserved

Understanding Human Differences 6th edition Koppelman Test Bank

Fourteen Questions About Diversity in America

The questions below each represent a concept discussed in the corresponding chapter of Understanding Human Differences: Multicultural Education for a Diverse America, Fifth Edition (2014). Each item represents an important component of the history of majority-minority relations in the United States. As a means of beginning your study of human differences, test yourself. Can you provide appropriate replies?*

1. What is the difference between ***race*** and ***ethnicity***?

2. Can discrimination occur if there is no prejudice?

3. How does communication ***break down***?

4. What was required for United States citizenship in 1790?

5. How was the first form of United States government influenced by Native Americans?

6. Where does the word "God" appear in the United States Constitution?

7. What is the difference between ***diversity*** and ***pluralism***?

8. Is the United States today more–or less–segregated than it was in 1954? Why?

9. Compared with the wages of men in comparable jobs, what is the estimated financial loss of lifetime wages for women in the United States who have high school or college educations?

10. What has been the result of the ***"Don't Ask, Don't Tell"*** policy of the United States military?

11. How is ***middle class*** defined?

12. When people with mental illness were first institutionalized in Europe, where were they taken?

13. What is the impetus for teachers in America today to be skilled in multicultural education?

14. How is the United States business community today responding to America's increasing diversity?

---

*The answers are found in Appendix C of this Instructor's Resource Manual and Test Bank.

Introduction for the Instructor

Pearson
Copyright © 2020, 2014, 2011 Pearson Education, Inc. All Rights Reserved

Understanding Human Differences 6th edition Koppelman Test Bank

Objective, Purpose and Outcome

Understanding Human Differences: Multicultural Education for a Diverse America, Fifth Edition, provides instruction about the issues regarding how humans are different from one another, including the history, effects upon American culture, and backgrounds of current majority and minority populations in the United States.

The text is meant to be a first in-depth study for students at any level – community or technical college, university, or on-the-job training in a business or non-profit agency – and regardless of any plans to further study issues of human difference by race, class, gender, or economic inequity in the United States.

Objective: The objective of this Instructor Manual is to enhance instructional effectiveness.

Purpose: Three purposes for developing this Instructor Manual are:

1. to provide chapter-by-chapter explanations of text-based review and discussion activities;
2. to include answer keys to activities in the review and discussion sections at the end of each chapter; and
3. to recommend a broad variety of additional learner-centered activities that can be used to enhance depth and breadth of understanding, as time permits.

Outcome: The desired result of a study of human differences is that readers will become more circumspect in their comments, increasingly aware of the sentiments of others, wiser in decision-making, and more readily able to recognize the needs and circumstances of others.

Instructor Guide to the Text

Comments in the following pages will acquaint instructors with the text, its structure, format, and individual sections. Another section will describe formal, informal, and ongoing means for assessing student progress in discovering, enhancing, and verbalizing their personal values related to human differences. This manual is intended to assist instructor preparation for teaching a course about race, class, gender, and other human differences.

The concluding comments will explain how this text can be used in community colleges, universities, and in public and private American institutions to build skills necessary for good communication, for effective interpersonal and intergroup relations, and for other contemporary daily purposes. Recommendations that appear represent practical advice for beginning a study of how humans are different. In addition, occasional items will appear in text or in boxes headed with the term “Suggestion” as a means of making strong recommendations for teaching practice.

Structure of Text

The Preface to Understanding Human Differences, Fifth Edition, explains the structural framework for the text. The text itself is divided into four sections with accompanying chapters related to each:

1. Individual Attitudes and Interpersonal Relations ..... Chapters 1–3
2. Cultural Foundations of Oppression in the United States. ..... Chapters 4–7
3. Contemporary Dilemmas for Intergroup Relations ..... Chapters 8–12
4. The Challenge of Diversity to American Institutions ..... Chapters 13-14

Pearson
Copyright © 2020, 2014, 2011 Pearson Education, Inc. All Rights Reserved

Understanding Human Differences 6th edition Koppelman Test Bank

Each section is introduced with an illustration and explanation representing a component of the conceptual framework (interlocking circles) used to organize the content of the text:

Section 1 – Examines intergroup relations from the perspective of the Individual

Section 2 – Considers American cultural influences upon individuals and institutions

Section 3 – Illustrates the influence of both *individuals* and *culture* upon American Institution

Section 4 – Describes the present status of diversity within American Institutions such as schools and the military

Structure of Chapters

Major headings guide readers through each chapter; subsequent secondary headings appear as questions, presenting an inquiry approach to content; information provided in response to these questions leads to further questions within each chapter.

Format of Activities

A hallmark of the *Understanding Human Differences* text is the provision for extensive participant involvement in exercises that involve group dynamics of questioning, team, triad, and group discussion, interviews, role-plays and situational responses. Provide adequate time in class for students to participate in chapter exercises. Classroom discussion activities are presented at the end of chapters in the text itself. Directions for each activity in the text recommend how students can participate and how each activity might best be conducted. This Instructor Manual provides further personal insight concerning the implementation of these activities, explains their relevance to each chapter, and suggests successful implementation strategies. Instructors will profit from using this manual in their course and lesson planning.

Suggestion: Encourage interaction among participants; it is the activities and the time provided for interpersonal discussion that create high degrees of interest and participant motivation in studying the ways in which humans are different.

Taxonomy for Student Learning Activities

The discussion activities provided at the end of every chapter in this text prompt students to formulate, expand, challenge and/or demonstrate their beliefs, attitudes, and values. Each taxonomic category fulfills a developmental function and relates to specific skill-building tasks as described below:

1. Develop Comprehension and Application Skills:

   Personal Clarification Exercises are designed for individuals to analyze their own beliefs, attitudes, and opinions.

   As in the study of any new body of information, individuals profit from examining implications or cases representing chapter concepts in order to improve their personal

Pearson
Copyright © 2020, 2014, 2011 Pearson Education, Inc. All Rights Reserved

Understanding Human Differences 6th edition Koppelman Test Bank

conceptual frameworks. The intent of personal clarification exercises is to help individual participants relate to information presented in the chapter.

2. Develop Application and Analysis Skills:

Interpersonal or Intergroup Exercises are designed to reveal and compare personal perspectives on societal issues; these exercises provide readers with opportunity to discuss, question, or react to facts, events, and phenomena.

In interpersonal and intergroup activity, participants are encouraged to express themselves and to listen for perspectives and critiques from others. Beyond personal comprehension, greater cognitive understanding and affective appreciation derive from action and reaction in conversation provided by pairs, teams, and groups.

Suggestion: Require course or workshop participants to bring their text to class in order to consult references and to have personal access to end-of-chapter exercises. Develop the habit of referencing the text directly to discourage ill-informed comments or misinterpretations.

Since discussion exercises are designed to lead to self-discovery and tend to stimulate follow-up learning, instructors are encouraged to utilize as many of these exercises as possible.

Summary Exercises

In the Supplemental Activities section for each chapter we suggest that instructors consider providing time to have a chapter focus review and a term and concept review in order to summarize the information from each chapter and to emphasize significant concepts presented. Although this activity is not required, we highly recommend it as a way to ensure that participants fully comprehend the message, terms and concepts.

Community Involvement Exercises

Community involvement is the most effective means of student learning. This unique form of learning involves actual investigation of policies or procedures within institutional organizations – governmental, not-for-profit or service programs are notable examples. Action Research in the field requires permissions and carefully designed studies that may be beyond the experience and/or purview of notice instructors. Instructors must be particularly vigilant that students performing either descriptive or inferential research studies have all appropriate approvals, possibly including IRB approval. Service Learning activities presented in this manual are intended to be unpaid volunteer field experiences; instructors take responsibility for leadership and site-specific development of permissions and task specific designs. Instructors check with field learning and/or cooperative internship offices for coordination and clearances.

References

Works cited within chapters are referenced at the end of each chapter. Authors and titles may be valuable sources of information for students when they subsequently engage in further reading or research on individual topics.

Pearson
Copyright © 2020, 2014, 2011 Pearson Education, Inc. All Rights Reserved

Understanding Human Differences 6th edition Koppelman Test Bank

Glossary

A comprehensive glossary of all terms defined at the end of each chapter appears in an Appendix in this Instructor Manual. Encourage readers to maintain a terms and definitions listing in their note-taking journals rather than to rely upon the lists provided. In the text, glossary terms are identified in boldface type.

Supplementary Materials

PowerPoint Presentations – Visual supplements are available for instructor use in lectures or discussions. With adequate preparation, instructors will find that the use of visuals greatly enhances student comprehension.

Research Instrument – An assessment instrument appears in this Instructor Manual – a standard split-half inventory with 70 attitude measurement items. Unique to this college-level textbook, the instrument has been designed to survey pre-and post-assessments of student responses toward issues regarding human differences. In addition, an open-ended course and instructor assessment, feedback, and evaluation instrument is provided in this manual.

