

CHAPTER 2: CULTURE AND INTERPERSONAL COMMUNICATION

TRUE/FALSE

1. Marshall McLuhan's "global village" metaphor suggests that the world's cultures are becoming increasingly disconnected and independent.
Answer: F
Bloom: Remembering
A-head: Culture and Communication
2. Culture is, to a great extent, a matter of perception and definition.
Answer: T
Bloom: Remembering
A-head: Culture and Communication
3. Mormons, soccer moms, gamers, and Millennials would all be examples of co-cultures.
Answer: T
Bloom: Understanding
A-head: Culture and Communication
4. "Out-groups" are groups we perceive to be different from ourselves.
Answer: T
Bloom: Remembering
A-head: Culture and Communication
5. High-context cultures rely more on nonverbal cues than do low-context cultures.
Answer: T
Bloom: Remembering
A-head: Cultural Values and Norms
6. Mainstream culture in the United States tends to be more high-context than low-context.
Answer: F
Bloom: Remembering
A-head: Cultural Values and Norms
7. Social scientists use the term "salience" to describe how much weight we attach to a particular person or phenomenon in interactions between people from different cultures.
Answer: T
Bloom: Remembering
A-head: Culture and Communication
8. Collectivistic cultures tend to place a high value on self-reliance and competition.
Answer: F
Bloom: Remembering
A-head: Cultural Values and Norms

9. The successful transition from culture shock to adaptation and growth is usually a smooth, linear process.
Answer: F
Bloom: Remembering
A-head: Developing Intercultural Communication Competence
10. Care for extended family before self is typical of collectivistic cultures.
Answer: T
Bloom: Remembering
A-head: Cultural Values and Norms
11. Power distance describes the degree to which members of a society accept the unequal distribution of power within that society.
Answer: T
Bloom: Remembering
A-head: Cultural Values and Norms
12. Cultures with high power distance believe in minimizing the differences between various social classes.
Answer: F
Bloom: Remembering
A-head: Cultural Values and Norms
13. Challenging authority is acceptable in cultures that endorse low power distance.
Answer: T
Bloom: Remembering
A-head: Cultural Values and Norms
14. In countries with high uncertainty avoidance, deviant people and ideas are considered dangerous and intolerance is high.
Answer: T
Bloom: Remembering
A-head: Cultural Values and Norms
15. In achievement cultures as opposed to nurturing cultures, those who see themselves as especially capable feel more empowered to voice their opinions.
Answer: T
Bloom: Remembering
A-head: Cultural Values and Norms
16. Ethnicity refers to the degree to which a person identifies with a particular group, usually on the basis of nationality, culture, or some other unifying perspective.
Answer: T
Bloom: Remembering
A-head: Co-cultures and Communication
17. Identifying with multiple ethnic groups can both pose challenges and offer benefits.

Answer: T
Bloom: Remembering
A-head: Co-cultures and Communication

18. Disclosing one's gender identity has both potential advantages and disadvantages.

Answer: T
Bloom: Remembering
A-head: Co-cultures and Communication

19. Socioeconomic status can influence whether someone will challenge authority and speak up.

Answer: T
Bloom: Remembering
A-head: Co-cultures and Communication

20. In general, Western cultures honor the elderly, and attitudes about aging are more positive than negative.

Answer: F
Bloom: Remembering
A-head: Co-cultures and Communication

21. When offering identification information, one's personal name will be given before one's family name in every culture.

Answer: F
Bloom: Remembering
A-head: Codes and Culture

22. Research has found that high-context communicators use more competitive and dominating conflict styles, whereas low-context people are more obliging and accommodating.

Answer: F
Bloom: Remembering
A-head: Cultural Values and Norms

23. Tolerance for ambiguity is a characteristic of intercultural communication competence.

Answer: T
Bloom: Remembering
A-head: Developing Intercultural Communication Competence

24. Ethnocentrism is the attitude that one's culture is superior to others.

Answer: T
Bloom: Remembering
A-head: Developing Intercultural Communication Competence

25. Communication scholars have found that people with disabilities prefer strategies for fitting into their place of work which avoid the idea of being defined by their disability.

Answer: T
Bloom: Understanding

A-head: Co-cultures and Communication

26. Slurs and derogatory labels say more about those who use them than about the people being disparaged.

Answer: T

Bloom: Remembering

A-head: Co-cultures and Communication

27. Recognizing that culture is multidimensional, scholars have developed the concept of accommodation to describe the interplay of social categories, including gender, race, socioeconomic status, and sexual orientation.

