

Chapter 2

Culture and Interpersonal Communication

Culture is becoming an increasingly important topic. The changing face of the United States touches every life, and globalization affects every field of endeavor, especially business. This unit aims to increase awareness of the nature of culture, the differences among cultures, and ways to improve intercultural communication and sensitivity.

Chapter Outline

I. The nature of culture

- A. It is defined as the relatively specialized lifestyle of a group of people that is passed on through communication not genes
 - 1. Includes values, beliefs, artifacts, behavior, general ways of communication, language, modes of thinking, arts, laws, and religion.
 - 2. Is not synonymous with race or nationality. A large group will have numerous differences within it.
 - 3. Sex and gender are not the same. Sex is determined by biology; gender is the “social construction of masculinity and femininity within a culture.” Both biology and societal influence have led to differences in male and female behavior.
- B. Enculturation -- the process by which you learn the culture into which you’re born.
 - 1. Through it you develop an ethnic identity, which is a commitment to the beliefs and philosophy of your culture which can act as a shield against discrimination.
 - 2. If not careful, ethnic identity can turn into ethnocentrism.
- C. Acculturation -- the process by which you learn the rules and norms of a culture different from your native culture. Acculturation modifies both cultures, although the immigrant culture changes more than the host.
 - 1. Immigrants whose cultures are similar to the host culture will become acculturated more easily.
 - 2. Younger and better educated become acculturated more easily.
 - 3. Open-minded people and risk-takers have an easier time as well.
 - 4. Being exposed to the host culture before immigration helps.

II. The Relevance of Culture

- A. Demographic changes - New influences from Latin and South America, Africa and Asia.
- B. Sensitivity to cultural differences – We have moved from an assimilationist attitude to a perspective that values diversity. The melting pot has become the salad bowl or spaghetti bowl.
- C. Economic and political interdependence – Our economic well-being and security is somewhat dependent on other cultures.
- D. Spread of technology – News shows and the Internet have made intercultural communication easy.

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- E. Culture-Specific nature of interpersonal communication – Interpersonal competence is culture-specific. Many Asians value cooperation and face-saving and discourage assertiveness and competitiveness. Business meetings vary from Japan to the U.S. and Jehovah's Witnesses don't celebrate birthdays.

III. The Aim of a Cultural Perspective

- A. Culture affects all communication.
- B. We need cultural understanding to communicate in many cultural situations.
- C. Understanding cultures doesn't mean you have to accept all cultural practices in your own culture or in other cultures.
- D. Often personality influences us more than culture.
- E. We should also look at similarities among cultures.

IV. Cultural Differences

- A. Individual and collective orientation -- the extent to which cultures promote individual values or collectivist values.
 - 1. In individualist cultures, members are responsible for themselves and perhaps immediate family. Success means standing out from the crowd. They value power, achievement, hedonism, and stimulation.
 - 2. In collectivistic cultures, members are responsible for the entire group. Success is based on how you benefit the group. They value benevolence, tradition and conformity.
 - 3. A universalist orientation treats people as individuals rather than members of a group and teaches respect for other cultures, beliefs and ways of doing things.
 - 4. An exclusionist orientation fosters a strong in-group affiliation with much less respect for out-group members.
- B. High and low context -- the extent to which information is made explicit in the verbal message or assumed into the context or relationship.
 - 1. In high-context cultures, much of the communication information is in the person and/or context. They are also collectivist in nature. Silence is important. Relationships are valued. Much emphasis is placed on face-saving.
 - 2. In low-context cultures, most information is in the verbal message. Members tend to get down to business quickly.
- C. Power distance - refers to how power is distributed in a society.
 - 1. High-power-distance cultures – power is in the hands of a few. Examples are Mexico, Brazil, India and the Philippines. Direct confrontation and assertiveness might be viewed negatively. Friendships are encouraged within the same class. Respect for authority is high. Titles are important.
 - 2. Low-power-distance cultures – power is more evenly distributed. Examples include Denmark, New Zealand, Sweden and the U. S. Assertiveness is valued, there is a certain distrust of authority and there is less emphasis on titles.