Test Items: My Test Bank – A unique, new, online test bank supplements this Instructor Manual. Instructors are provided an accessible assortment of exam items from which to develop their own assessment programs. For each chapter there are multiple choice, true/false, matching, and essay questions available.

The test bank was developed in two categories:

- *Internal* items pertain directly to text materials and
- *External* items challenge participants to apply, analyze or synthesize knowledge to life-like situations.

Exam items for this edition are greatly expanded from the original edition; instructors will find items to be effective means for assessing participant learning, regardless of instructor style and/or preference.

Structure of the Instructor Manual

This Instructor Manual has been designed to support Understanding Human Differences: Multicultural Education for a Diverse America, Fifth Edition.

Each chapter following this Preface explains a related text chapter; within each, entries contain:

Overview of Concepts: Generally a brief paragraph describing content presented and the need or purpose for which the chapter was intended in developing an understanding of human differences.

Explanation of Exercises: Exercises that appear in the text itself are explained, and, where appropriate, answer keys are provided in the manual; these sections are identified with the bracketed word [TEXT] before the heading. Further, the Instructor Manual includes remarks regarding background, purpose, and recommended means of conducting each exercise along with the anticipated outcome. If answer keys or follow-up information is provided, they are labeled with the boldface [TEXT/KEY] and are located at the end of each manual chapter.

Pearson
Copyright © 2020, 2014, 2011 Pearson Education, Inc. All Rights Reserved

Understanding Human Differences 6th edition Koppelman Test Bank

Supplemental Student Activities: Follow-up activities aid in the development of specific understanding; the activities presented in this section serve to provide students with experience in developing that understanding. Answer keys and/or explanations to these exercises will be labeled [KEY] similarly at the end of each manual chapter.

Suggestion: Reproduce activity worksheets from the text and/or this manual to distribute to course, workshop, or training participants; all copyright regulations apply.

Uses For This Text

Overview

Leaders in higher education in the United States today have come to realize the lifelong value of including in graduation requirements the study of human differences; they recognize the importance to graduates of being able to live and work productively in a diverse society. The text for which this Instructor Manual was created serves a variety of functions, each focused upon providing personal and professional value. In higher education and in the pursuit of lifelong education, we endorse the following applications.

General Education

Faculty of community, two-and four-year colleges and universities regularly require diversity courses; we have come to expect all candidates, in any degree program, to know and behave with considerable knowledge of how human beings are different biologically, economically, ideologically, and geographically.

In meeting general education expectations, we recommend our text for students preparing to enter

- Teacher Education
- Adult/Continuing Education
- Arts and Humanities Programs
- Science, Medicine or Nursing
- Business Administration or Management
- Mathematics, Engineering or Computer Sciences
- Applied or Practical Physical Fitness or Health Promotion

Multicultural Education

Increasingly, faculty in higher education and corporate trainers have moved beyond the concept of general education alone to provide extensive study of human differences for candidates in industry as well as in teacher preparation, the Liberal Studies, Behavioral Sciences – Sociology, Psychology, the Applied Sciences and Social Services – and other arenas. This text has been employed in pre-service and continuing education programs with much success.

At the same time, it must be acknowledged that this text is a first step; if Understanding Human Differences, Fifth Edition, is utilized as a foundational text, other materials and other authors may provide additional information that should be readily understood, allowing readers to establish a deeper understanding of diversity issues.

Pearson
Copyright © 2020, 2014, 2011 Pearson Education, Inc. All Rights Reserved

Understanding Human Differences 6th edition Koppelman Test Bank

This text strives to provide fundamental information in a carefully classified system. The four sections build from the personal to interpersonal and then to cultural history; following that, we examine contemporary intergroup situations in the most critical areas – race, gender, sexual orientation, wealth and poverty, and ability. The final two chapters suggest how American institutions are – and will – continue to thrive in an increasingly diverse American society.

Graduate Programs

Standard in most graduate programs is the study of diversity and human relations. The information and examples provided in Understanding Human Differences, Fifth Edition, have been presented successfully in several graduate programs.

Select graduate students who have completed courses where this text information is employed may, with use of this manual and other guidance, qualify for consideration as discussion leaders under mentor professors of undergraduate courses.

Corporate and Public Sector Training

In the public sector, Understanding Human Differences has provided a basis for training in corporate settings and within public service agencies. The materials have proven themselves in ecumenical applications where textual information has supplemented backgrounds of laity and experienced scholars of comparative religions and those of differing faiths. As basic knowledge, this text and its context support the recommendations of Title IX and the EEOC.

In all situations, instructor orientation is of the utmost importance; information and explanation provided in this Instructor Manual have been developed as a mini-training workshop for successfully managing courses based upon our text with its interrelated history, background, rationale, and purpose for study of human differences.

A Note to International Readers

To foreign national and international readers: The focus of this textbook is upon events and behaviors that are unique to the United States and that developed as a result of the founding and building of modern day America. No blame is directed upon other people or other nations for the events that we describe. These stories and descriptions are open for your interpretation in the hope that the results will yield a deeper understanding of America.

A Note to American Minority Readers

To all individuals who are members of American minority groups: No author can hope to be an expert representative for every ethnicity, race, nationality, or other minority group. Instead, the intent of this textbook is to describe the effects of majority–minority conflicts as it fits with the book's broader objective: to explain with supportive facts an analysis what has occurred in the United States from the earliest days of the republic until the current time. The narrative tells the story of the past and present diversity in American society in the hope that all Americans who have the opportunity to explore the information and exercises in this textbook and as well as the supplementary materials that are available may develop a better understanding of the diverse groups in American society that have contributed to the development of this country.

Pearson
Copyright © 2020, 2014, 2011 Pearson Education, Inc. All Rights Reserved

Understanding Human Differences 6th edition Koppelman Test Bank

Beginning the Course

First Class Meeting

A close reading of the Preface is prerequisite to study of the text. The Preface introduces and explains the element most critical in order to benefit from reading this text: a conceptual framework to understand human differences and the oppression of subordinate groups by a dominant group. This framework is critical to being able to visualize how culture, individuals, and institutions are interdependent and how each represents a component of human interaction.

The Preface provides instructors with an opportunity to prepare students for reading, a practice that is recommended for all readings assigned in courses that utilize this text.

Suggestion: Introduce sections and chapters to student readers prior to assigning reading; eliminate the expectation that readers delve into material without your advance overview, explanation, and guidelines.

In the Preface, instructors help readers focus upon the important building blocks for all fourteen chapters. Instructors make the Preface the basis for an introductory explanation; study the concepts and discuss this section with the class before they read it; explain the interlocking circle design and define the three representative terms: *Culture, Individual* and *Institution.*

Examine the notes directly below regarding contents of the Preface to the text.

Reviewing the Preface

The first section of the Preface–"Why do we need to understand diversity?"–explains how population diversity differs from pluralist behavior. Consider the first sentence; expand on it to help students better comprehend how diverse the United States is. Explain that the purpose of the text is to provide clear definitions of terms, explain the historic/cultural background, and report research findings, and not to present unsupported opinions or personal perspectives.

Take time to read the "Inquiry Approach/Organization" section because it explains how each of the four sections has been crafted with careful attention to having chapters create a sequence that develops separate notions:

"What are our values and how do we attain them?" is the focus of *Section 1: Individual Attitudes and Interpersonal Relations*. This section subsequently leads to a historical review of attitudes and consequent behaviors in *Section 2: Cultural Foundations of Oppression in the United States. Section 3: Contemporary Dilemmas for Intergroup Relations* describes specific difficulties of significant minority groups in the United States and sets the stage for *Section 4: The Challenge of Diversity to American Institutions.*

In introducing the text, and prior to providing the first reading assignment, study Section 1 and then explain it with elaboration so that readers will have an accurate sense of what they will be reading. Emphasize in your instructor explanation the central issue of what people need to know about individual values and how they influence interpersonal relationships.

Suggestion: Schedule adequate time to introduce Sections 2, 3, and 4 at the beginnings of the appropriate Chapters: 4, 8, and 13.

Pearson
Copyright © 2020, 2014, 2011 Pearson Education, Inc. All Rights Reserved

Understanding Human Differences 6th edition Koppelman Test Bank

The "Conceptual Framework for This Book" section of the Preface is important in comprehending chapters of Understanding Human Differences: Multicultural Education for a Diverse America because throughout the book, information is provided pertaining to each of the interlocking circles that is critical to learning how to recognize human differences in terms of individual qualities and perceptions, how cultural traditions and expectations have resulted in mutually shared values, and how both individual and cultural values are reflected in institutional policies and practices. Although readers will comprehend this framework over time, the instructor can assist students by employing personal knowledge to enhance student understanding of human differences.

