

# **Instructor's Manual and Test Bank**

*for*

Oetzel

## **Intercultural Communication A Layered Approach**

*prepared by*

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**Allyn & Bacon**

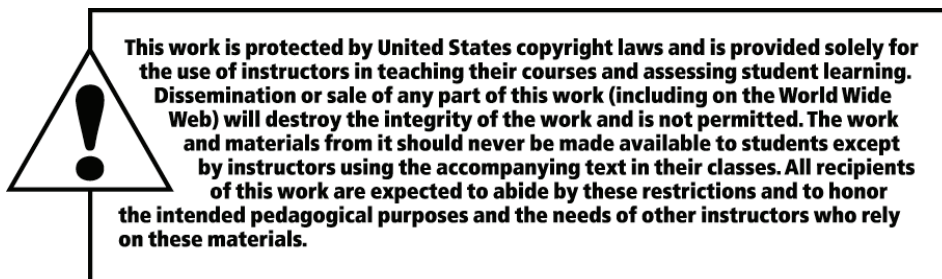
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## INTRODUCTION

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### OVERVIEW AND PURPOSE

As noted in the preface, this text was written to address gaps in prior intercultural communication textbooks. The first gap is that other approaches tend to emphasize either micro (e.g., interpersonal interaction) or macro (e.g., structural and political economy) approaches (and certainly there are more that focus on the micro). Both aspects are important for a full understanding of intercultural communication. A second gap is that a contextual grounding is rarely offered. Even texts that suggest an emphasis on context tend to incorporate “add on” chapters at the end of the book. A third gap is limited coverage of intercultural communication in educational, work place, health care, community, and mediated settings.

To address these gaps, a layered approach based in social ecology is utilized. The notion of the layered approach is that individual behavior is nested within specific contexts and intercultural communication takes place at each layer (e.g., intercultural communication takes place in organizations, but the organizational context also influences and is influenced by individuals’ communicative behavior). There are four layers that are included: (a) individual, (b) interpersonal, (c) organizational, and (d) societal/cultural. The layers move from the micro to the macro so that there is broad coverage of topics. More importantly, the meso (or in between) is addressed in the chapters. That is, the chapters consider how micro layers affect the macro and how the macro shapes the micro. Finally, the layered approach includes intercultural communication in a variety of contexts and these contexts are integrated tightly around the layered model (thus there are not any “add on” topics at the end of the book that do not seem to have a good fit to the rest of the text).

The nature of this model means that you can organize the course in a way that works for you and your students. While the text is designed to move from micro to macro, the model works well going from macro to micro. Some instructors think the macro needs to come first and they can start with chapters 10-12 after the two introductory chapters. Also, given time constraints and/or a desire to go into certain topics in-depth, it is easy to remove a chapter from any given layer. Flexibility was kept in mind as the book was written and hopefully that will work well for you.

This manual is intended to help you teach the course as efficiently and effectively as possible. The activities, questions, exercises, and outlines were created specifically for this textbook and we created most of the materials ourselves (we did borrow or adapt materials from others with their permission and we did include one activity in Chapter 4 from an out of print source). They are designed to explore specific concepts, models, and theories presented in the chapters. We have tested most of the materials in our trial semester and have found them to work well. These trial sessions helped us identify areas that needed refining and fine-tuning and we believe they will help you in teaching your students. The activities included in the manual are also designed to address different learning styles. It hopes to afford instructors the opportunity to cater to different student needs. Certainly there are other activities and exercises that can be used for this text, but our goal was to provide some unique resources as well.

This introductory section provides an overview of the manual and resources for helping you to organize your course. We begin by providing a general overview of each chapter so you know what to expect and how the chapters are organized. We then briefly summarize Bloom's taxonomy which we have used for discussions questions and exam questions to ensure that various levels of learning are addressed. Finally, we provide sample syllabi including course outlines in various formats (e.g., 2 days/week; 3 days/week and quarter) and sample assignments.

## **CONTENTS OF CHAPTERS**

The construction of each chapter in this manual is designed to facilitate ease and convenience. We have arranged each chapter as follows:

1. Overview: states the purpose of the chapter as well as its themes and content.
2. Chapter Outline: briefly states the content of the chapter in detailed outline format
3. Learning Objectives: outline the specific goals of the chapters and what they endeavor to accomplish. Discussion questions to address each objective are also offered.
4. Classroom Exercises: activities designed to facilitate class discussions on various topics discussed in the chapter; help students develop critical thinking skills and apply concepts to real-life settings
5. Intercultural Dialogue/Interaction: brief dialogues that feature intercultural interactions between participants; allow students to see the intricacies and nuances of intercultural interaction as it unfolds in real life situations.
6. Media Activities/Resources: composed of activities involving different types of media (Internet, television, radio, etc.) to facilitate learning beyond the classroom setting
7. Test Questions: 20 true or false questions, 20 multiple choice and 10 essay questions that address various levels of learning

## **BLOOM'S TAXONOMY**

The types of test questions we have included in this manual are designed to help you assess your students' degree of knowledge retention, capacity for critical thinking, ability to apply concepts to real life situations, and ability to analyze and synthesize concepts in order to generate decisions and conclusions. Hence, we used an approach that would accomplish these ends.

We employed six category type questions based on Bloom's (1956) taxonomy. Bloom (1956) identified six different levels of intellectual behavior. These levels range from the lowest level (recognition of fact) to the highest level (more abstract). We have labeled them as such:

Knowledge (K): these types of questions require students to recall information or concepts.

Comprehension/Understanding (U): involve questions that require students to interpret, paraphrase or describe concepts based on their own understanding. These questions also necessitate students to select and organize concepts and ideas.

Application (AP): consist of questions that involve solving a problem. Students also need to apply concepts in order to yield results.

Analysis (AN): involve questions that subdivide something in order to illustrate how it is assembled; uncover the structure that underlies a communication; taking apart the whole into different parts.

Synthesis (S): these questions require students to assemble different ideas or concepts to create something new and original.

Evaluation (E): these questions require students to decide on issues, find ways to rectify controversy, and reconcile different opinions.

\*Labels are based on Bloom's (1956) Taxonomy and retrieved from <http://www.officeport.com/edu/blooms.htm>.

## **SAMPLE SYLLABUS**

### Intercultural Communication

Fall 2009

Professor:  
Office:  
Office Hours:  
Phone:  
E-mail:

### Course Description and Objectives

This course is an introduction on the topic of intercultural communication. Intercultural communication is communication that occurs between individuals and entities that are culturally unlike. Intercultural communication is filled with challenges and opportunities and the general goal of the course is to understand these challenges and opportunities to enhance the quality of intercultural communication. Intercultural communication is grounded within key historical, political, organizational, and interpersonal contexts that shape our individual interaction with people from different cultures. That is, our behaviors are layered within specific contexts and intercultural communication takes place at each layer. For example, intercultural communication takes place in organizations, but organizational context also influences and is influenced by individuals' communicative behavior. At each layer, there are a set of communication challenges and skills that can help people be more competent intercultural communicators.

The following learning objectives are addressed in this course:

- 1) To understand yourself as a cultural being and enhance self and other awareness about cultures.
- 2) To demonstrate understanding of and sensitivity to a variety of cultural perspectives and be able to identify ways of understanding and appreciating cultural similarities and dealing with challenges that arise from cultural differences.

- 3) To acquire knowledge and skills at various layers that increase your intercultural communication competence.
- 4) To identify barriers—racism, sexism, and systems of privilege—that arise from histories of colonization, exploitation, and discrimination, and learn ways to creatively address these inequities.
- 5) To gain a critical perspective on local/global issues by examining the historical and political dimensions of intercultural relations.

### Required Text

Oetzel, J. G. (2009). *Intercultural communication: A layered approach*. Boston: Allyn & Bacon.