- D. Masculine and feminine cultures – attitudes toward gender roles.
 - 1. Masculine cultures emphasize success and socialize people to be assertive and competitive. Men are encouraged to be strong and independent; women, modest and tender.
 - 2. In feminine societies, both men and women are socialized toward modesty, tenderness and a concern for quality of life.
 - 3. Organizations can also be classified as masculine or feminine.
- E. High-ambiguity-tolerant and low-ambiguity-tolerant cultures – the degree to which uncertainty is avoided.
 - 1. In high-ambiguity tolerant cultures, uncertainty is accepted. Rules aren't rigidly followed.
 - 2. In low-ambiguity tolerant cultures, uncertainty causes anxiety. Rules are very important.
- F. Long and short-term orientation
 - 1. Cultures with long-term orientation value future rewards and are more apt to save for the future and prepare for the future academically. They believe mothers should be home with their children, humility is important for men and women and old age should be a happy time of life.
 - 2. Cultures with short-term orientation look more to the past and present, want quick results and spend their resources instead of saving. They believe others can care for children, humility is important for women only and old age is an unpleasant time of life.
- G. Indulgence and restraint
 - 1. Cultures high in indulgence emphasize the gratification of desires. They have more people who are happy which is based on both life control and leisure. They are more optimistic, have a more satisfying family life as well as loose gender roles.
 - 2. Cultures high in restraint foster the curbing of such gratification and its regulation by social norms. People are more unhappy because they have less control over their lives and little leisure time. They place a great value on thrift and less importance on friendship.

V. Principles for Effective Intercultural communication.

- A. Intercultural communication refers to communication between people who have different cultural beliefs, values or ways of behaving.
- B. Guidelines for effective intercultural communication include:
 - 1. Educate yourself - Read books, watch documentaries, recognize your fears.
 - 2. Recognize differences
 - a. Some differences are between you and the other person.
 - b. There are also differences within the cultural group.
 - c. There are also differences in meaning.

3. Confront your stereotypes – fixed impressions of groups of people. Stereotypes can cause us to respond to a person based on what group they belong to and may lead us to ignore the uniqueness of a person.
4. Reduce your ethnocentrism
 - a. The tendency to evaluate the beliefs, values and behaviors of your own culture as more positive, natural and logical than those of other groups.
 - b. It can lead to obstacles, including hostility.
5. Adjust your communication –
 - a. Adjustments have to be made because we don't share the same symbols.
 - b. Communication Accommodation Theory states that people will adjust their speaking style to their listeners.
 - c. We are more attracted to people who have speech patterns similar to us and we deem them more credible.
 - d. Each culture has its own rules and customs for communicating.

Applications and Exercises

These exercises enable you to explore a wide variety of cultural issues and their relationships to interpersonal communication.

Random Pairs

This exercise is designed to provide an opportunity to analyze communication and particularly intercultural communication in terms of the concepts considered in this text. The procedures are simple:

- Select a five number code, e.g., 1-3-9-14-10--consisting of all different numbers--without reference to the table below. Choose numbers from 1-15. After selecting your code, refer to the table to get your basic communication act: Source (plus identifiers)-Message-Receiver (plus identifiers).
- Explain the communication and cultural factors operating in this basic interpersonal communication act as you see it. Consider, for example, are there likely to be significant self-concept differences? Is apprehension likely to be a factor? Is self-disclosure relevant here? Are certain perceptual or listening barriers especially likely to create problems?
- If you were asked to give these two people advice to make their communications more effective--even before they begin to speak--what would it be? What one rule would you ask them to follow?
- How likely is this communication dyad to succeed? To fail? What reasons can you offer for your prediction?

If you were asked to give the two people involved in your interpersonal act advice to make their interaction more effective--even before they begin to speak--what would it be? What one rule would you ask them to follow? How likely is this communication dyad to succeed? To fail? What reasons can you offer for your prediction?

Cultural Beliefs

Review the following cultural maxims. Select any one that seems especially interesting and identify:

- a. the meaning of the maxim
- b. the cultural value(s) it embodies and speaks to
- c. the similarity or difference between it and what your own culture teaches
 1. A penny saved is a penny earned.
 2. All is not gold that glitters.
 3. All will come to those who wait.
 4. Blessed are the meek.
 5. Blood is thicker than water.
 6. Children should be seen and not heard.
 7. Do unto others as you would have others do unto you.
 8. Don't put off 'til tomorrow what you can do today.
 9. God is just.
 10. Honesty is the best policy.
 11. If you've got it, flaunt it./Blow your own horn.
 12. It's better to light a candle than to curse the darkness.
 13. Love thy neighbor.
 14. Never give a sucker an even break.
 15. No one likes a sore loser.
 16. Nothing succeeds like success.
 17. Patience is a virtue.
 18. Real men don't cry.
 19. Respect your elders.
 20. Self praise smells bad.
 21. Smile though your heart is breaking.
 22. Stick with your own kind.
 23. Tell it like it is.
 24. The apple doesn't fall far from the tree.
 25. There's no defense like a good offense.
 26. Throw caution to the wind.
 27. Time is money.
 28. Time waits for no one.
 29. Tomorrow will take care of itself.
 30. What goes around comes around.
 31. Put your money where your mouth is.
 32. If you've got it, flaunt it.
 33. Blow your own horn.
 34. Beauty is only skin deep.
 35. Smile though your heart is breaking.
 36. Throw caution to the wind.
 37. No one likes a sore loser.
 38. Tell it like it is.
 39. A bird in the hand is worth two in the bush.