Examine the framework; prepare your own visual for your class or use visuals provided for the Fifth Edition of the text; add your expertise to the framework so that students recognize (a) that although individuals are not born with prejudice, it is something we all learn early; (b) that institutions often do, whether intentionally or unintentionally, maintain unfair policies and practices; and (c) that culture in a multicultural society will reflect biases of the dominant group. Since cultures tend to pass on their patterns and products of learned behavior to their young, and since the notion of culture is the primary vehicle through which individuals and institutions serve one another, instructors may wish to introduce students to a thoughtful definition of culture, as the following:

> "Culture is defined as the behavioral patterns, ideas, values, attitudes, norms, religious and moral beliefs, customs, laws, language, institutions, art and artifacts, and symbols characteristic of a given people at a given period of time."
>
> "In complex societies such as the United States, individuals will also be members of various subgroups, or *microcultures*, that are distinguished by their ethnic, racial, religious, geographic, social, economic, or lifestyle traits. Most people are members of a number of a variety of microcultures."
>
> *Webb, D., Metha, A., & Jordan, K. F. (2007] Foundations of American Education, (5th ed.), p. 222 Upper Saddle River, NJ: Merrill/Prentice Hall*

After reading the Discussion Exercises section of the Preface, review the activities of the first three chapters that comprise Section 1 of this text. Explain to students that these activities are included to give them opportunity to think aloud and to test their ideas on others and that others will hopefully do so in return. Recognize that well-managed student involvement in discussion activities is often central to effective learning. Become familiar with the activities in advance of assigning the individual chapters in order to better focus reader attention on chapter content.

Notice also that the Intent section explains to readers the notion that the text intends to provide information rather than to advocate a change in their value systems. Overt efforts to change someone's values are rarely effective and should not be the objective of a course. The objective of this text is to provide individuals with information that either can supplement existing values or can be used by individuals to re-evaluate values that they hold. Expect narratives in this text to provide information that will challenge beliefs and attitudes, not denounce them.

The outcome of a well-developed course using Understanding Human Differences, Fifth Edition, should be influenced by having engaging discussions that maintain a respect for the values of those involved in discussions, and that discussions take place in an atmosphere emphasizing cooperation, collaboration, and mutual interpersonal regard.

Pearson
Copyright © 2020, 2014, 2011 Pearson Education, Inc. All Rights Reserved

Understanding Human Differences 6th edition Koppelman Test Bank

Recognizing the Inquiry-Based Organization of the Text

An important and unique feature of Understanding Human Differences is its inquiry approach to content; major headings identify categories within each chapter. Following major headings, note that secondary headings direct the reader with questions. Throughout the text, headings in the form of questions focus the reader's attention toward subsequent text information.

Behavioral research has demonstrated the question/inquiry approach to be especially effective in attracting and holding reader attention and in obtaining long-term retention of that information. An inquiry approach to presentation of textual content has also proved to extend time on task.

Using the Glossary of Terms and Definitions

Point out to students the value of creating a personal glossary in their note-taking journals. Recommend to them that they add to their glossary as they encounter boldfaced words in the text and when they review the glossary terms at the end of each chapter. The entire Glossary appears as at the end of this Instructor Manual.

Assessing Processes and Products: Test Item Bank

Test items are available for each chapter of Understanding Human Differences, Fifth Edition. Instructors are encouraged to use the item bank as the basis for establishing their own assessment materials. Exam items may also be employed to create opportunities to motivate participants to read, discuss, and develop their understanding of diversity issues.

Remind students that the goal of multicultural education is not to memorize facts but to develop a personal conceptual framework of beliefs, attitudes, and assumptions about diversity and diversity-related issues that evolves as a result of shared and interdisciplinary inquiry.

Suggest that students will not be expected to memorize facts or indiscriminately assess separate events. A goal for teaching about human differences is that instructors challenge students to respond without regard to political correctness. Also remind students that a fundamental characteristic of constructivist learning is that the stories of how Americans are different comprise a single picture, not separate events. The task is to weave information about diverse groups into the whole cloth that accurately represents American society.

Assessing Outcomes: Human Relations Attitude Inventory

Consider on-site research employing the 70-item *Human Relations Attitude Inventory*. (See Instructor Manual, Appendix A.) Administer the assessment to a random half of the class or training group. Dismiss those not involved in the pre-assessment; allow time for those remaining to respond to each item. (Note: Be certain to keep the names of those randomly selected, in order that those being pre-assessed can be identified as post-assessment candidates.)

At the conclusion of the course, administer the assessment inventory to those who did not participate at the beginning of the course; again, be certain to allow adequate time for individuals to complete the post-treatment assessment component. Arrange computer scoring in advance according to departmental systems, and develop descriptive analyses of the pre-and post-groups to discover significant participant growth.

Pearson
Copyright © 2020, 2014, 2011 Pearson Education, Inc. All Rights Reserved

Understanding Human Differences 6th edition Koppelman Test Bank

Assessing Quality: Course Evaluation Instrument

Fair and impartial instruction should always include introductory remarks regarding end-of-course evaluation. At the beginning of the course, explain to students that a *Course and Instructor Evaluation* will be a final component for course completion. Other evaluation instruments may be included, such as is recommended or required as standard departmental, college or system-wide policy. (*Instructor note*: A post-course appraisal is located in this Instructor Manual— see Appendix B.]

Classroom Management and Instructional Policy

Role of Instructor – Teaching from Understanding Human Differences, Fifth Edition, may be almost entirely contained within the text itself. It is possible that the text could be the basis for a series of fourteen or more lectures, whereby each lecture is followed with discussion periods of from one to three hours. Teachers and trainers may elect to facilitate or shape discussions of the text content as well as incorporating the discussion exercises, which are designed to relate course content with individual values and behavior. Suggestions for facilitating discussion exercises and analysis activities appear in this Instructor Manual.

Pace of Instruction – Although remarks abound in this manual regarding the need for adequate time to effectively pursue chapter exercises, suggested times for activities are not identified. Each instructor needs to observe students to determine when to bring discussions to an end in order to move on to the next classroom activity.

Note-Taking Journal – Engaging in discussion activities based on the text content will require that students create and maintain note-taking journals in which they can make personal responses to text content or to class discussions, and where they develop their own glossaries of individual chapter terms and definitions. Note-taking journals are also useful to participants as reference, with the text, when creating written assignments.

Instructors may wish to collect journals to assess the depth of remarks and/or to assess progress of participants. Although actual "grading" of work is discouraged, occasional collection of journals for making remarks about progress or encouragement is helpful.

Classroom Configuration – A standard classroom can be modified to better establish team, triad, and group discussion and activity. Ideal classrooms would have comfortable movable chairs so that groups can be formed and re-formed with minimal effort. Seminar rooms with large tables have not been effective in working in the activity mode that requires shifting of group sizes and purposes. Chairs need to be comfortable for extended discussion, and maneuverability of chairs in classrooms is critical to effective group discussion and to team activity.

Reading Assignments – Course or training syllabi are easily developed based upon information provided in the Instructor Manual and text. When instructors preview thoroughly, each chapter is a manageable assigned unit of reading.

Concluding the Course

Plan the Final Course Meeting

No learning experience is complete without a time for readers to make a conscious and deliberate synthesis of their study and for instructors to assess participant learning. A summary class

Pearson
Copyright © 2020, 2014, 2011 Pearson Education, Inc. All Rights Reserved

Understanding Human Differences 6th edition Koppelman Test Bank

meeting (or meetings) could include (a) a retrospective of chapters studied and exercises undertaken; (b) a review and discussion using the activities provided; (c) an evaluation of the course via the open-ended *Course and Instructor Assessment*, *Feedback and Evaluation*; and (e) the second split-half administration of the *Human Relations Attitude Inventory*. Instruments are provided in the appendices to this Instructor Manual.

Suggestion: Provide adequate synthesis time for thoughtful reflection; schedule one or more class periods for summary activity and discussion. The object: time for students to review personal values and commit to managing, adding, supplementing, or eliminating specific interpersonal behaviors.

Summarize Content of Text Sections

1. Review of Section 1 – Individual Attitudes and Interpersonal Relations

   Section 1 focuses on individuals and individual behavior. Throughout the section, terms are defined and major components of the interpersonal communication cycle explained. The notion of an attitudinal continuum – from stereotyping to bigotry – is advanced, and the concept that, different from one's attitude, discrimination is the observable act of responding negatively toward another person or group. Suggest that, using their texts and their notes, groups of three readers review the first three chapters in order to list ten of the major concepts provided in this portion of the text. Constructing a master list from those of each group will serve to further provide summary information for each participant.

2. Review of Section 2 – Cultural Foundations of Oppression in the United States

   Section 2 focuses on the history of oppression: how it occurred, and what were the outcomes from actions of dominant groups upon minorities in the United States. For a majority of readers, much of this information will be new; history is the basis upon which we strengthen our values, and the objective of the section has been to provide accounts of relevant events that directly shaped dominant aspects of a U.S. culture and its micro-or sub-cultures, individual opinions, and institutional policies and procedures. Suggest that in analysis groups of no more than five, participants summarize Chapters 4, 5, 6, and 7 by employing the course's conceptual framework for intergroup relations as a semantic map to categorize information of value. Ask each group to explain their analyses as a poster with all relevant concepts entered on a concept or mind map.