### Course Policies

- 1) Attendance and participation: Because some students learn by doing concrete activities, while others learn by talking about abstract ideas, I utilize a variety of instructional tools including (1) brief lectures, (2) discussions, (3) videos, and (4) class/group activities. During the course, we'll utilize a lot of group activities. These groups will be utilized to discuss ideas and complete activities in class. The purpose of the groups is to share ideas to help one another learn (e.g., talking about a reading or lecture). Basically, 1-2 times each week, I'll give you a task to complete and you will be required to complete that task within your group. Then, we'll discuss the task as a class. Because of this active involvement everyday, attendance and participation will be taken into account in determining final grades. Specifically, I will take attendance throughout the class and for every absence over 2 (excused or unexcused) will result in a deduction of 3 points from your overall grade. If you are not participating in an activity, I will count that as an absence. I also reserve the right to include pop quizzes to check for preparation. If you cannot pass the quiz with a 70%, I will count that day as an absence.
- 2) I will accept late papers for one week after the due date. Assignments are due at the beginning of class unless otherwise noted. I will deduct one letter grade (10%) per day as a penalty.
- 3) Makeup examinations are only allowed if you make special arrangements with me BEFORE the exam date (or under extreme cases such as a family emergency).
- 4) I will expect you to take an active role in your learning. If you are having trouble, you need to come see me. I am very happy to help you out--that is what I am here for. I am willing to work with you until you completely understand. Please take advantage of my services. Please do not be afraid to come see me. Further, if you do not understand something, I will expect you to ask questions. I give ample opportunity to ask questions. I will often say, "are there any questions?" If there is no response, I assume everyone understands. If you are embarrassed to speak up in front of the class, come and talk to me after class or in my office.

- 5) Procedures for appealing exam/paper scores: I will go over exams and papers in class. This time is not for debating scores; it is a time for understanding the exam questions and answers. If you believe your grade is incorrect and would like to appeal the score, you have two choices: (1) write out the appeal, carefully explaining why you feel you deserve more points and I will notify you of my decision in writing within 2 days or so, and/or (2) make an appointment to discuss the issue in my office. The first appointment will be 24 hours after the exam/paper is turned back to you.
- 6) ADA Accessibility: Qualified students with disabilities needing appropriate academic adjustments should contact me as soon as possible to ensure your needs are met in a timely manner. Handouts are available in alternative accessible formats upon request.
- 7) Diversity: This course encourages different perspectives related to such factors as gender, race, nationality, ethnicity, sexual orientation, religion, and other relevant cultural identities. This course seeks to foster understanding and inclusiveness related to such diverse perspectives and ways of communicating.
- 8) Ethics: The course emphasizes ethical practices and perspectives. Above all, students and instructors should strive to communicate and act, both in class interactions and in assigned coursework, in a manner directed by personal integrity, honesty, and respect for self and others. Students need to do original work and properly cite sources. For example, be aware of plagiarism—directly copying more than 3 or 4 words from another author without quoting (not just citing) the author is plagiarism. Further, course content will encourage the ethical practices and analysis of intercultural communication. Students should not be submitting the same paper for assignments in different classes.

## Course Outline

### 2 MEETINGS A WEEK COURSE

This table provides the targeted agenda for the course. For each date, I list the topic, readings, and any assignments that are due. The dates are subject to change due. If changes to the schedule are made, I will provide advance notice and a revised course outline.

Week	Topic	Reading	Assignment
1 <sup>st</sup> week	Introduction to the Course		
2 <sup>nd</sup> week	Introduction to Intercultural Comm.	1	
	Ethics and social justice	1	
3 <sup>rd</sup> week	The layered perspective	2	
	Different approaches to culture	2	
4 <sup>th</sup> week	Characteristics of identity	3	
	Identity development and differentiation	3	
5 <sup>th</sup>	Identity negotiation and layers	3	
	Attributions	4	
6 <sup>th</sup> week	Attitudes	4	
	Initial interaction: Cultural adaptation	5	



7 <sup>th</sup> week	Initial interaction: Communication strategy	5	
	Intercultural friendships and romantic relationships	6	
8 <sup>th</sup> week	Intercultural romantic relationships; Midterm Review	6	
	MIDTERM EXAM		
9 <sup>th</sup> week	Fall/ Spring Break		
10 <sup>th</sup> week	Educational disparities and classroom communication; Go over midterm	7	
	Disparities and learning styles	7	
11 <sup>th</sup> week	Workplace diversity challenges/benefits	8	
	Intercultural communication in the workplace	8	
12 <sup>th</sup> week	Health disparities; Review papers	9	
	Explaining health disparities	9	
13 <sup>th</sup> week	Community and culture	10	
	Challenges to intercultural community	10	
14 <sup>th</sup> week	Media production and messages	11	
	Media reception	11	
15 <sup>th</sup> week	History	12	
	Future of intercultural communication	12	
16 <sup>th</sup> week	Open for catching up or presentations		
	Presentations; Final review		
Finals week	FINAL EXAM		

### 3 MEETING A WEEK COURSE

This table provides the targeted agenda for the course. For each date, I list the topic, readings, and any assignments that are due. The dates are subject to change due. If changes to the schedule are made, I will provide advance notice and a revised course outline.

<b>Week</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignment</b>
1 <sup>st</sup> week	Introduction to the Course		
2 <sup>nd</sup> week	Defining Culture	1	
	Defining Intercultural Communication	1	
	Ethics and social justice	1	
3 <sup>rd</sup> week	The layered perspective	2	
	The layered perspective continued	2	
	Different approaches to culture	2	
4 <sup>th</sup> week	Characteristics of identity	3	
	Identity development	3	
	Identity development continued	3	
5 <sup>th</sup>	Identity negotiation and layers	3	

	Attributions	4	
	Attitudes	4	
6 <sup>th</sup> week	Attributions/attitudes and layers	4	
	Initial interaction: Cultural adaptation	5	
	Initial interaction: Communication strategy	5	
7 <sup>th</sup> week	Challenges and skills in initial interactions	5	
	Intercultural friendships	6	
	Intercultural romantic relationships: Relational Dialectics	6	
8 <sup>th</sup> week	Relational Conflicts in Intercultural Relationships	6	
	Midterm Review		
	MIDTERM EXAM		
9 <sup>th</sup> week	Fall/ Spring Break		
10 <sup>th</sup> week	Educational disparities and classroom communication; Go over midterm	7	
	Disparities and learning styles	7	
	Educational Disparities and layers	7	
11 <sup>th</sup> week	Workplace diversity challenges/benefits	8	
	Intercultural communication in the workplace	8	
	Intercultural communication in the workplace, continued	8	
12 <sup>th</sup> week	Health disparities	9	
	Factors of health disparities	9	
	Cultural Competence and Sensitivity in Health Care Contexts	9	
13 <sup>th</sup> week	Community and culture	10	
	Challenges to intercultural community	10	
	Institutional and Internalized Racism,	10	
14 <sup>th</sup> week	Media Production	11	
	Media Messages	11	
	Media Reception	11	
15 <sup>th</sup> week	History	12	
	Influence of History on Today's Intercultural Communication	12	
	Future of intercultural communication		
16 <sup>th</sup> week	Open for catching up or presentations		
	Presentations		
	Final Review		
Finals week	FINAL EXAM		

**QUARTER SYSTEM**

This table provides the targeted agenda for the course. For each date, I list the topic, readings, and any assignments that are due. The dates are subject to change due. If changes to the schedule are made, I will provide advance notice and a revised course outline.