Answer: F

Bloom: Remembering

A-head: Co-cultures and Communication

28. Code-switching decreases the chances of achieving your communication goals.

Answer: F

Bloom: Remembering

A-head: Codes and Culture

29. Elaborate versus succinct is an important type of cultural difference in verbal style.

Answer: T

Bloom: Remembering

A-head: Codes and Culture

30. Organizations have cultures that can be just as distinctive as those of larger societies.

Answer: T

Bloom: Remembering

A-head: Codes and Culture

MULTIPLE CHOICE

31. Which example best illustrates Marshall McLuhan's metaphor of a "global village"?
- a. Helmut from Germany and Lin from China developing a friendship through Facebook
 - b. The UNICEF Tap Project bringing clean drinking water to thousands of children in remote African locations
 - c. The 2016 Olympic Village in Rio De Janeiro housing athletes from every nation
 - d. McDonald's restaurants expanding to more than 100 countries

Answer: A

Bloom: Analyzing

A-head: Culture and Communication

32. Teenagers may see the elderly as a(n) _____.

- a. co-culture
- b. in-group

- c. out-group
- d. low context culture

Answer: C

Bloom: Understanding

A-head: Culture and Communication

33. In North American society, categories such as age, ethnicity, race, gender, sexual orientation, physical disabilities, and religion are all considered _____.
- a. achievement cultures
 - b. co-cultures
 - c. individualistic cultures
 - d. collectivistic cultures

Answer: B

Bloom: Remembering

A-head: Culture and Communication

34. Rather than classifying some exchanges as intercultural and others as free from cultural influences, it's more accurate to talk about _____.
- a. degrees of cultural significance
 - b. high and low context
 - c. power distance
 - d. intersectionality

Answer: A

Bloom: Understanding

A-head: Culture and Communication

35. Low-context cultures tend to value and emphasize _____.
- a. relational harmony
 - b. non-verbal cues
 - c. silence
 - d. straight talk

Answer: D

Bloom: Remembering

A-head: Cultural Values and Norms

36. While part of a multicultural work group, Fatima, who is Arab, feels teammate Jarrod, who is American, is too blunt when expressing his opinion. Jarrod, for his part, feels Fatima is evasive and unassertive. These people are encountering value differences primarily associated with _____.
- a. uncertainty avoidance
 - b. high versus low power-distance
 - c. high versus low context
 - d. achievement versus nurturing

Answer: C

Bloom: Understanding

A-head: Cultural Values and Norms

37. When an American answers the question “Who am I?” by citing personal factors, while a Chinese person answers the same question by identifying groups in which she/he is a member, they are expressing value differences associated with _____.

- a. high versus low context
- b. individualism versus collectivism
- c. power distance
- d. uncertainty avoidance

Answer: B

Bloom: Understanding

A-head: Cultural Values and Norms

38. When Austrian students are praised for asking their teachers questions while Filipino students see questioning their teachers as inappropriate, they are exhibiting values associated with _____.

- a. High versus low context
- b. Individualism versus collectivism
- c. Power distance
- d. Uncertainty avoidance

Answer: C

Bloom: Understanding

A-head: Cultural Values and Norms

39. The degree to which members of a culture feel threatened by ambiguous situations and try to stay away from them is known as _____.

- a. code-switching
- b. uncertainty avoidance
- c. power distance
- d. assimilation

Answer: B

Bloom's: Remembering

A-head: Cultural Values and Norms

40. Nigel strives to advance his career by getting a raise and promotion in London. Gita, who works for the same company at another branch in Indonesia, is more concerned with helping her colleagues and developing supportive relationships at work. These cultural differences are associated with _____.

- a. uncertainty avoidance
- b. high versus low power-distance

- c. high versus low context
- d. achievement versus nurturing

Answer: D

Bloom's: Analyzing

A-head: Cultural Values and Norms

41. Which of the following cultures is the most likely to be characterized by an informal verbal style of communication?
- a. English
 - b. Nigerian
 - c. Japanese
 - d. American

Answer: D

Bloom's: Remembering

A-head: Codes and Culture

42. _____ is the weight we attach to a particular person or phenomenon in interaction between people from different cultures.
- a. Assimilation
 - b. Prejudice
 - c. Achievement culture
 - d. Salience

Answer: D

Bloom's: Remembering

A-head: Culture and Communication

43. Jenny would like to bring her service animal to work, a Labrador Retriever who helps her deal with severe anxiety. She is not sure, however, that she wants to disclose her condition to colleagues. By de-emphasizing differences and staying quiet about her disability, Jenny has chosen a strategy of integration called _____.
- a. assimilation
 - b. accommodation
 - c. perspective taking
 - d. code-switching

Answer: A

Bloom: Analyzing

A-head: Co-cultures and Communication

44. Why is "a person who is deaf" a better description than "a deaf person"?
- a. The first description is more grammatical than the second.
 - b. The first description treats the disability as one feature rather than the defining feature of a person.
 - c. Neither description is arguably better; both statements convey the same meaning.