3. Review of Section 3 – Contemporary Dilemmas for Intergroup Relations

   Section 3 devotes study to specific minority groups, including those of race, gender, sexuality, class, and ability. Activities from these chapters likely will have created a significant personal reaction from most readers.

   As a review activity, ask again: "How are humans different?" An activity in this manual will aid in review of the answer: the original four categories and subcategories. See Chapter 14 of the Instructor Manual for the clarification exercise that provides an excellent listing of the categories and sub-categories. Recommend that as a class, participants in work groups of four identify other legitimate minority groups that fit within the sub-categories.

4. Review of Section 4 – The Challenge of Diversity to American Institutions

Pearson
Copyright © 2020, 2014, 2011 Pearson Education, Inc. All Rights Reserved

Understanding Human Differences 6th edition Koppelman Test Bank

Section 4 proposes the adoption of the concept of pluralism as a means of mutual survival in an increasingly diverse society. Multicultural education is explained in contrast to the essentialist concept for public education in the United States today. Suggest that participants supplement the list of institutions with others where diversity is being met with pluralist solutions; or suggest discussion of those institutions' most recent successes.

Review Glossary Terms and Definitions

A list of terms with definitions is provided at the end of this manual and may be reproduced for participant use as needed to supplement individual student note-taking guides. Summary exercise #2 for each chapter provides opportunity for assembly of student glossaries.

Administer Appraisal Instruments

Two learning outcome measurement instruments are provided for this text:

Human Relations Attitude Inventory: The *Human Relations Attitude Inventory* is provided as Appendix A within this Instructor Manual; it is recommended that the assessment be administered to a random half of participants at the beginning of the course of study. At the end of your course arrange to follow up with the second group of those not assessed at the beginning.

If the *Human Relations Attitude Inventory* was administered at the beginning of the course, those participants who were not initially selected should be scheduled at this time to reply to the 70 items. From records retained from beginning the course, the second group of enrollees can be identified. Expect that data collected from post-study respondents will differ significantly from that collected at the beginning of the course. Instructors are free to develop their research based on single classes or upon a number of sections, depending on the research plan.

Course and Instructor Evaluation: A course evaluation instrument titled *Course and Instructor Assessment, Feedback and Evaluation* is provided in this manual as Appendix B; it is an open-ended response form useful in acquiring information from participants about course and instructional quality and means of improvement.

Instructional Perspectives and Resources

Instructor Preparation

Entries throughout this Preface recommend developing specific instructional strategies, presentation techniques, and purposes for review and assimilation exercises. This section provides a final reminder to (a) re-read and review the previous sections and (b) include the two complete summary exercises that we recommend should begin each chapter discussion. Taking time to read this entire Preface thoroughly before going further with the text will be a wise investment in time – and a future time-saver.

Summary Exercises

In the Supplemental Activities section for each chapter we suggest that instructors consider providing time to have a Chapter Focus Review and a Term and Concept Review in order to summarize the information from each chapter and to emphasize significant concepts presented. Although this activity is not required, we highly recommend it as a way to ensure that participants fully comprehend the message, terms and concepts.

Pearson
Copyright © 2020, 2014, 2011 Pearson Education, Inc. All Rights Reserved

Understanding Human Differences 6th edition Koppelman Test Bank

Chapter Focus Review – Clarifying what readers gained from a chapter introduces them to a self-sustaining approach to *Understanding Human Differences,* Fifth Edition. Each phase, A through E, can be managed within independent groups; phase F provides excellent closure to any review; we recommend that instructors plan to utilize this activity at the end of every chapter.

Activity – In assigned triads or groups, create at least five summarizing statements that jointly represent the major ideas of the chapter. Paraphrase and condense rather than debate the merits of the concepts presented. In your groups, follow each step below:

A. List major components of the chapter; then combine and edit the list for a total of five statements.

B. Agree on the wording of each statement.

C. Write the statements in a personal note-taking journal.

D. Select the two most salient statements to read to another triad or group.

E. Discuss the chapter with that triad or group, basing your discussion upon your summary statements.

F. Contribute to a whole-class list of five summarizing statements for the chapter.

Term and Concept Review – Terms and definitions are a major component of each chapter of *Understanding Human Differences,* Fifth Edition. In this activity, participant-derived lists of terms permit self-discovery and a high degree of retention. Follow steps A through F routinely as part of concluding each chapter studied.

Suggest that readers identify a separate section of their note-taking journals for listing terms introduced in each chapter. Instructor follow-up with a composite visual list contributed by the whole group will allow each member to share his or her terms with others. A complete Glossary appears at the end of the Manual (Appendix E).

Activity – In assigned triads or groups, refer to the terms and definitions presented at the end of this chapter and then locate the term in the text of the chapter. Explain how each term relates to understanding the concept of how values are transmitted through our language. Instructors will be available to consult with any group as needed. In groups, follow each step below:

A. Place a star (*) next to any term that is unclear to you.
B. Place a hash mark (#) next to those terms that you feel you comprehend.
C. Canvass your group for all terms that are unclear; share your understanding so that each term is discussed (1–3 minutes); record page numbers from the text for reference to each term.
D. As discussion occurs, add remarks in your personal note-taking journal or text.
E. As a group, review the remaining terms and their definitions to be certain of your comprehension.
F. Enter final explanations into your note-taking journal or beside the terms in your text.

Suggestion: Edit, add, or modify the summary activities above and reproduce or print for each participant to follow and to file for future use.

Pearson
Copyright © 2020, 2014, 2011 Pearson Education, Inc. All Rights Reserved

Understanding Human Differences 6th edition Koppelman Test Bank

The Student-Focused Classroom

Activities offered in the text, *Understanding Human Differences*, and in this Instructor Manual are all student-centered, meaning that students are expected to work in groups, teams, and pairs to clarify and expand their personal understanding of the content that was presented. As will be noted within the chapter discussions, this manual reminds instructors of the need to acquaint students with the concept of learning without traditional lecture/note-taking methods.

It is most important that instructors remain firmly in control of each class by managing the learning exercises rather than leading them. Boxed texts throughout the chapters of this manual advise instructors of means of conducting student-centered learning.

Suggestion: Print this entire Preface and all chapters of the Instructor Manual and create an instructor binder to consult when planning and conducting a course in human differences, such as Understanding Human Differences, Fifth Edition represents.

Copyright © 2020, 2014, 2011 Pearson Education, Inc. All Rights Reserved

Understanding Human Differences 6th edition Koppelman Test Bank

Section 1: Individual Attitudes and Interpersonal Relations

Section 1 examines *individual* human differences. From the beginning human beings have been social animals; interpersonal relationships are the bedrock of our social nature. How we perceive and react to others is a complex combination of values, attitudes, beliefs, assumptions, and behaviors. This section introduces terms commonly employed in the behavioral sciences, related to discussions of human differences, interpersonal communications, and intergroup relations. Emphasize the focus that is outlined in each of the section explanations and use materials regarding each chapter to provide strong basic reader understanding before students approach the reading assignments.

Chapter 1: Understanding Ourselves and Others: Clarifying Values and Language

Overview of Concepts

Chapter 1 explores individual values in terms of our cultural context. We can be expected to share certain dominant cultural values, but we first must understand how individuals learn values in families and communities and how those values affect individual behaviors. This chapter provides definitions for a number of important terms and concepts such as *race, ethnicity, nationality*, and *minority group*. It is essential to have shared meanings of terms and concepts to understand how individual human differences can thrive and how our differences may suffer from the influence of people and groups.

Personal Clarification Exercise: Explanation

[TEXT] – My Values: What I Believe Activity

Instructor note: Begin a reading of this text with participants who first understand their own personal values before examining, and perhaps passing judgment, on the values of others. This exercise will help participants to clarify their values and to focus on the purpose of the chapter.

Starting a course with activities such as this, when participants may not know one another, can be an advantage; encourage small groups to be open with one another in discussion of the ten items. Final responses of individuals need not be disclosed; however, it is likely that most people will volunteer their selections and criteria.

Directions: All directions for this exercise appear in the text; follow them to establish the basics for this exercise.

As follow-up, select particular items from the list of ten; any two or three items may serve to illustrate the value of participant priorities. Alternatively, small groups may wish to present their views regarding particular items.

Suggestion: If chapters are assigned in order, students will be approaching this activity with little knowledge of each other; always be aware of the progress of group discussions. Be alert to highly verbal groups or classes that become bogged down in minutiae of a single item; keep momentum and progress in such discussion situations.