<b>Week</b>	<b>Topic</b>	<b>Reading</b>	<b>Assignment</b>
1 <sup>st</sup> week	Introduction to the Course		
2 <sup>nd</sup> week	Introduction to Intercultural Communication	1	
	The layered perspective and different approaches to culture	2	
3 <sup>rd</sup> week	Characteristics of identities	3	
	Identity development and differentiation	3	
4 <sup>th</sup> week	Identity negotiation and layers	3	
	Attribution and Attitudes	4	
5 <sup>th</sup>	Initial interaction: Cultural Adaptation	5	
	Initial interaction: Communication strategy	5	
6 <sup>th</sup> week	Intercultural friendship	6	
	Intercultural romantic relationships Midterm Review	6	
7 <sup>th</sup> week	Midterm		
	Educational disparities and classroom communication	7	
8 <sup>th</sup> week	Intercultural communication in the workplace	8	
	Health disparities and Intercultural communication	9	
9 <sup>th</sup> week	Challenges to Intercultural Communities	10	
	Media production, messages, and reception	11	
10 <sup>th</sup> week	History and Future of Intercultural Communication	12	
	Final Review		
Finals week	FINAL EXAM		

## **SAMPLE COURSE ASSIGNMENTS**

### **WRITTEN ASSIGNMENTS**

#### Journal

The purpose of this assignment is to keep a journal to reflect on a lot of activities throughout the semester. You must complete a journal entry for each of the chapters of the text. The entry can be a reflection about the chapter or an example in the text, completion of a suggested exercise, or a class activity. It should be one page or so. After completing these journal entries, you should complete the paper so that it reflects on your own abilities and knowledge of intercultural communication. The paper should have the following sections: a) introduction, b) describe your intercultural abilities at the beginning of the semester, c) analyze your growth using key concepts/theories, d) discuss your future goals using key concepts/theories, and e) conclusion. The journal entries should be included as an appendix to the paper. This paper only needs to be about 6 pages for an individual.

#### Reflection Paper

In this assignment you are asked to write about your assumptions about society and individuals that shape your values, beliefs, behaviors, and knowledge. Assumptions are underlining and unspoken beliefs that are the basis of individuals' thoughts, behaviors, and actions. In this paper, discuss the following: 1) What are your assumptions that you think are important in shaping who you are, how you interact with others, and how you construct knowledge (especially about intercultural communication)? 2) Where do these assumptions come from? 3) How do your assumptions influence the way you think, speak, act, and interact with others and people from different cultures? 4) How does culture play a role in shaping/challenging your assumptions? 5) What are the roles of assumptions in stereotypes, prejudices, racism, sexism, classism, and other types of social issues? 6) How do assumptions influence the way we construct knowledge about intercultural communication? This paper needs to be 4-5 pages.

#### Interview Paper

In this assignment you are asked to interview a non-U.S. American who is culturally different from them such as an international student or an immigrant who was born outside the U.S. International students may interview a U.S. American or a non-U.S. American who has different cultural background from them. The interview should last for 30-60 minutes. You are required to take notes or tape-record the interview with permission so that you can refer to it when you write the paper. This paper should include the following: 1) Brief introduction to the paper. 2) Description of your interviewee (e.g. who is she/he? How do you know him/her? Why did she/he come to the U.S.?). 3) Description of the interviewee's identities that are significant in her/his life in the U.S. 4) Description of your finding about the interviewee's culture, communication style, rules, and norms. List and explain at least 3-5 aspects that are different from or similar to your culture (or the U.S. American culture). 5) Description of the interviewee's rewarding and challenging experiences in terms of communication in the U.S. 6) Conclusion. You can conclude by describing what you learned from the interview or interviewee's intercultural experiences. This paper needs to be 4-5 pages.

### Term Paper

We offer the following general instructions and ask students to make a choice among one paper.

This assignment is a written project of approximately 10 pages for an individual; for a team of 2-3 it should be about 15 pages and for a team of 4-5 it should be about 20 pages. The project must utilize a minimum of 6 outside references as an individual (only 1 of which can be a web site; you can use more web sites, but they can't count toward the six). For each additional member of the team, you must add 3 references. Additionally, **you must consider layered effects of whatever topic/project you choose.**

Papers are to be typed, double spaced, one inch margins, no title page, and completed using APA style (or some other accepted style guide).

1. Case Study Analysis

Select an intercultural situation that demonstrates a challenge or benefit/opportunity. Describe the case and analyze what went right or wrong using key concepts and theories. The paper should have four main sections: a) description of what happened and introduce the paper, b) introduction of the concepts/theories, c) analysis of the case using the concepts/theories, and d) conclusions including lessons learned for others.

2. Describing an Intercultural Experience

The purpose of this paper is to describe an intercultural encounter that you have had. It could include (a) a sojourn, (b) an intercultural interaction(s), or (c) exploring your identity in the context of our larger society (e.g., what does it mean to be biracial in the U.S?) If you team up, you only need to describe one of your experiences. You will need to describe the intercultural experience (including your feelings) and then apply relevant concepts such as (but not limited to): a) intercultural adaptation, b) conflict management, c) social identity, or d) identity/relationship themes. It should have five sections: a) Provide an intro to the paper, b) describe the intercultural experience (including feelings), c) Define the concepts/theories being used, d) Apply the concept(s) to the experience, and e) Conclusion (you could conclude by showing how things could be improved in the future—how you can become more competent)

3. Understanding Your Own Culture

The purpose of this paper is to research and describe the communication norms and rules of your own culture both with culturally similar and different members. Every culture has key rules for appropriate communication behavior and your goal is to summarize what the rules are. If it helps you focus your paper, you can focus on rules in a single context (for example, communicating at work). To help complete this project, you can conduct interviews with members of the culture and/or do observations of cultural members in a particular context (highly recommended); 2 interviews = 1 outside reference and 2 hours of observation = 1 outside reference (up to 6 interviews or hours of observation; so, 3 outside references can substituted for). Make sure to focus both on rules for communicating with members of your culture and with members of other cultures. The paper should have the following sections: a) provide an introduction of the culture, b) describe the context(s) for the rules, c) describe the rules of communication for members

of the culture (provide detailed examples), d) describe the rules of communication for members of other cultures (provide detailed examples), and e) Conclusion that includes recommendations for people interacting with your culture.

4. Situating Your Culture

The purpose of this assignment is for you to locate yourself in the complex contexts of intercultural relations from historical, political, cultural, racial, gender, and socioeconomic perspectives. Your paper should explore and reflect on your own culture and cultural identities in relation to a specific history and/or current event. You will choose a topic from historical events and/or current social issues and make connections with your identities, cultural positioning, positions of privilege and marginalization, etc. You can interview individuals who can speak about the history/event (highly recommended). 2 interviews = 1 outside reference (up to 6 interviews). The paper should have the following sections: a) introduction of the paper, b) description of the history/event, c) introduce key concepts/theories, d) using the concepts to interpret the history/event making sure to focus on how the history/event frames intercultural interactions today., and e) conclusion.

## ORAL PRESENTATIONS

### Discussion Facilitation

In this assignment, you will be asked to find a partner and choose one chapter that both of you are interested in. You and your partner are required to facilitate a discussion on a specific issue related to intercultural communication. You may find your topic in areas such as current event, your own intercultural experiences, historical events, stories, case studies, statistics, inter/national news, news editorial, political issues, media representations, popular culture, etc. The issue you choose must be specific, relevant, and useful for us to apply and extend the concepts and theories we learn from the selected chapter. Your topic must be approved by the instructor at least a week before your presentation date. Before your presentation, you, as a pair, are required to submit a typed, detailed outline including the summary/overview of the issue, your analysis/critique as well as discussion questions. You have 25-30 minutes for the presentation. Take the first 5-10 minutes to explain the issue you selected, and then share your analysis and your discussion questions.

You and your partner will be evaluated as a pair based on 1) how effectively you incorporate the concepts from the readings to analyze and understand specific intercultural communication issues/ events, 2) your ability to construct relevant and insightful discussion questions, and 3) how effectively you are able to facilitate a constructive, engaging discussion.

### Final Project Presentation

We offer these general instructions and ask students to select one option.

For this project, you must complete an oral presentation with visual aids and outline (can be a power point outline or word document). The presentation will vary in length from 8-10 minutes for an individual to 30-35 minutes for a 5 member team. You must select a topic by the end of

the third week of class and I will inform you of the date of your presentation at that time. We will coordinate presentations with topics in the class.

You can choose to integrate your own video production if you have the skills or you can rely on more traditional visual aids such as handouts, video clips, power point slides, web sites, etc. The project must utilize a minimum of 6 outside references as an individual (only 1 of which can be a web site; you can use more web sites, but they can't count toward the six). For each additional member of the team, you must add 3 references. Additionally, **you must consider layered effects of whatever topic/project you choose.**

You can select among the following topics.

1. Investigate Communication Difficulties of Two Cultures

The purpose of this presentation is to explore the intercultural relations of two cultures that have historically been poor and provide explanations as to why this might be the case. For example, you might consider Protestants and Catholics in Northern Ireland, Palestinians and Israelis, Hutus and Tutsi in Rwanda, the Darfur conflict, Turkish and Greek Cypriots, groups within the US, etc. The possibilities are endless. What you will need to do is research the two cultures and the historical events surrounding the strained relations. What has lead to these events? What intercultural communication concepts and theories help to explain these events? How does the situation get perpetuated? What is being done to improve relations? What else might work? These are some of the possible questions you can consider. The presentation should be focused and have a clear introduction, body, and conclusion like any good speech. You need to make sure that you have a clear structure to this presentation.

2. Documentary on an Intercultural or Cultural Community

The purpose of this project is to carefully document and describe a cultural or intercultural community. You will need to learn a lot about a particular community (physically co-located or virtual) and their ways of interacting with one another. If you choose this project, you will need to provide documentation of this culture. For example, you might use your video production skills to record what is going on in this community. Or, you might use photography to capture the culture or screen captures of blogs. The presentation should be focused and have a clear introduction, body, and conclusion like any good speech. You need to make sure that you have a clear structure to this presentation. Unlike the other presentations, I envision the documents being the major part of the presentation with the "live presentation" being secondary.

3. Describing an Intercultural Communication Barrier

The purpose of this project is to increase people's awareness and understanding of intercultural communication barriers that prevent people from communicating effectively and appropriately with people from different cultures. Intercultural barriers may include, but not limited to, stereotypes of certain racial, religious, gender, sexual orientation, national groups, prejudice toward certain cultural groups, discrimination, ignorance, unnoticed privileges in society etc. If you choose this project, you need to: 1) Choose an intercultural communication barrier. (e.g. Racial stereotypes in the U.S.) 2) Research on

how the barrier has been created, maintained, and/or justified (e.g. Image of certain racial group has been constructed by media representation, such as advertisement, TV dramas, movies, and these images become “normal”). 3) Think about what the connection between the barrier you chose and the complex contexts is. Who would receive benefits from the barrier? How the barrier can be located in historical, political, and socioeconomic contexts? Has the barrier changed over time? 4) Think about what people should know and do to be competent intercultural communicators. How can people be aware of the barrier that is oftentimes invisible to them? 5) Construct a program that may increase people’s awareness and understanding regarding the barrier you chose. For the presentation, you can highlight some parts of your program to share with your audiences.

#### 4. Intercultural Training Program

The purpose of this project is to develop an intercultural training program: You will be an intercultural trainer(s) and provide knowledge and skills that would be necessary to communicate appropriately and effectively in a certain culture. If you choose this project, you will need to: 1) Choose one cultural group you are interested in. Example of culture group may include but not limited to Thai culture, certain Pueblo Indian culture, Hindu culture, People on a wheel chair, etc. 2) Decide the major objectives of your training plan. For example, you can build training program for the U.S. American students who are going to study in China, training for Japanese diplomats’ wives in the U.S. to smoothly adjust to the U.S. culture, training for inter-religious couples who have struggled with their religious differences, etc. 3) Research on the specific culture you chose. What are the communicative rules in the cultural group? What are taboos in this culture? Is there any customs or ceremonies that well represent cultural beliefs or world views? What kind of communication is considered “competent” in this culture? Are there any historical or political contexts that influence people’s communicative patterns or intercultural relations with certain groups of people? 4) Think about the needs of your (virtual) trainees. What would be important for them to know to be competent communicators? What are their goals? What do they need to do to accomplish their goals? 5) Construct a training program that may include description of the cultural group you chose (belief, norms, values, and communicative patterns), some activities such as role-playing to build the skills your trainees would need. For the presentation, you can highlight some parts of your program to share with your classmates who would play the role of your trainees.

## SERVICE LEARNING ASSIGNMENT

### LANGUAGE EXCHANGE

Purpose: To develop cultural awareness and cultural sensitivity by way of language exchange.

Description: This activity is to help students develop a sense of community and civic duty and at the same time allow them to apply and extend concepts they have learned in class into real life settings. Through this activity, students may be able to learn a new culture and language; develop competence in interacting and functioning within that culture through ongoing interactions with members of the community they serve. Inversely, it will also give members of the community a chance to teach students about their culture and language. By participating in this exercise,



students and community members may be able to establish common bonds and connections that will allow both parties to become culturally competent and sensitive about each other's culture.

Process:

1. Identify/approach a community organization, youth program, local church organization that may be interested in collaborating with you. The organization should aid the student in identifying contacts or networks that would help the student gain access to the community.
2. Once the organization gives its consent to participate, student and organization should identify a target community.
3. Student and organization should then evaluate or assess community needs in terms of learning English as a second language.
4. Based on this assessment, student and organization should develop a project design that would address the identified needs. The project design should include the specific objectives or aims of the project. In this case, the aims are for students to teach English as a second language to community members and for community members to teach students their native language (i.e. Spanish, etc). Through this language exchange, learning each other's culture may also be enacted.
5. Student and organization should craft recruiting materials such as flyers, brochures, Internet posts, and leaflets that describe the steps involved in the project, explain the aims of the project, outline the benefits of the project to both students and community members, and describe the contributions of the project to the empowerment of the overall community.
6. Once participants have been identified, student and organization should develop a schedule that delineates project start date and implementation. Student and organization should then identify a project location.
7. Student should keep records of the daily events/occurrences and activities that take place at the beginning, middle and later stages of the project. This is in preparation for the final paper that must be accomplished at the end of the project.
8. Student and organization should then commence implementation of the project.

Note: Instruct students to identify their community early on in the semester (first week of class)

Ask students to submit one-page proposal that explains their objectives, identifies the organization, and names and describes the target community.

A ten-page paper is required at the end of the process that explains the project's objectives, outlines the community needs that have been addressed and describes the community that has been served.

Students should follow the following steps:

1. Include a brief introduction/overview of the project (state project objectives, identify target community, delineate process/stages of the project)
2. Provide a rationale of the project.
3. Choose a theory presented in the textbook.
4. Apply selected theory's principles/tenets to your own project.
5. Describe experiences and things learned from the project.