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40. Time is money.
41. There's no defense like a good offense.
42. Don't put off till tomorrow what you can do today.
43. Play your cards right.
44. The squeaky wheel gets the grease.
45. There's no fool like an old fool.
46. The nail that sticks out gets hammered down.
47. If you talk the talk, you have to walk the walk.
48. What goes around comes around.
49. Birds of a feather flock together.
50. Never give advice in a crowd.

How influential do you find these beliefs in your day-to-day decision-making? Do you find these beliefs helpful in enabling you to achieve your professional or personal goals?

Select one of the following cultural maxims and respond to the following questions:

- In plain English, what is the meaning of the maxim? What cultural value does it identify? What implications does this maxim—if followed religiously—have for the growth of the individual, the group, and of society as a whole?
- Did your culture teach this maxim? Did it teach the maxim's opposite?
- Is this maxim a part of your life? In what ways?

From Culture to Gender

This exercise is designed to help you explore how cultures teach men and women different values and beliefs and how these might in turn influence the ways in which men and women communicate interpersonally.

Select one of the beliefs listed below and indicate how you think the “typical man” and the “typical woman” would view this belief., for example: *Men are more likely to believe that women make more effective parents than men* or *Women believe that men have a higher commitment to career and desire for success than women do.*

Try to identify one way you think these beliefs influence the typical man's, the typical woman's, and the typical male-female interpersonal interaction, for example: *As a result of a man's belief that women make better parents, men have a tendency to leave parenting behaviors up to the woman* or *Men's belief that women make better parents leads men to avoid making parenting decisions.*

Think critically about your beliefs. What evidence can you offer for your beliefs about gender differences and about how these cultural beliefs influence interpersonal communication?

You may wish to extend this journey by actually locating the evidence bearing on your hypotheses. One way to do this is to access the CD ROM databases which your school library is likely to have, for example, ERIC, psychlit, or sociofile. Do a find search for “gender” and the key word of the proposition, for example, gender + friendship or gender + money. Try several variations for each combination, for example, gender + finances, men + money, gender differences + finance. Some abstracts you'll find will give you the results of the study but others

will just identify the hypotheses studied—to discover what was found, you’d have to consult the original research study.

On the basis of your analysis and research, would you revise your beliefs? State them with even stronger conviction? Urge caution in accepting such beliefs?

Beliefs

1. the three most important qualities necessary for developing a romantic relationship
2. the importance of money in a relationship and in defining one’s success or achievement
3. the role of politeness in interpersonal relationships
4. the tendency to nurture others
5. effectiveness in parenting
6. the tendency to think emotionally rather than logically
7. the likelihood of becoming hysterical in, say, an argument or when placed in a dangerous situation
8. high commitment to career and desire for success
9. the likelihood of becoming depressed because of real or imagined problems the importance placed on winning—with friends, loved ones, and business associate

Cultural Identities

Anonymously on an index card write one your cultural identities (race, religion, nationality) and three strengths that you feel that a significant number of members of this cultural group possess. The cards should be collected, randomized, and read aloud.

This brief experience—along with any discussion it generates—should have made the following clear:

1. People have diverse cultural identities; each person has several
2. Each identity has its own perceived strengths. Even the “strengths” themselves may not be recognized as “strengths” by members of other cultures.

The most effective individual is likely to be the one who recognizes and welcomes the strengths of different cultures

The Sources of Your Cultural Beliefs

This exercise is designed to increase your awareness of your cultural beliefs and how you got them. For each of the beliefs noted below, try to answer these six questions:

1. What were you taught? Phrase it as specifically as possible, for example: I was taught to believe that
2. Who taught you? Parents? