

TEST BANK FOR THE 5TH EDITION

While the authors think that well constructed essay questions that require critical thinking are the best way to measure learning, we do recognize that many instructors may need a test bank of multiple choice questions based on the material from the text. In our experience, frequently, measuring students' basic knowledge does promote reading before class and increase class discussion levels. Consequently, we are providing some questions for each of the six major sections of the book. We selected the longer readings for the test bank and have provided both ten question quizzes and shorter five question quizzes. This allows instructors to customize this material in several different ways.

- If you want to administer unannounced or announced quizzes to encourage students to read articles before class, you can just delete the highlighting on a quiz for that reading and print it out for students. The highlighted original becomes your scoring key.
- If you want to incorporate some objective type questions into a test, you can delete the "NAME _____" from the quiz sheet, remove the highlighting, and string several together to assemble the desired number of questions. So, two ten point quizzes and one five question quiz could equal a twenty-five point question. This is the reason that there are some five question quizzes included in each section.
- If you are teaching online and want to administer a timed test, you can construct one using many of these quizzes.
- If you want to measure how much a particular class has learned in this course, you could administer all of these questions from the readings that you assigned at the end of each semester. This would give you an assessment that allows you to change how you present the material in the following semester and the ability to compare the learning between classes.

The number of questions varies by section of the text because some of the sections have more cases and exercises than articles. We have found that the readings are more suitable for multiple-choice questions than cases and exercises.

Name _____

Circle the correct answer for each question.

1. An inclusion breakthrough means that an organization
 - a. Has lost a major diversity lawsuit.
 - b. Includes many types of diversity in its mission statement.
 - c. Keeps statistics on the numbers of women and minorities employed there.
 - d. Has changed its culture to one that truly values diversity and inclusion for every employee.**

2. The term the “business case for diversity” means
 - a. That diversity if handled well, can positively impact an organization’s bottom line.**
 - a. That an organization has won an award for its diversity efforts.
 - b. That an organization has diverse employees
 - c. That it is always expensive to manage diversity well.

3. According to Thomas & Ely’s three stage paradigm model, an organization that values diversity because it considers it to be a competitive advantage for selling to diverse markets is operating at which level of the paradigm?
 - a. Discrimination and fairness
 - b. Learning and effectiveness
 - c. Access and legitimacy**
 - d. None of the above

4. According to Schein’s levels of organizational culture, which of the following is considered a surface level artifact?
 - a. Operational values
 - b. The physical layout of the organization**
 - c. Espoused values
 - d. Underlying assumptions

5. The forces pushing for diversity changes include all but which of the following?
 - a. Demographics
 - b. Global business
 - c. Technology**
 - d. Making diversity a competitive advantage

6. Today diversity
 - a. Is the same for all organizations.
 - b. Is defined by U. S. law.

- c. Includes only race, age, religion and gender.
 - d. Has no one universal definition.**
7. Which of the following is a behavior rather than a mental process?
- a. Discrimination**
 - b. Prejudice
 - c. Stereotypes
 - d. A mental map
8. All of the following are examples of primary dimensions of diversity except
- a. Age
 - b. Religion**
 - c. Gender
 - d. Sexual Orientation
9. Prejudices can originate from
- a. The media
 - b. Our socialization as children
 - c. Our friends
 - d. All of the above**
10. If your race is salient to you, this means that this dimension of diversity is _____ to you.
- a. Visible
 - b. Important**
 - c. Not important
 - d. Invisible

Name _____

Circle the correct answer for each question.

1. According to the author, learning about race and culture can be
 - a. Both an emotional and an intellectual process
 - b. Only an intellectual process
 - c. Stressful
 - d. **A & C**

2. Racial identity development is defined as the process of
 - a. Learning about current racial issues in the U.S.
 - b. **Being connected with the experiences of one's racial group.**
 - c. Growing up with people of many races.
 - d. Being able to identify who is prejudiced.

3. For many European Americans, who are in the early stages racial identity development, the learning process
 - a. Is more difficult than it is for people of color.
 - b. Requires creating an awareness of oppression and difference around race.
 - c. Can cause anxiety and stress
 - d. **All of the above**

4. Applying the Kubler-Ross Model of Death and Dying to the study of racial identity theory can help one to understand racial identity formation because
 - a. **It is so different from the other models in this reading and may be a better fit with some students' experiences.**
 - b. Everyone is going to die, so it applies to all.
 - c. The author feels that this model is superior to the others discussed in the article.
 - d. B & C

5. The term "White Privilege" means that
 - a. White people have more money than people of color.
 - b. Most white people have a deeper understanding of racial issues than people of color.
 - c. **Whites have unearned advantages that they often don't are not aware of having.**
 - d. Harry White's racial identity development theory makes the most sense.

Name _____

Circle the correct answer for each question.

1. Most white people
 - a. Clearly understand that they have a privilege because of their race.
 - b. Need to know that they have unearned privileges because of their race.**
 - a. Who are prejudiced against people of color are also prejudiced against gays and lesbians.
 - b. Are not prejudiced against anybody.

2. When white people learn about race they are always taught
 - a. That it creates an advantage for them in society.
 - b. That they may experience the world differently than people of color.
 - c. About racial oppression.
 - d. None of the above.**

3. Both white privilege and heterosexual privilege
 - a. Are always visible
 - b. Apply only to males
 - c. Are based on unearned power and privilege.**
 - d. Are no longer an issue in today's workforce.

4. According to the author, it is more difficult for white people than people of color to understand racism and privilege because
 - a. There are more whites than people of color in the world
 - b. White people never have close friends who are people of color
 - c. Slavery no longer exists in the U.S.
 - d. They are less apt to experience a lack of privilege themselves.**

5. Male privilege still exists
 - a. Because males are still more powerful than females in most of the world.**
 - b. There are simply more men than women in the population.
 - c. Masculinity is more visible than femininity.
 - d. A & B.

6. Which of the following groups is most apt to experience being privileged?
- a. **People without disabilities**
 - b. Muslims in the United States
 - c. Immigrants to the United States
 - d. Workers over sixty-fifty years of age
7. The author says that she, like most white people was
- a. Taught that she was an oppressor of other people by her parents.
 - b. **Unaware that she had an unfair advantage because she was white.**
 - c. Socialized as a child to believe that her life experiences were not the same for people of color.
 - d. Brought up to believe that race didn't matter anymore in the world.
8. McIntosh says that white and male privilege
- a. Must be conscious to be an advantage for whites and males.
 - b. **Makes some things in life easier for males and whites even if they are unaware of their privileges.**
 - b. Only exists in the United States.
 - c. Is forbidden by the Civil Rights Act of 1964
9. Which of the following statements is true?
- a. **Members of privileged groups have more power to change society than members of less privileged groups.**
 - b. Privilege is beneficial to everyone in a culture.
 - c. Members of less privileged groups have more power to change society than members of privileged groups.
 - d. None of the above is true.
10. Example(s) of religious privilege in the United States could include
- a. Not closing retail stores on Easter
 - b. Taking out the "under God" phrase in the pledge of allegiance to the flag.
 - c. **Giving all employees Christmas day off with pay but requiring Jewish employees to work on all of their high holy days.**
 - d. A & B