6. Discuss implications of lessons learned in relation to becoming a sensitive and competent intercultural communicator.

#### REFERENCES

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- OfficePort Educational (n.d.). Bloom's taxonomy. Retrieved September 8, 2007 from <http://www.officeport.com/edu/blooms/htm>

## **CHAPTER 1**

### **DEFINING INTERCULTURAL COMMUNICATION**

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#### **OVERVIEW**

This opening chapter provides an overview of key concepts in intercultural communication and sets the tone for the remaining chapters. The initial section defines the key terms of culture, communication, and intercultural communication. A few points are worthy to note. First, as you know, there are many definitions of culture. The chosen definition applies to many groups/culture and is flexible enough to work for different (meta) theoretical perspectives. In Chapter Two, the nuances of culture as seen by interpretive, critical, and social scientific scholars are discussed. Second, the definition of culture and intercultural communication has a strong emphasis on cultural diversity. The definition of cultural diversity considers a wide variety of groups to have cultural significance. Thus, sexual orientation, gender, nationality, ethnicity, disabilities, social class among others can be groups that have cultural significance. This definition works well for students and also fits well with a strong emphasis on social justice. Third, other related concepts to intercultural communication including cross-cultural communication, globalization, international communication, and development communication are introduced. Finally, there is a fairly in-depth coverage of verbal and nonverbal messages in this opening chapter. The reason for this is that there are not separate chapters on those topics. These topics are integrated throughout the text given their integration into intercultural problems and context. The coverage in this chapter is meant to provide some background for students who have not had a class in communication before. An instructor can certainly spend more time flushing out these concepts.

The second section provides a rationale for why to study intercultural communication. Issues of demography/globalization, outcomes, conflict and peace, and ethics are addressed. These issues are reinforced throughout the text in various ways. Ethics and globalization are boxed features that are included in each chapter to reinforce these points. These features and the awareness of their prominence throughout the book can be mentioned to help prepare students for what is to come.

The final section discusses methods for understanding and studying intercultural communication. First, interpretive, critical, and social scientific perspectives are introduced. These perspectives can be used to analyze a particular communication situation (such as the opening case or the case in Chapter Two) in order to compare and contrast their approaches to intercultural communication. This exercise is helpful to students for understanding the similarities and differences and makes them a more informed reader as they examine other chapters. Second, the pedagogical approaches taken in this book are discussed including the layered approach, which is elaborated on in Chapter Two, as well as emphasizing experience and theory. Throughout the text, a variety of examples are presented to reflect various cultural groups and present theories to help organize information.

## CHAPTER OUTLINE

- I. Introduction
  - a. Direct contacts with culturally different people have become an inescapable part of our everyday life.
  - b. Intercultural interactions are both rewarding and challenging.
- II. Defining intercultural communication
  - a. Culture and cultural diversity
    - i. Culture is defined as “a learned system of meanings that fosters a particular sense of shared identity-hood and community-hood among its group members. It is complex frame of reference that consists of a pattern of traditions, beliefs, values, norms, symbols, and meanings that are shared to varying degrees by interacting members of an identity group.” (Ting-Toomey & Takai, 2006, p.691).
    - ii. Patterns of tradition, beliefs, values, norms, symbols, and meanings
      - 1. Traditions, beliefs, values, norms, symbols, and meanings are some key markers of culture. These key markers are repeated and create a pattern that enables members of a culture, as well as outsiders, to identify a cultural group
      - 2. Traditions are ritual and ceremonies that mark important times in the year, developmental points in life, and relationships
      - 3. Beliefs, values, and norms are underlying facets of behaviors
      - 4. Symbols are signs, artifacts, or words that stand for something other than itself and represent something meaningful for members of a culture
      - 5. Meanings are the objective and subjective interpretations that member of a culture hold about the symbols
    - iii. System of meanings/complex frame of reference
      - 1. Culture become a point of reference for making sense of the world for its members
      - 2. This frame of reference is complex as the set of interrelated rules and meanings are dynamics. That is, culture is not static entity; culture interact, collide, conflict, and thus adapt.
    - iv. Shared identity, but to varying degrees
      - 1. Members recognize the culture as an important part of their identity that they share with other members
      - 2. Cultural identity is often hidden until it is challenged or threatened
      - 3. Subjective culture is an individual’s interpretation of the beliefs, values, and norms associated with a culture.
    - v. Interacting members
      - 1. Culture is socially constructed; patterns of culture and a shared frame of reference are created in interaction among cultural group members
      - 2. Recent communication technology enable people to interact online even though they do not share physical spaces
    - vi. Cultural diversity

1. Members of a variety of groups create collective identities with shared patterns of interactions that create a culture
2. People belong to multiple cultural groups simultaneously, such as a national culture, ethnic culture, religious culture, gender culture, etc.
- vii. Iceberg model represent that beliefs, values, and norms serve as the core of culture, and artifacts, symbols, language, and behaviors are only a small visible portion of a culture.
- b. Communication: A process whereby people collectively create and transmit meaning through the exchange of verbal and nonverbal messages in a particular context
  - i. Process
    1. Communication is ongoing and continual
    2. Any given exchange or message is influenced by prior interactions
  - ii. Create and transmit meaning
    1. We create meaning through our social interaction with others
    2. We transmit meanings to share with others through a variety of channels, such as face-to-face interaction, over the phone, e-mail, or the mass media.
  - iii. Verbal and nonverbal messages
    1. Verbal messages are the written and spoken language, while nonverbal messages are nonlinguistic features of communication
    2. Universalism assumes that language does not differ across cultures
    3. Linguistic relativism is reflected by the Sapir-Whorf hypothesis which argues that language affects the way we see the world
    4. Functional relativism believes that it is culture that drives the language (i.e. opposite of linguistic relativism)
    5. There are 8 different nonverbal codes including
      - a. Chronemics (the use of time and meanings attached to it)
      - b. Proxemics (the use of personal space)
      - c. Kinesics (the use of body movements and gestures)
      - d. Haptics (the use of touch)
      - e. Physical appearance (the use of clothes and artifacts)
      - f. Oculistics (the use of eye gaze)
      - g. Vocalics (the use of our voice)
      - h. Olfactics (the study of odor as communication)
  - iv. Context
    1. Communication always takes place in a context
    2. Context is the frame of reference for understanding communication behaviors; it is the overarching term to describe situations, scenes, and participants

- c. Intercultural Communication
  - i. Intercultural communication is communication that occurs between individuals and entities that are culturally different
  - ii. Cross-cultural communication focuses on comparing/contrasting to different cultures
  - iii. International communication refers to mass-mediated communication between entities from two or more countries
  - iv. Developmental communication refers to the social change brought about by the application of communication, theory, and technologies from one culture to another
  - v. Globalization
    - 1. Globalization is the increasing interconnectedness of people and places as a result of changes in communication technologies, communication, and migration patterns which cause political, economic, and cultural convergence
    - 2. Positive aspects of globalization is increasing cultural contact, while negative aspects of globalization is homogenization of cultures
- III. Why study intercultural communication?
  - a. Global demographics: Diversity is increasing across the world
  - b. Effective outcomes
    - i. Diversity on the global level represents both opportunities and challenges
    - ii. Effective communication can create stronger personal relationships and ties (e.g. effective conflict management)
    - iii. Three critical competencies in the global workplace are: communication skills, problem solving skills, and leadership
    - iv. With ineffective communication, diverse communities tend to have increased conflict compared to homogeneous communities
  - c. Peace and conflict
    - i. Intercultural communication has the power to create both peace and conflict
    - ii. Not all intercultural conflicts are based on miscommunication, but poor intercultural communication exacerbates the conflict
    - iii. To create peace, it is important to transcend differences through respectful and equal dialogue and to understand why the conflict occurred in the first place
  - d. Ethical consideration
    - i. Cultural universalism/relativism
      - 1. Cultural universalism emphasizes a single set of standards that should be used to judge other's behaviors as good or bad
      - 2. Cultural relativism is a code of ethics that judges people based on their own cultural standards
    - ii. Moral inclusion/exclusion
      - 1. Moral inclusion occurs when we treat all people with dignity and respect and treat them as human

2. Moral exclusion happens when we feel that certain people do not deserve fair treatment, our respect, or to be valued
  - iii. Social justice
    1. Social justice is a philosophical stance that emphasizes fair distribution of wealth, power, and income across cultures
    2. The study of intercultural communication has an important contribution to the social justice debate
- IV. How to study intercultural communication?
  - a. Different perspectives
    - i. The history of the study of intercultural communication can be traced to the work of Edward T. Hall and the Foreign Service Institute after World War II
    - ii. Interpretive approach
      1. This perspective provides detailed description of culture and cultural communication
      2. Its goal is to identify a unified culture and the way of knowing and understanding the culture
      3. People who follow an interpretive approach tend to use ethnographic research methods
    - iii. Social scientific approach
      1. This approach attempts to identify patterns of communication and attributes behaviors to cultural values
      2. Its goal is to help individuals improve their communication with members from a different culture
      3. Social scientists tend to use quantitative methods such as surveying
    - iv. Critical approach
      1. This approach emphasizes power differences between different cultures and study the domination of one group by another
      2. Critical scholars move beyond simple description to comment on issues of power, domination, and privilege in a culture or between cultures
      3. They tend to use ethnographic methods and open interviews
  - b. Pedagogical approach in this book
    - i. This book uses a layered approach, which emphasizes that individuals around the world are organized in various interconnected layers
    - ii. Studying all of the layers together (i.e. individual, relational, and organizational layers) is a holistic approach

## LEARNING OBJECTIVES AND DISCUSSION QUESTIONS

Objective1: To define culture, communication, and intercultural communication.

Discussion Questions:

- What culture(s) do you belong to? Are there any similar or conflicting beliefs, values, and norms among the cultures you have? (Type: U & AP)

- There are various channel of communication (e.g. face-to-face, e-mail, online chatting). What are the similarities and differences in terms of its advantages and disadvantages? Is any one of them better than other channels? Why? (You can assign each communication channel to different group of students, and then let them discuss the pros and cons of the channel) (Type: U, AP & E)
- Intercultural communication is defined as communication taken place between individuals who are culturally unlike. Based on this definition, is communication between an U.S. American female student and a South Korean female student always intercultural? Why or why not? (Type: AP & AN)

Objective 2: To list five reasons why it is important to study intercultural communication.

Discussion Questions

- How does the study of intercultural communication enable an individual to become more ethically aware? (Type: U & S)
- How does the study of intercultural communication make an individual become more apt and receptive to transcending cultural differences? Or can it hinder an individual from transcending cultural differences? How? (Type: U & AP)
- Think of a situation in which intercultural communication can facilitate peace, and another situation in which it can exacerbate cultural conflicts? What kind of communication skills are necessary to deal with cultural conflicts? (Type: U & AP)

Objective 3: To describe three meta-theoretical perspectives for studying intercultural communication.

Discussion Questions

- Take an intercultural situation, and explain from the three perspectives, i.e. interpretive, social scientific and critical perspective. (Type: U & AP)
- What are the advantages and disadvantages of each perspective in studying intercultural communication? Would it be possible to combine different perspectives? How does it help to understand intercultural communication? (Type: K, U, & S)

Objective 4: To explain the pedagogical approach taken in this text.

Discussion Questions

- What advantages can a layered/holistic/experiential/theoretical approach marshal in studying intercultural communication? (Type: U)



## CLASSROOM EXERCISES AND ACTIVITIES

### EXERCISE 1: CREATING A MODEL OF INTERCULTURAL COMMUNICATION

**Purpose:** To think about “taken-for-granted” communication processes and to understand what consists of communication and intercultural communication processes. This exercise works before covering the definition of communication/intercultural communication. Since this exercise is not aiming at testing students’ understanding of the model introduced in the textbook, you can encourage students’ creativity. The main purpose of this exercise is to make students think about communication processes which are mostly taken for granted in everyday life. After this exercise, you can lead a discussion about how one can take different perspectives to understand intercultural communication and culture.

**Time:** 30 minutes

**Materials:** Poster-sized sheets of paper, marker pens

**Process:**

1. Divide class into groups of 4-5
2. Distribute one sheet of poster paper and markers for each group
3. Ask students, as a group, to come up with an intercultural communication model in 15 minutes
4. Before drawing a model, students can discuss what consists of intercultural communication and how these components relate to each other (e.g. communicators, cultural beliefs, values, traditions, language, messages, etc)
5. Groups present their models
6. Discuss how these models are similar or different

**Discussion Points:**

1. What components are common across different models? Why do you think these are important/ necessary in communication processes?
2. What are similar or different assumptions about culture in different models? Does culture influence communication, or culture is created through communication?
3. Can we combine some of these models? How?

### EXERCISE 2: WHO AM I?

**Purpose:** To make students think about the cultures they belong to and understand that an individual is a member of more than one culture. This exercise is good for the beginning of the semester, since students can learn about their classmates’ names and their cultural background.

**Time:** 30-40 minutes (if class of 20-25 students)

**Materials:** Name tags (or stickers), index cards, a box or a bag

**Process:**

1. Distribute name tags and ask students to write their name and put it on so that everybody can see their names.
2. Arrange seats in a circle so that everybody can see each other.
3. Ask students to write down 5 sentences about the cultures they belong to (one

sentence for one culture) on an index card. Explain that culture involves nation, race, ethnicity, religion, gender, age, profession, political views, organization, etc. Make sure that students DO NOT write down their name on the card.

The sentences may start with:

My culture emphasizes...

My cultural traditions are...

My culture values...

In my culture, people believe...

In my culture, one should...

Most important aspect of my culture is...

4. Put the cards into a box or a bag.
5. One student will draw a card from the box and read aloud the 5 sentences. The rest of the class guesses who wrote the card.
6. The one who made a correct guess will draw the next card.

Discussion Points:

1. We belong to different cultures at the same time. Do these cultures have similar or different beliefs, values, and norms?
2. When you were guessing who the person was, what kind of communication cues did you draw on? (e.g. facial expression, appearance, racial/ethnic stereotype, etc)

### EXERCISE 3: PERSONAL SPACE EXERCISE

Purpose: To understand the influence of personal space and communication by experiencing personal-space invasion

Minutes: 15 minutes

Process:

1. Ask students to find a partner.
2. A pair of students stands 12 feet away from each other. Let them talk for one minute.
3. Tell students to move toward their partner until they can touch each other's tip of finger when they put their arm straight forward. Let them talk for one minute.
4. Ask them to move closer until they can touch each other's shoulder. Let them talk for one minute.
5. Tell them to stand closer so that their toes touch their partner's. Let them talk for one minute.
6. Lead discussion about how they felt in respective distance, if the way of communication or topic of conversation changes when they stand closer and how, and what kinds of behaviors they noticed when they stood really close (e.g. averting their eyes, leaning backward).
7. Introduce the concept of "personal-space."  
According to Edward T Hall (1969), the first distance (12 feet) is public distance, the second one (4-12 feet) is social distance, third one (2.5-4 feet) is personal distance, and the last one (skin contact to 18 inches) is intimate distance. If someone comes in intimate distance (i.e. in our personal bubble), we usually feel threatened, unless we let the person in voluntarily.
8. Introduce cultural influences on personal space

Generally, individualistic cultures (e.g. England, the U.S., Germany, and Australia) demand more space than do collectivistic culture (e.g. Mexico, Arab cultures, Japan, and China). Our use of space is directly related to our cultural values.

## INTERCULTURAL INTERACTION/DIALOGUE

Purpose: To understand how different cultural norms and values affect intercultural communication and to analyze how we can make the interaction more effective.

Time: 15 minutes

Process: Let students read the following intercultural dialogue, and then discuss what kinds of cultural norms and values are underlying the dialogue and how we can change it into more effective interaction.

Discussion Points:

1. What kinds of cultural norms and values each interlocutor has?
2. What makes this interaction (both Brian and Mr. Yamada, and Brian and Miki) problematic?
3. How can we change this dialogue into more effective one?
4. Should foreigners adjust to the U.S. American way of communication as long as they are in the U.S.?
5. Is it possible for both Brian and Mr. Yamada to adjust to each other's cultural norms?

### DIALOGUE

Brian: White American male. He is working for a Japanese car company in the U.S.

Mr. Yamada: Brian's boss. Japanese male. He has been in the U.S. for one year.

Miki: Brian's Japanese girlfriend. She has been in the U.S. for half a year.

*5:30 pm at the office. Brian is ready to leave.*

Mr. Yamada: Hi Brian

Brian: Hi, Mr. Yamada.

Mr. Yamada: Are you going home now? How about going to a bar and have some drink together tonight? You know, we've been working together for 1 year, but I haven't had a chance to really get to know you.

Brian: Well, actually I already have a plan tonight. I'm sorry.

Mr. Yamada: No no, that's alright. Maybe another time.

*At a restaurant. Brian and Miki are having dinner.*

Miki: So, your boss asked you out for a drink tonight?

Brian: Yeah, but you know, I don't want to drink with my boss after work.

Miki: But isn't it the third time you turned down his invitation? It might affect your evaluation...or at least he might think you are rude.

Brian: Why? Work is work, and he can't tell me what I should do during my private time. And we've been working together for almost 1 year. I can't get why he wants to "get to know me" now.

Miki: Well, establishing good relationships are very important in Japanese business settings, and it cannot be done during working hours. That's why your boss keeps asking you to have a drink with him after work. You should go with him at least once.

Brian: But we are not in Japan. Why Mr. Yamada is clinging onto his Japanese way? He should adjust to our way as long as he lives in the States. He should understand that I have my private life after 5 pm. Well, I know that many of my Japanese colleagues stay at the office until 8 or 9 pm.

Miki: Then you just leave early? Even though your colleagues are staying after 5?

Brian: What's wrong with that? I did my work. I'm done with whatever I'm doing. I don't need to stay longer. Nobody asks me to stay. There's no rule that I have to stay after 5.

Miki: But your colleagues stay longer, right?

Brian: Yeah, but it's not my business. If you stay after work, it means that you are not doing your job right. So, why am I gonna stay?

Miki: You sound selfish, Brian. Your colleagues may think so, too.

Brian: For me, they are wasting their time! They should work more efficiently.

## **MEDIA AND ONLINE ACTIVITIES**

### **MEDIA ACTIVITY 1: CHATTING WITH PEOPLE FROM DIFFERENT CULTURES**

From the variety of internet chat rooms available, pick a specific cultural or ethnic chat room that you feel is in contrast with your own. Then, initiate a dialogue with members of that chat room. Pick points of discussion which you feel can illumine certain intricacies of their culture. Make a note of your discovery and reflect upon the differences and similarities if any. You may find the following chat rooms interesting:

#### **WEBSITES**

##### **YAHOO! MESSENGER CHATROOMS**

[http://messenger.yahoo.com/feat\\_chatrooms.php](http://messenger.yahoo.com/feat_chatrooms.php)

##### **INTERNATIONAL CHATROOM (ICQ)**

[http://www.icq.com/icqchat/chatroom.php?c\\_id=38](http://www.icq.com/icqchat/chatroom.php?c_id=38)

##### **MSN CHAT NETWORK**

A Buddhist Community

<http://groups.msn.com/ABuddhistCommunity>

Islam4Allah

<http://groups.msn.com/ISLAM4ALLAHUSA>

The Black Think Tank

<http://groups.msn.com/TheBlackThinkTank>

#### **MOVIES/VIDEOS**

##### **“GOING INTERNATIONAL SERIES: MANAGING THE OVERSEAS ASSIGNMENT” (1983). Griggs Production**

This 30 minutes clip illustrates intercultural business interaction in Mexico, Japan, England and Saudi Arabia. You can show the clip and make students analyze what the beliefs, values, and norms of the respective culture are.

##### **“LOST IN TRANSLATION” (2003). Director: Sofia Coppola**

An American actor, Bob Harris (Bill Murray), is staying in Japan while shooting a TV commercial of whiskey. In an unfamiliar culture, he encounters various frustrating situation, in which he has a hard time understanding what Japanese people are saying and their behaviors. You can show some parts of this movie (e.g. the scene of commercial shooting where he is confused by the director and his Japanese translator) and lead a discussion about what causes cultural misunderstandings, including different verbal and nonverbal communication across culture.

##### **“CHILDREN OF HEAVEN” (1999). Director: Majid Majidi**

This Oscar-winning film illustrates a story of an urban daily life in Iran, while depicting class differences in Iranian society. Ali lost his sister Zahra’s shoes on the way home from a shoe repair shop. Knowing that their father cannot afford a new pair of shoes, and afraid of being scolded by their father, Ali and Zahra decide to share one pair of shoes. You may ask your students to analyze what kind of belief, value and norms Iranian

culture has, and also what similarities/differences they can find between Iranian culture and their culture.

## TEST QUESTIONS

### TRUE/FALSE QUESTIONS

1. Even if generation is different, people share exactly the same values, beliefs, and norms as long as they belong to the same culture. (Type: U p.7)  
F
2. People are always aware of their culturally shared identity. (Type: K p.8)  
F
3. Ryan, a male college student who is white, and Dolores, a female dentist who is Latina, are both from the U.S. That means they share the same cultural values because the boundary of a culture is equal to the boundary of a nation. (Type: AP & AN pp.4-8)  
F
4. It is possible that people from the same culture interpret the same messages differently, because meanings are both objective and subjective. (Type: U p.6)  
T
5. Subjective culture is an individual's interpretation of the beliefs, values, and norms associated with a culture. (Type: K p.7)  
T
6. People can belong to several different cultures at the same time. (Type: K & U pp.9-10)  
T
7. Hiroko is living in Japan and Adam is in the U.S., and they both belong to the same online community of single parents. Even though they do not share physical settings, they can create and share a culture. (Type: AP pp.8-9)  
T
8. People can create and share cultures only in physical settings. (Type: U p.8)  
F
9. Jonathan is from England and Tyler is from the U.S. Since both of them can understand English, communication between them are more effective than that between people who do not share the language. (Type: AP p.13)  
F
10. Anne and Nolan have been arguing about child-rearing issues since their first daughter was born. We can tell exactly when the argument began, because communication has a clear beginning and end. (Type: AP p.11)  
F
11. In an island in the Pacific, people believe that the rainbow has only two colors. Linguistic relativism assumes that it is because they only have two words to describe colors: bright color and dark color. (Type: AP & U p.13)  
T
12. The Japanese language has different ways of describing "rice". Functional relativism assumes that it is because Japan has a culture of cultivating rice. (Type: AP & U p.13)  
T
13. Universalism assumes that different languages create different cultures. (Type: K p.13)  
F
14. Every language has the same meanings and can be translated exactly the same way. Such perspective is called Universalism. (Type: K p.13)  
T



15. Chronemics is about how we value and use our time. (Type: K p.13)  
    T
16. The use of personal space we maintain around us is called Kinesics. (Type: K p.13)  
    F
17. Intercultural communication and international communication are interchangeable. (Type: K p.15)  
    F
18. If you take an interpretive perspective, you would spend a lot of time spending in the culture you study and interact with people of the culture in order to gain detailed description of the culture and communication. (Type: U & AP pp.22-24)  
    T
19. You are interested in studying power differentials between the majority group and minority groups in your country, such as what privileges the majority group has, and how the system of domination works. You are more likely to take a social scientific perspective. (Type: U & AP pp.22-24)  
    F
20. The main purpose of social scientific perspectives is to identify patterns of communication and attribute certain behaviors to cultural values. (Type: K pp.22-24)  
    T

#### MULTIPLE CHOICE QUESTIONS

1. \_\_\_\_\_ is a learned system of meanings that influences shared self-hood and community-hood among group members. (Type: K p.4)  
a. Communication  
b. Message  
c. Culture  
d. Word  
    c
2. “Women should take care of the home.” This is: (Type: AP & AN pp.4-6)  
a. Belief  
b. Norms  
c. Customs  
d. Values  
    d
3. Aki, a Japanese wife, and Robert, a U.S. American husband, often have an argument about how they deal with conflict situations. Robert believes that it is appropriate to talk through problems but Aki believes that it is appropriate to be silent to avoid a conflict. Such a cultural friction takes place because Aki and Robert has different cultural \_\_\_\_\_. (Type: AP & AN pp.4-6)  
a. Values  
b. Norms  
c. Customs  
d. Rituals  
    b

4. Red roses stand for passion and love. In this case, red roses are (Type: U pp.6-7)
- a. Meanings
  - b. Symbols
  - c. Contents
  - d. Systems
- b
5. Hand-written love letter and typed love letter may have different impact on the person who receives it. It is because \_\_\_\_\_ is different (Type: U pp.11-12)
- a. A channel
  - b. A message
  - c. A symbol
  - d. A content
- a
6. Identity is shared with other people through (Type: K p.7)
- a. Rituals
  - b. Ceremonies
  - c. Language
  - d. All of the above
- d
7. Choose one FALSE statement about communication (Type: K pp.11-14)
- a. Communication creates and transmits meanings
  - b. Communication includes both verbal and nonverbal messages
  - c. Communication takes place in context
  - d. Communication has clear beginning and ending
- d
8. Bill visited Japan for a business. He thought all Japanese people he met were so rude because they did not make any eye-contacts while they were talking. Bill made such a judgment because when we interpret other's behaviors, we tend to use: (Type: U, AP & AN pp.4-10)
- a. Their own cultural values, beliefs, and norms
  - b. Our own cultural values, beliefs, and norms
  - c. Universal values, beliefs, and norms
  - d. Normal values, beliefs, and norms
- b
9. The concept of co-culture implies that (Type: K pp.4-10)
- a. National culture is the primary orientation and the others are subsumed within nationality.
  - b. Similar types of cultures tend to exist together.
  - c. Different cultures exist together and co-cultural member usually adjust to the dominant culture.
  - d. All cultures have equal value.
- d

10. This perspective assumes that language influences how we see the world. (Type: K p.13)
- Linguistic relativism
  - Functional relativism
  - Universalism
  - Cultural relativism
- a
11. Alana, who is an Asian-American female nurse, and Joseph, a Hispanic-American male school teacher, have been married for 10 years. Though they were born and raised in the U.S., their communication can be intercultural because: (Type: AP & AN p.15)
- their sex is different
  - their ethnicity/race is different
  - their profession is different
  - all of the above
- d
12. You are observing nonverbal behaviors of two people. You specifically pay attention to how they use their personal space, how they touch, and how they use gestures. What is NOT your focus of the study? (Type: K p.13)
- Haptics
  - Kenesics
  - Oculesics
  - Proxemics
- c
13. Intercultural communication is interpersonal communication between individuals (Type: K p.15)
- from different nations/race/ethnic group.
  - who have different verbal and nonverbal ways of communicating
  - from different cultural background.
  - who identify themselves as the same cultural group members
- c
14. In most Western cultures, horses are regarded as precious, beautiful, and intelligent animals. Based on this belief, some activist organizations criticize cultures in which people eat horses and try to prevent them from killing horses. In this case, these organizations have a perspective called: (Type: AP & U p.20)
- Universalism
  - Cultural relativism
  - Cultural positivism
  - None of the above
- a
15. Understanding that different cultures have different codes of ethics and judging other cultures based on their cultural standard is called\_\_\_\_\_ (Type: K p.20)
- cultural universalism
  - cultural relativism
  - moral inclusion
  - moral exclusion
- b

16. In U.S. immigration discourses, immigrants, especially those who come from Mexico, are described as criminals or threats to U.S. economy and welfare system. Some political activist organizations claim that the government should issue less immigration visas to Mexicans or they even claim moratorium of immigration. Such attitude toward culturally different groups is called: (Type: AP & U p.20)
- a. Cultural Universalism
  - b. Cultural relativism
  - c. Moral inclusion
  - d. Moral exclusion
- d
17. Choose the major purpose of critical scholars. (Type: K p.22-24)
- a. To point out the power differences between cultures
  - b. To point out the domination of one cultural group by another
  - c. To improve social relations and social order.
  - d. All of the above
- d
18. You are interested in a Pueblo Indian tribal culture. You stay in the pueblo for 3 month, interacting with people living there, to gain detailed understanding of how people communicate and how they understand their culture. The perspective you take is: (Type: AP & U pp.22-24)
- a. social scientific perspective
  - b. critical perspective
  - c. interpretive perspective
- c
19. You are interested in how people in Germany, the U.S., and Mexico deal with a conflict situation. You created a survey so that you can identify some general patterns of conflict communication styles across these cultures. The perspective you take is: (Type: AP & U pp.22-24)
- a. A social scientific perspective
  - b. A critical perspective
  - c. An interpretive perspective
- a
20. You are interested in how Turkish immigrants in Germany are represented in German media, such as TV drama, movies, and newspapers. Your purpose is to understand the power relations in the society and how system works to maintain racial hierarchy in society. The perspective you take is: (Type: AP & U pp.22-24)
- a. A social scientific perspective
  - b. A critical perspective
  - c. An interpretive perspective
- b

## ESSAY QUESTIONS

1. Define culture and communication and explain the relationship between the two. (Type: K pp.4-15)
2. The existence of multiple co-cultures is manifested in the hyphenated identification, such as Mexican-American, or Chinese-American. Some people think that such hyphen constructs racial/ethnic discrimination and hierarchy in society and we should refer them as just Americans. What is your position on this issue? Make an argument. (Type: E pp.9-10)
3. What does the iceberg model helps us to understand about culture? (Type: E pp.10-11)
4. Not only transmitting meanings, communication can also create meanings. Explain the communication processes of the creation of meanings with an example. (Type: AP pp.11-14)
5. Explain differences among three perspectives on the relationship between cultures and languages. (Universalism, Linguistic relativism, Functional relativism) (Type: U p.13)
6. Explain the difference between intercultural communication and cross-cultural communication. (Type: U p.15)
7. Diversity in workplaces has both advantages and disadvantages. What is your position on this issue? Make an argument. (Type: E p.17)
8. Whale hunting in Japan is one of the intercultural controversial issues. Humane Society claims that whales are endangered species and Japan should stop hunting them. However, whale hunting has a long tradition in some parts of Japan and people have made use of every part of whale's body. For example, whales' whiskers are an essential part of a Japanese traditional puppet play (*Ningyo Joruri/ Bunraku*). From cultural universalism, hunting endangered species should be banned. On the other hand, from cultural relativism, hunting whale is a part of Japanese culture. What position would you take on this issue? Make an argument. (Type: AP & E pp.20-21)
9. What are the three predominant perspectives in the field of intercultural communication? Take one intercultural situation and explain it from the three different perspectives. (Type: U & AP pp.22-24)
10. As a student who studies intercultural communication, in what way do you believe the study of intercultural communication will help you to become a better member of the global community? Cite specific examples as they relate to your own life experiences. (Type: U & AP pp.16-19)

## REFERENCE

- Ting-Toomey, S., & Takai, J. (2006). Explaining intercultural conflict: Promising approaches and future directions. In J. G. Oetzel & S. Ting-Toomey (Eds.), *The Sage handbook of conflict communication* (pp.691-723). Thousand Oaks, CA: Sage.