Understanding Human Differences 6th edition Koppelman Test Bank

Intergroup Exercise: Explanation

[TEXT] – A Mutual Support Dilemma Activity

Instructor note: This exercise is highly engaging; it also serves as an icebreaker within groups. Group members will likely wish to read the case study silently to themselves, which is preferable; urge members to begin assigned group discussion as soon as everyone has finished reading; cue the class to begin if any groups aren't readily engaged. Discussion is best managed with minimal oversight.

Provide discussion time; then direct groups to move to the questions for discussion. Instructors: notice that women may take stances different from more traditional men; urge participation by men less strident in their responses, and calm or divert those who tend to dominate discussion. The goal is to develop positions based upon representative group values; aim that process and product to be instructive to those involved.

Before adjourning, take time for students to write journal entries synthesizing their personal positions as a result of the exercise, as a replacement for further debate about a desired result.

Suggestion: Train class members to work in groups; students may not have learned such skills from other classes or other situations. (Tell Discussion leaders to ensure that one or several outspoken members do not dominate groups and that each person is recording discussion exchanges in his or her own note-taking journal.)

Supplemental Student Activities

The activities below are highly recommended; they are provided as additional student-centered tasks designed to contribute to greater understanding of concepts, terms, and situations. The more learner-centered activities that can be provided, the better able individuals will be to enhance with facts and history their own values and behaviors.

Summary Exercises

Summary exercises are intended to provide: (1) Focus review and (2) Term and concept review as described in Part Five of the Instructor Manual Preface.

Suggestion: Encourage participants to always complete summarizing exercises in class. Whether in pairs, adjacent seat partners, or pre-or self-selected teams of two or three, participants will prepare themselves for active involvement when summary exercises are conducted for each assigned chapter.

Personal Clarification Activity

Activity: Survey of Personal Attitudes and Values

Instructor note: In this activity, groups of five participants discuss implications of each alternative before recording their personal responses. A second phase to the activity might have group members share and explain their responses within their groups.

Pearson
Copyright © 2020, 2014, 2011 Pearson Education, Inc. All Rights Reserved

Understanding Human Differences 6th edition Koppelman Test Bank

Several outcomes occur within this survey exercise: (a) understanding one's own attitudes and values; (b) hearing opinions of other individuals; and (c) being required to discuss each item aloud. Instructors must be prepared to offer explanation to any group observed to be confused about the nature of the question they are asked to discuss. Follow-up with the whole group is critically important; as with other exercises, take the time to get maximum learner discussion.

Directions: The survey below will provide a thumbnail sketch of personal attitudes and values. Complete all five items as the basis for some personal insight and for a discussion of what personal attitudes and/or values are reflected. Compare responses with others in the class. How does a tally of the results reflect your personal attitudes and values? Those of your group? The class? Larger societies?

1. What is the most important measure of success in life?

   A. Being the best person possible
   B. Maintaining a work/life balance
   C. Faith in God
   D. Work
   E. Family and friends

2. Which of the following is closer to your point of view?

   A. I would sacrifice family time for exciting opportunities and higher pay at my job
   B. I would sacrifice exciting opportunities and higher pay at my job for more time with my family

3. When you are at home with your family, how do you spend your free time? *Note: Express your answers in terms of percents, as in Watching television = 20%. Your total should be 100%.*

   A. _____% Being with my family
   B. _____% Hanging out with my friends
   C. _____% Playing sports/exercising
   D. _____% Watching television
   E. _____% Attending sports events
   F. _____% Working around the house
   G. _____100 % = Total

5. How do you feel about discussing your personal problems with others?

   A. Comfortable
   B. Uncomfortable
   C. OK when it is _____
   D. Not comfortable when it is _____

6. How many hours a week are you prepared to work in order to be successful?

   A. 40 hours
   B. More than 40 hours
   C. More than 40 hours plus weekends

Adapted from: "Stress and the Superdad" Michele Drecklin, Time, August 23, 2004

Pearson
Copyright © 2020, 2014, 2011 Pearson Education, Inc. All Rights Reserved

Understanding Human Differences 6th edition Koppelman Test Bank

Community Involvement: Action Research

Instructor note: If a student finds global issues interesting, it may be a sign that making friends with a student from the international community could be helpful in clarifying differences in personal values. In this project, suggest that the researcher follow this chapter's personal attitudes survey and the values clarification activities. Contact your campus international education office to establish this kind of experience.

Activity: How do values of foreign students at your campus or facility differ from your values? Locate your campus international education and/or student support or human resources office; arrange to be a term-long conversation partner to a recently enrolled foreign student. As you work regularly with that person, discuss the differences and similarities in personal values learned as children. Keep a journal log of your conversations, with sections bulleting those likenesses and dissimilarities.

Community Involvement: Service Learning

Instructor note: Values are demonstrated through behavior shaped by individual attitudes. We assume in this scenario that attitudes have led to behaviors unacceptable to the community; being able to compare one's attitudes with those of someone incarcerated for his/her behavior could have lifelong impact. This project can be meaningful to the mature student who possesses proficient skill at interpersonal communication. Be cautioned that the altruistic student, of any age, should be counseled to pursue other projects.

Activity: What personal values result in culturally unacceptable behaviors? Visit a city or county jail; arrange to contribute to the operation of the facility and/or to be of regular, reliable service to incarcerated individuals. Focus your efforts on meeting the mission of the agency and on adding to your understanding of how the values of inmates have displayed unacceptable behaviors. When is a choice a bad choice made by otherwise good people? In what ways have the offending behaviors reflected specific values that are different from your own? Maintain required agency logs and your personal reflections following each visit.

Enrichment Activities

Activity: Choose Your Community

Directions: The three alternative situations below serve to suggest that perhaps it is possible to have too much of a good thing. Our ultimate reasons also provide us – and others – with an idea of where our values lie. Given the choices presented below, in which community would you prefer to live? Respond to each of the following options and be prepared to explain your combination of choices. Can you or your team suggest a fourth pair of choices?

1. Annual salaries in your community:

    A. You earn $50,000; the average earned salary is $25,000 Or:
    B. You earn $100,000; the average earned salary is $200,000

2. Educations in your community:

    A. You have a B.A.; most people have high school diplomas Or:
    B. You have a Masters Degree; most people have their doctorates

Pearson
Copyright © 2020, 2014, 2011 Pearson Education, Inc. All Rights Reserved

Understanding Human Differences 6th edition Koppelman Test Bank

3. Intelligence of persons in your community:

A. Your IQ is 110; others have lower IQs. (Average = 90) Or:
B. Your IQ is 130; others have higher IQs. (Average = 150)

4. _____:

A. _____ Or:
B. _____.

Based on a study cited in Barry Schwartz: The Paradox of Choice: Why More is Less

Suggestion: Conclude any activity with group discussion and self-reporting procedures. Assume the role of secretary for the class; take notes and use categorization to group remarks and conclusions. A good secretary generates participant interaction and will illustrate that class conversation is key to meaningful learning.

Activity**:** A Question of Values

Directions: Respond to each of the situations posed below; first consider your own values base. Then, in teams of three, discuss each item and share your initial personal values response. Select several items for further discussion and possible explanation to the class.

1. As a college freshman you are given the choice of befriending the most attractive person, the smartest person, or the most gifted athlete in your class. Which would you choose?
2. Assume that you have a job you really enjoy but it only pays enough to have a modest middle-class lifestyle. You are offered a job that would be much less enjoyable but will pay you twice what you are making now. How will you decide whether to accept this job offer?
3. You are arguing with a close friend on the phone when she gets angry and hangs up. Assume that she was the one at fault in the quarrel, but she makes no attempt to contact you. How long would you wait to get in touch with her?
4. Your job is all right and you are making a decent living but you have just been offered a far better job in a city far away. This will mean moving away from your
5. best friend and you know that if you take the job it will mean slowly drifting away from this friend as the years pass. Will you still take the job?
6. Where would you place your best friend or significant other on a scale from one-to-ten where one is hardship, struggle, and extraordinary accomplishment and ten is comfort, peace of mind, and ordinary accomplishments? Why?
7. If you could wake up tomorrow morning having gained one ability or quality, what would it be? Why would you choose that particular ability or quality?
8. If you could choose between having one intimate soul mate and no other close friends, or no such soul mate but many good friends and acquaintances, which might you choose?
9. Which would you choose: (A) To have a wonderful new experience that you would remember for the rest of your life or (B) Be given something you've always wanted to own. What would each be? Which would you ultimately choose?
10. If you had had a younger brother or sister who idolized you and tried to copy everything you did, would you have behaved differently? Explain.
11. On a busy street, a well-dressed stranger approaches you and explains that he has lost his wallet and asks you for a dollar to catch a bus so he can go home. What would you do? How would the appearance of that stranger affect your decision?

Pearson
Copyright © 2020, 2014, 2011 Pearson Education, Inc. All Rights Reserved

Understanding Human Differences 6th edition Koppelman Test Bank

Activity: Expert Advisor Selection

Directions: A group of fifteen experts, considered miracle workers by those who have used their services, has agreed to provide these services for the members of this group. Their extraordinary skills are guaranteed to be 100 percent effective. It is up to you to decide which three of these people can best provide you with what you want. The experts and their qualifications are listed below.

Part One: In groups of three or five, review the qualifications of each expert advisor *[See Part 5 below: "Cast of Characters"]*

Part Two: Discuss with group members each of the fifteen experts. As needed, ask clarifying questions, such as "Could this person . . . ?" or "Do you believe that she could also . . . ?"

Part Three: Select those whom you think could be of value to you personally. Narrow your selection to the three who are most likely to help you achieve your goals.

Part Four: Explain to your group why you selected the three expert advisors that you did. You need not apologize for your selections, since the needs upon which you based your selection will not be the same as the needs of others in your group. Ask any questions you have about the rationale others used to select their expert advisors.

Part Five: Cast of Expert Characters

1. Dr. Dorian Grey – A noted plastic surgeon, he can make you look exactly as you want to look by means of a new painless technique. (He also uses hormones to alter body structure and size.) Your ideal physical appearance can be a reality.
2. Susan Surenuff – A job placement expert. The job of your choice, in the location of your choice, will be yours.
3. Jedediah Methuselah – Guarantees long life (to the age of 200) with your aging process slowed down proportionately. For example, at the age of 60 you will look and feel like 20.
4. Dr. Masters Johnson – Expert in the area of sexual attraction and compatibility, she guarantees that you will be the perfect male or female who will contribute to a successful marriage.
5. Dr. Yin Yang – An organic expert, she will provide you with perfect health and protection from physical injury throughout your life.
6. Dr. Knot Not Ginott – An expert in dealing with peers, he guarantees that you will never have any problems with your peers again. They will accept your values and your behavior.
7. Cultipower – An expert on authority, she will make sure that authorities never again bother you. Her services will make you immune from all control that you consider unfair by the administration, the police, and the government.
8. "Pop" Larity – He guarantees that you will have the friends you want now and in the future. You will find it easy to approach those you like and they will find you easily approachable.
9. Dr. Sandy Smart – She will develop your common sense and intelligence to a level in excess of 150 I.Q. It will remain at this level through your entire lifetime.
10. Rocky Fellah – Wealth will be yours, with guaranteed schemes for earning millions within weeks.
11. Dwight D. Degawl – This world famed leader will train you quickly. You will be listened to, looked up to, and respected by those around you.
12. Dr. Otto Carengy – You will be well liked by all and will never be lonely. A life filled with love will be yours.

Pearson
Copyright © 2020, 2014, 2011 Pearson Education, Inc. All Rights Reserved

Understanding Human Differences 6th edition Koppelman Test Bank

13. Dr. Claire Voyant – All of your questions about the future will be answered, continually, through the training of this soothsayer.
14. Dr. Hinnah Self – Guarantees that you will have self-knowledge, self-liking, self-respect, and self-confidence. True self-assurance will be yours.
15. Prof. Val U. Clear – With her help, you will always know what you want, and you will be completely clear on all the muddy issues of these confused days.

Suggestion: For an out of class activity, encourage students to share this list with a family member or a friend. Since the activity concerns not only an individual's values but his or her priorities, it is a relatively risk-free way of ascertaining how other people are perceiving that individual. In addition, they can also ask their family member or friend to make their three choices and try to guess what experts the other person chose. The result could be entertaining, even amusing, and certainly a "reality check" on how they view others who are close to them and how those others view them.

Pearson
Copyright © 2020, 2014, 2011 Pearson Education, Inc. All Rights Reserved

Understanding Human Differences 6th edition Koppelman Test Bank

Chapter 1: Understanding Ourselves and Others: Clarifying Values and Language

CHAPTER OUTLINE	RELEVANT TEST ITEMS
THE ROLE OF VALUES IN HUMAN DIFFERENCES What is the relationship between a person's values and behaviors? What inconsistencies exist between American values and American behaviors? Are values individually chosen or are we taught to accept certain values? How does the way values are taught explain the inconsistency between values and behavior? Why should anyone be concerned about inconsistencies between values and behavior? Should parents rather than schools teach values to children? What problems can interfere with making ethical decisions?	Multiple choice 1-12 Essay 28-30
DEFINING TERMS RELATED TO HUMAN DIFFERENCES How do negative attitudes develop? How does confirmation bias influence people, and can it be overcome? What are the differences among race, ethnicity, and nationality? What are minority groups and why are they called minority groups? How have minority groups been perceived by the majority? How have labels been used to define and control subordinate groups? What is the impact of labels on individuals who are labeled? How are negative bureaucratic terms as harmful as social derisive terms? How has our society responded to social problems experienced by minority groups?	Multiple Choice 13-23 Essay 31 - 32

Pearson
Copyright © 2020, 2014, 2011 Pearson Education, Inc. All Rights Reserved

Understanding Human Differences 6th edition Koppelman Test Bank

Multiple Choice Questions

1. What is a belief?
   a. A combination of attitudes
   b. Instruction that forces someone to accept an ideology
   c. An inference a person makes about reality
   d. An inclination that inhibits impartial judgment
2. What is an inference about reality?
   a. A value
   b. An attitude
   c. A belief
   d. A bias
3. People decide to take action or avoid an action based on their
   a. Values
   b. Beliefs
   c. Attitudes
   d. Universalistic perspective
4. Danny has worked hard all his life to send his children to college. He went to a parent teacher meeting and participated in his sons' school activities. He was frugal with his money, missing vacations and expensive activities, to save for a college fund. To Danny education is a(n)
   a. Belief
   b. Value
   c. Attitude
   d. Universalistic perspective
5. Qwashma is a 16 year old girl. She does not want to dress in styles her parents like because she insists that she wants to show her own individual style; however, she and her friends dress exactly alike, even sharing clothing, jewelry, makeup and hair coloring. What is Qwashma demonstrating?
   a. Indoctrination
   b. Consistent inconsistency
   c. Values
   d. Majority rule
6. Which of the following is not a listed as a top nine core values of American society?
   a. Right to bear arms
   b. Equality
   c. Rule of law
   d. Community and National Welfare
7. Six year old Jhante insists he can dress himself for school alone but he often ends up wearing strange combinations of superhero costumes and cowboy boots. His mom wants him to dress nicely so in the morning she lays out 2 shirts and 2 pants for him to pick from. What approach is Jhante's mother using to get him to dress nicely?
   a. Setting an example
   b. Appealing to his conscience
   c. Limited choices

Pearson
Copyright © 2020, 2014, 2011 Pearson Education, Inc. All Rights Reserved

Understanding Human Differences 6th edition Koppelman Test Bank

d. Persuading or convincing

8. Dr. Cartaina assigns his students in an introductory education class to watch a movie about a great teacher and discuss the difficulties and triumphs the teacher faced during class. In what way is Dr. Cartaina teaching the value of perseverance to his students?
   a. Reinforcing dogma
   b. Enforcing rules and regulations
   c. Offering limited choices
   d. By providing inspirational materials
9. Courtney's parents tell her that she should never smoke, giving her many reasons why it is a bad habit, however they smoke. What are Courtney's parents illustrating?
   a. Values
   b. Indoctrination
   c. Commitment
   d. Hypocrisy
10. As a teenager, Je questions his parents' values and wants to make up his own mind about his life. His parents insist that to question them goes against the family and they expect him to accept their values without question. What does this way of teaching values illustrate?
   a. Indoctrination
   b. Hypocrisy
   c. Limiting choices
   d. Persuasion to accept values
11. According to Kniker (1977) which of the following is not an effective method to approach teaching values?
   a. Tell children what to do and expect them to do it without question
   b. Listen to the perspectives of others
   c. Offer opportunities for discussion and debate
   d. Ask them to consider how their actions will affect others
12. Joe is an accountant who believes that women are not good in mathematical professions. He is in charge of hiring someone to help out in his business part time. After interviewing two candidates, he hires the male over the female although she was better qualified for the job. This is an example of what concept?
   a. Bias
   b. Discrimination
   c. Stereotype
   d. Prejudice
13. Put the following terms in order from least intensity to strongest intensity.
   a. Stereotype, bias, prejudice, bigotry
   b. Bias, stereotype, prejudice, bigotry
   c. Bigotry, prejudice, stereotype, bias
   d. Bias, stereotype, bigotry, prejudice
14. Stereotypes that are considered positive
   a. Are not harmful because they cast persons or groups favorably.

Pearson
Copyright © 2020, 2014, 2011 Pearson Education, Inc. All Rights Reserved

Understanding Human Differences 6th edition Koppelman Test Bank

b. Are more accurate than negative stereotypes.
c. Allow for more accurate perceptions of persons or groups to be formed.
d. Create inaccurate perceptions of persons or groups.

15. Which of the following statements is not accurate about stereotypes?
a. Stereotypes can be positive or negative.
b. Positive stereotypes can be as harmful as negative stereotypes.
c. Stereotypes allow accurate perceptions about others to be formed.
d. Stereotypes assume a person has a particular trait based on their group membership.

16. How can teachers encourage students to overcome confirmation bias?
a. By asking them to take a stance and stick to it
b. By teaching students to be open minded when faced with contradictory or ambiguous information
c. By telling them to accept the word of the teacher as fact
d. By realizing that it is not the job of schools to teach values and following the beliefs of the parents

17. Terry believes that teenagers are lazy troublemakers even though he has experienced many teenagers who work hard at their jobs and in school. When he sees a teenager not working or reads a newspaper story about a teenager who gets in trouble, he complains loudly about the lack of work ethic in teenagers today. What is Terry exhibiting?
a. Discrimination
b. Bigotry
c. Confirmation bias
d. Values

18. Calvin, a Caucasian man from South Africa, moved to the United States at the age of 20 to go to school for physical therapy. He stayed in the United States and became a U.S. citizen. During a session his client, Nanci, noticed his unusual accent and asked him where he was from. When he replied South Africa, the client smiled and said, “Well, you are the first white African American I have ever met.” This made Calvin uncomfortable and he quickly changed the subject. Was Nanci correct in saying Calvin was a white African American?
a. Yes, Calvin’s race was white and his ethnicity was African and his nationality was American.
b. Yes, Calvin’s ethnicity was white and his nationality was African and his race was American.
c. No, Calvin was white and African Americans are black.
d. No, Calvin nationality will always be South Africa even if he changes his citizenship.

19. Race refers to _____ while ethnicity refers to _____.
a. A scientific concept; cultural differences
b. Physical differences; cultural differences
c. A non-scientific concept; nationality
d. Skin color; an individual’s native language

Pearson
Copyright © 2020, 2014, 2011 Pearson Education, Inc. All Rights Reserved

Understanding Human Differences 6th edition Koppelman Test Bank

20. You are at a meeting. In the meeting are 12 white males, 14 black males, 2 Latino males, 29 White females, 36 black females and 4 Latina females. Which group would be considered the majority or dominant group by American standards?
    a. White females
    b. White males
    c. Black males
    d. Black females
21. A distinction between the terms ″minority group″ and ″diversity″ is that
    a. They can be used interchangeably.
    b. ″Minority groups″ concede power to majority groups while ″diverse″ groups share power equally.
    c. ″Minority group″ refers only to race while ″diversity″ refers to all manner of human differences.
    d. ″Minority group″ implies an oppressive power differential while ″diversity″ refers to all manner of human differences.
22. How are group labels and human behavior related?
    a. There is no correlation has been found between group labels and human behavior.
    b. A person's sense of identity is not affected by labels.
    c. Prejudice is often based upon those labels.
    d. Labels cannot be used to control group behavior.
23. Differences in the interpretations of the words ″migrant″ and ″settler″ illustrate the power of
    a. Language and labeling.
    b. Consistent inconsistency.
    c. Discrimination.
    d. Values.
24. At what age does true racial awareness, or the understanding that skin color can carry negative connotations, become an issue for children?
    a. Four to five
    b. Six to seven
    c. Eight to nine
    d. Nine to ten
25. Why is name calling as damaging to the dominant group members as to the minority group members?
    a. it makes the name callers feel inferior.
    b. It creates boundaries that cannot be crossed without difficulty.
    c. It does not allow minority groups to claim certain words as their own.
    d. It negatively affects the dominant group by putting them in a superior position.
26. Socially derisive terms used in bureaucratic contexts
    a. Are less harmful than informal social labels.
    b. Demonstrate that poor people are culturally flawed.
    c. Need to be considered carefully in order to reduce stereotyping.

Pearson
Copyright © 2020, 2014, 2011 Pearson Education, Inc. All Rights Reserved

Understanding Human Differences 6th edition Koppelman Test Bank

d. Have the sanction of authority therefore promoting powerful negative messages.

27. When addressing social problems, what does the exceptionalistic perspective focus on?
    a. Problems are caused by individual defects.
    b. Problems can be solved by individuals.
    c. Problems are a result of social structures.
    d. Problems are both predictable and preventable.

Essay Questions

28. List the seven traditional approaches to teaching values. Provide an example for each.
29. Research has demonstrated a consistent inconsistency between a person's reported values and their observable behaviors. Describe a current issue occurring on your campus or at your institution where people's beliefs and values seem to be at odds with their behaviors. Provide an explanation as to why such an inconsistency might be occurring.
30. Explain the steps and give an example of how a personal belief may lead to a behavior.
31. Define and provide examples of bias, stereotype, prejudice, and bigotry. Then, define discrimination and explain how it is different from each of the first four terms listed previously.
32. Define and provide examples that explain and connect the concepts majority group, minority group, and labeling.

Pearson
Copyright © 2020, 2014, 2011 Pearson Education, Inc. All Rights Reserved

Understanding Human Differences 6th edition Koppelman Test Bank

CHAPTER 1 ANSWER KEY

Multiple Choice Questions

1.	C	***Correct Answer:*** An inference a person makes about reality ***Feedback for Correct Answer:*** Kniker (1977) suggests that beliefs are inferences about reality that take one of three forms: descriptive, evaluative, or prescriptive. ***Text Reference:*** What is the difference between beliefs and values?
2.	C	***Correct Answer:*** A belief ***Feedback for Correct Answer:*** Beliefs are inferences a person makes about their reality. ***Text Reference:*** What is the difference between beliefs and values?
3.	A	***Correct Answer:*** Values ***Feedback for Correct Answer:*** Values determine our choices: Values are the foundation for actions we choose to take—or to avoid. ***Text Reference:*** The Role of Values in Human Differences
4.	B	***Correct Answer:*** Value ***Feedback for Correct Answer:*** Values lead us to take action or avoid actions based on our beliefs and attitudes. ***Text Reference:*** The Role of Values in Human Differences
5.	B	***Correct Answer:*** Consistent inconsistency ***Feedback for Correct Answer:*** The tendency for people to say we believe in a certain value and then engage in contradictory behavior is consistent inconsistency. ***Text Reference:*** What is the relationship between a person's values and behaviors?
6.	A	***Correct Answer:*** Right to bear arms ***Feedback for Correct Answer:*** Although this is in the Constitution of the United States it was not listed as one of the top nine core values of Americans. ***Text Reference:*** What is the relationship between a person's values and behaviors?
7.	C	***Correct Answer:*** Limited choices ***Feedback for Correct Answer:*** By giving him two choices, her value of dressing nicely and his need to make his own choices are being met. ***Text Reference:*** Are values individually chosen or are we taught to accept certain values?
8.	D	***Correct Answer:*** By providing inspirational materials ***Feedback for Correct Answer:*** Dr. Cartaina provides inspirational teaching movies to his students to teach the value of perseverance to his students. ***Text Reference:*** Are values individually chosen or are we taught to accept certain values?
9.	D	***Correct Answer:*** Hypocrisy ***Feedback for Correct Answer:*** When values and rules are taught but not

Pearson
Copyright © 2020, 2014, 2011 Pearson Education, Inc. All Rights Reserved

Understanding Human Differences 6th edition Koppelman Test Bank

		lived in everyday life, this is hypocrisy. ***Text Reference:*** How does the way values are taught explain the inconsistency between values and behavior?
10.	A	***Correct Answer:*** Indoctrination ***Feedback for Correct Answer:*** Indoctrination is the intent to dictate cultural values that must be accepted rather than assist people in deciding what is right and wrong. ***Text Reference:*** How does the way values are taught explain the inconsistency between values and behavior?
11.	A	***Correct Answer:*** Tell children what to do and expect them to do it without question ***Feedback for Correct Answer:*** This is not an effective way to teach children values according to Kniker. ***Text Reference:*** Should parents rather than schools teach values to children?
12.	B	***Correct Answer:*** Discrimination ***Feedback for Correct Answer:*** Discrimination is an action taken based on negative attitudes. ***Text Reference:*** Defining Terms Related to Human Differences
13.	B	***Correct Answer:*** Bias, stereotype, prejudice, bigotry ***Feedback for Correct Answer:*** These attitudes are in order of intensity from least to greatest. ***Text Reference:*** Defining Terms Related to Human Differences
14.	D	***Correct Answer:*** Create inaccurate perceptions of persons or groups. ***Feedback for Correct Answer:*** Positive stereotypes can have its drawbacks because it creates inaccurate perceptions of people perceived to belong to a certain group. ***Text Reference:*** How do negative attitudes develop?
15.	C	***Correct Answer:*** Stereotypes allow accurate perceptions about others to be formed. ***Feedback for Correct Answer:*** Stereotypes keep accurate perceptions about a person from being formed because it assumes traits about a person based on group membership. ***Text Reference:*** How do negative attitudes develop?
16.	B	***Correct Answer:*** By teaching students to be open minded when faced with contradictory or ambiguous information ***Feedback for Correct Answer:*** If schools engage students in learning activities to promote being “open-minded,” students could be taught to be aware of and take into account the influence of confirmation bias. ***Text Reference:*** How does confirmation bias influence people and can it be overcome?
17.	C	***Correct Answer:*** Confirmation bias ***Feedback for Correct Answer:*** Newberg and Waldman (2006) describe confirmation bias as the tendency to accept information reinforcing one’s beliefs while ignoring information contradicting those beliefs. ***Text Reference:*** How does confirmation bias influence people and can it

Pearson
Copyright © 2020, 2014, 2011 Pearson Education, Inc. All Rights Reserved

Understanding Human Differences 6th edition Koppelman Test Bank

		be overcome?
18.	A	***Correct Answer:*** Yes, Calvin's race was white and his ethnicity was African and his nationality was American. ***Feedback for Correct Answer:*** Although the assumption is that all African American's are black is often made, people from Africa come from many racial backgrounds. His nationality changed once he changed his citizenship, although his ethnic background did not. ***Text Reference:*** What is the difference between race, ethnicity, and nationality?
19.	B	***Correct Answer:*** Physical differences; cultural differences ***Feedback for Correct Answer:*** Race is based on perceptions of physical differences; ethnicity is based on cultural differences (Jones, 1997). ***Text Reference:*** What is the difference between race, ethnicity, and nationality?
20.	B	***Correct Answer:*** White males ***Feedback for Correct Answer:*** By American standards, white males are the dominant group and others are considered to be minorities based on power structure. ***Text Reference:*** What are minority groups and why are they called minority groups?
21.	D	***Correct Answer:*** ″Minority group″ implies an oppressive power differential while ″diversity″ refers all manner of human differences. ***Feedback for Correct Answer:*** Minority group members possess limited power compared to members of a dominant group. Diversity refers to the presence of human beings with perceived or actual differences based on a variety of human characteristics. ***Text Reference:*** What are minority groups and why are they called minority groups?
22.	C	***Correct Answer:*** Prejudice is often based upon those labels. ***Feedback for Correct Answer:*** The existence of derisive labels and their variety suggest the extent to which prejudices exist. Stephan (1999) insists that reducing prejudice requires that teachers help children become aware of the tendency to attach negative labels to others. ***Text Reference:*** How have labels been used to define and control subordinate groups?
23.	A	***Correct Answer:*** Language and labeling. ***Feedback for Correct Answer:*** Reactions to the two terms are significantly different, even though both terms describe people engaged in a similar quest. ***Text Reference:*** How have minority groups been perceived by the majority?
24.	C	***Correct Answer:*** Eight to nine ***Feedback for Correct Answer:*** True racial awareness does not tend to become a significant issue until children are eight or nine years old. ***Text Reference:*** What is the impact of labels on individuals who are labeled?

Pearson
Copyright © 2020, 2014, 2011 Pearson Education, Inc. All Rights Reserved

Understanding Human Differences 6th edition Koppelman Test Bank

25.	B	***Correct Answer:*** It creates boundaries that cannot be crossed without difficulty. ***Feedback for Correct Answer:*** Highwater believes that derisives, derogatory terms, damage individuals in the dominant group as well as those in minority groups because derisive language creates boundaries. ***Text Reference:*** What is the impact of labels on individuals who are labeled?
26	D	***Correct Answer:*** Have the sanction of authority therefore promoting powerful negative messages. ***Feedback for Correct Answer:*** Derisive bureaucratic terms are powerful purveyors of negative images primarily because they have the sanction of authority behind them. ***Text Reference:*** How are negative bureaucratic terms as harmful as social derisive terms?
27.	A	***Correct Answer:*** Problems are caused by individual defects. ***Feedback for Correct Answer:*** The exceptionalistic perspective views problems as a consequence of individual defect, accident, or unfortunate circumstance. ***Text Reference:*** How has our society responded to social problems experienced by minority groups?

Essay Questions

28	***Suggested Response:*** 1) Setting an example – We set an example for our children by eating healthy food and getting daily exercise. 2) Enforcing rules and regulations - When students are late to class they lose 5 points from their participation grade. 3) Persuading or convincing – We debate rules with our children and try to convince them of why they are correct. They also try to persuade the parent to take their side. 4) Appealing to one's conscience – When one child takes the toy of another child, we ask, "How would you feel if he took your toy?" 5) Offering limited choices – "You can wear the red shirt or the green shirt." 6) Providing inspirational materials / experiences – In history class, students learn about the great achievements of famous people. 7) Reinforcing religious or cultural dogma – All the great religions of the world have some version of the "Golden Rule." ***Text Reference:*** See Are values individually chosen or are we taught to accept certain values?
29	***Suggested Response:*** On campus recycling and responsibility to the future is a value. The institution provides recycling bins in the hallways of the classroom building and in the library and dorm entryways. Students participate in recycling projects and poster contests. However, if you look in any trashcan, you can see plastic drink bottles filling them up instead of being in the bin just 20 feet away. This may occur because students don't think about the recycling bins. They may believe that one bottle won't make a difference or they feel

Pearson
Copyright © 2020, 2014, 2011 Pearson Education, Inc. All Rights Reserved

Understanding Human Differences 6th edition Koppelman Test Bank

	walking 20 feet is to out of the way for them. They also may have a habit of throwing things out as they leave a classroom instead of waiting. Also students are so focused on the here and now that recycling for the future has no meaning for them. ***Text Reference:*** See How does the way values are taught explain the inconsistency between values and behavior?
30	**Suggested Response:** • Beliefs are inferences about reality. A person may believe that women should not work. They should be taking care of children at home. He may also believe that women should be subservient to men. • A cluster of beliefs creates an attitude. The person who has the previous beliefs may have the attitude that a woman's voice is not worthy of being heard and her opinion does not matter. He may also believe she is a second class citizen. • From these attitudes, a value is formed and this value generates an action or deliberate choice to avoid an action. A person who has the previous beliefs may value a man's opinion over a woman's opinion and may value spending money on his needs rather than her needs. An action that can occur with these beliefs is spending money on a new set of gold clubs or a boat that he wants rather than a new car for her or new clothing. He may feel that his wants are more important and deserving of the family money than her needs. ***Text Reference:*** See The role of beliefs and values in human differences.
31	***Suggested Response:*** • Bias is a mild inclination towards or against someone or something. It can be positive or negative. For example, a person can prefer to date someone who is dark haired and brown eyed but is okay with dating someone with blue eyes and blond hair. • A stereotype is a positive or negative trait or traits ascribed to a certain group and to most members of that group. For example, a stereotype about 13-year-old girls is that they are giggly and self-centered. This may or may not be true of all 13-year-old girls. • A prejudice is a negative attitude toward a group and persons perceived to be members of that group; being predisposed to behave negatively toward members of a group. An example of a prejudice is believing African American young males are dangerous to others and like to fight and rob people. A person who believes this may avoid areas where they hang out or cross the street when they see a group of them walking toward them. • Bigotry is an extreme negative attitudes leading to hatred of a group and persons regarded as members of the group. An example of bigotry is a person who takes every chance they get to talk negatively about a certain group of people and tries to get everyone to listen to his or her opinion. The next step up from bigotry is discrimination. • Discrimination is defined as actions or practices carried out by a member or members of dominant groups, or their representatives, that

Pearson
Copyright © 2020, 2014, 2011 Pearson Education, Inc. All Rights Reserved

Understanding Human Differences 6th edition Koppelman Test Bank

	have a differential and negative impact on a member or members of subordinate groups. Discrimination is not only a dislike or stereotype but it is actively making a negative impact on a group or someone believed to be in the group. An example of discrimination is not hiring people of a certain ethnicity or not going to a store or restraint that has people of a certain ethnicity working there. ***Text Reference:*** See Defining Terms Related to Human Differences
32	**Suggested Response**: • A majority group is the group that has the power no matter the numbers of people in that group. In the United States the upper middle class, white, heterosexual, Christian male is considered the majority even though their numbers do not represent 51% of the US population. • The minority group does not refer to numbers but to their limited power in society. Majority groups label minority groups. Minority groups can be identified according to differences based on age, marital status, parental status, educational status, geographic location, physical characteristics, and other factors that influence individual personality and behavior. • This sets up artificial boundaries between the groups and allows the majority group to keep others in check through labeling. • Labels are not only informal social labels that we call each other but sanctioned bureaucratic names that bring up powerful images. These have power because they are used by those in authority. The use of labels can change how we view certain groups. African American males may be referred to as “thugs,” ‘gangstas,” or “inner city youth.” All of these bring up negative connotations. ***Text Reference:*** See Defining Terms Related to Human Differences

Pearson
Copyright © 2020, 2014, 2011 Pearson Education, Inc. All Rights Reserved

Understanding Human Differences 6th edition Koppelman Test Bank