- d. The first description is more inspiring than the second.

Answer: B

Bloom: Understanding

A-head: Co-cultures and Communication

45. Melina is a study abroad student who works in the International Students Office on campus. At the weekly staff meeting, Melina contributes little to the discussion and defers to her supervisor, Maria, when she is asked a direct question. Melina is likely visiting from a country characterized by _____.
- a. high context
 - b. low context
 - c. high power distance
 - d. low power distance

Answer: C

Bloom: Analyzing

A-head: Cultural Values and Norms

46. "I'm sorry" can mean different things to native Japanese and English speakers due to differences in _____.
- a. verbal codes
 - b. uncertainty avoidance
 - c. intersectionality
 - d. power distance

Answer: A

Bloom's: Remembering

A-head: Codes and Culture

47. Carmen is a 70-year-old, middle-class, Episcopalian lesbian, who no longer drives due to acute vision loss. Which communication concept would best address this description of Carmen?
- a. Multimodality
 - b. Intersectionality
 - c. (Dis)ability
 - d. Salience

Answer: B

Bloom's: Understanding

A-head: Co-cultures and Communication

48. In which culture is a person who sees him/herself as *less* capable *more* likely to voice an opinion and feel satisfied when doing so?
- a. High power distance
 - b. Achievement

- c. Nurturing
- d. Low context

Answer: C

Bloom's: Understanding

A-head: Cultural Values and Norms

49. David and Derek, who are visiting India together for the first time, are inclined to stereotype the locals and complain about hotels and restaurants that they feel don't measure up to American standards. Which quality that helps develop intercultural communication competence are they most evidently lacking?
- a. Knowledge and skill
 - b. Patience and perseverance
 - c. Tolerance for ambiguity
 - d. Open-mindedness

Answer: D

Bloom's: Understanding

A-head: Developing Intercultural Communication Competence

50. Code-switchers _____.
- a. reject their personal heritage
 - b. posture to impress others
 - c. ignore cultural diversity
 - d. embrace a form of bilingual ability

Answer: D

Bloom: Understanding

A-head: Codes and Culture

51. Japanese has as many as _____ different ways to say *I*, depending on whether you want to be polite, casual, businesslike, or arrogant; to emphasize your family role, your social situation, age, or gender.
- a. 30
 - b. 50
 - c. 70
 - d. 100

Answer: D

Bloom's: Remembering

A-head: Codes and Culture

52. _____ is an unfairly biased and intolerant attitude toward others who belong to an out-group.
- a. Ethnocentrism
 - b. Stereotyping
 - c. Prejudice

d. Code-switching

Answer: C

Bloom's: Remembering

A-head: Developing Intercultural Communication Competence

53. According to cross-cultural research, who might be expected to prefer the largest zone of personal space?

- a. Basil from Britain
- b. Syed from Saudi Arabia
- c. Chen from China
- d. Ignazio from Italy

Answer: A

Bloom's: Remembering

A-head: Codes and Culture

54. Someone from _____ is most likely to answer the question "Who am I?" by saying, "I am a mother" or "I work for ABC Corporation."

- a. North America
- b. Great Britain
- c. Japan
- d. Australia

Answer: C

Bloom's: Analyzing

A-head: Cultural Values and Norms

55. Culture shock is also known as _____ shock.

- a. disinhibition
- b. mindfulness
- c. self-monitoring
- d. adjustment

Answer: D

Bloom's: Remembering

A-head: Developing Intercultural Communication Competence

ESSAY

56. Describe, using terms from the text, some difficulties that might occur in a business meeting with participants from the United States, Japan, and Saudi Arabia.

Answer must include:

- a. Differences along cultural values and norms such as those arising from high versus low context, individualism versus collectivism, power distance, uncertainty avoidance, and achievement versus nurturing

A-head: Cultural Values and Norms

57. Explain how Gudykunst's two-by-two matrix reflects the relationship between interpersonal communication and cultural significance.

Answer must include:

- a. Interpersonal communication forms one dimension
- b. Intercultural communication forms one dimension
- c. Explanation, with brief example of each type, of how some encounters have no interpersonal elements, some encounters have no intercultural elements, some encounters have elements of both intercultural and interpersonal communication

A-head: Cultural and Communication

58. Explain the primary cultural influences that affect interpersonal communication. Include in your discussion the following:

- 1. high versus low contexts
- 2. individualism versus collectivism
- 3. power distance
- 4. uncertainty avoidance
- 5. achievement versus nurturing

Answer must include:

- a. Examples of differences in ways of delivering messages. High context (subtle, nonverbal cues); Low context (uses direct language)
- b. Examples of how individualistic cultures view their primary responsibility as helping themselves; collectivistic cultures feel loyalties and obligations to in-groups
- c. Examples of high power distance accepting an unequal distribution of power versus low power distance minimizing differences in social classes
- d. Examples of low uncertainty avoidance where individuals are unthreatened by change versus high uncertainty avoidance where people feel threatened by ambiguous situations and try to avoid them
- e. Examples of achievement cultures placing a high value on material success versus nurturing cultures focusing on relationships

A-head: Cultural Values and Norms

59. Describe five major co-cultures that shape cultural identity.

Answer must include:

- a. Descriptions of race/ethnicity; gender identity/sexual orientation; age/generation; (dis)abilities; socioeconomic status

A-head: Co-cultures and Communication

60. Explain how the classroom atmosphere might be different given the following cultural influences:

1. high vs. low context
2. power distance
3. individualism vs. collectivism

Answer must include:

- a. Differences in high vs. low context (e.g., high: maintaining harmony, indirect expression; low: asking questions, stating opinions, explaining course requirements)
- b. Differences in power distance (e.g. low: questioning the teacher, asking students' opinions; high: teacher is in charge, students are obedient)
- c. Differences in individualism vs. collectivism (e.g., individualism: emphasis on individual achievement, autonomy, speaking out; collectivism: more concern with group performance, maintaining harmony, conformity)

A-head: Cultural Values and Norms

61. Your friend Selwynn is planning a trip to Germany. He has mastered textbook German but is concerned about intercultural communication competence. What specific strategies would you provide Selwynn to improve his competence in three areas that define intercultural communication competence?

Answer must include three of the following:

- a. strategies to increase motivation and attitude
- b. strategies to increase tolerance for ambiguity
- c. strategies to increase open-mindedness
- d. strategies to increase knowledge and skill
- e. strategies to increase patience and perseverance

A-head: Developing Intercultural Communication Competence

MATCHING

62. Match the cultural values and norms with their definition.

- | | | |
|-------|----|--------------------------------|
| _____ | a. | High vs. Low Context |
| _____ | b. | Individualism vs. Collectivism |
| _____ | c. | Power Distance |
| _____ | d. | Uncertainty Avoidance |
| _____ | e. | Achievement vs. Nurturing |

1. The degree to which a culture views their primary responsibility as themselves or their group
2. The degree to which societies place value on material success vs. support of relationships
3. The degree to which people feel threatened by ambiguous situations
4. The degree to which a culture values direct verbal communication or subtle, often nonverbal communication
5. The degree to which members of a society accept an unequal distribution of power

ANSWER: a. 4; b. 1; c. 5; d. 3; e. 2

A-head: Cultural Values and Norms

63. Match the letter of the term that best identifies each of the numbered situations. Begin by identifying the terms as they have been defined in your text.

- | | |
|-------------------------|---|
| a. Collectivism | f. Intercultural communication competence |
| b. Ethnocentrism | g. In-group |
| c. High-context culture | h. Uncertainty avoidance |
| d. Low-power distance | i. High-power distance |
| e. Individualism | |

- ___ 1. James, a British citizen, believes it is important for him to achieve on his own—and to be recognized for his accomplishments.
- ___ 2. All the boys in the neighborhood formed a club for “*boys only*.”
- ___ 3. Jason is proud of being a U.S. citizen because he considers his own culture superior to others in the world.
- ___ 4. When Young Sun, a Japanese executive, continually proposes to take care of an issue “later,” his subordinates understand that he is really denying their request.
- ___ 5. Young Sun is especially proud of an award that names his unit of the company “Outstanding Division of the Year.”
- ___ 6. Father Brady and Rabbi Silbert enjoy their friendly discussions about their different religious perspectives.
- ___ 7. Jennie, a high school senior, feels comfortable challenging her teachers in class.
- ___ 8. Lana chooses not to travel to foreign countries because she is wary of new environments and customs.
- ___ 9. Kim is given special respect in his family because he is the oldest brother.

ANSWER KEY:

- | | |
|------|------|
| 1. e | 6. f |
| 2. g | 7. d |
| 3. b | 8. h |
| 4. c | 9. i |
| 5. a | |

A-head: Cultural Values and Norms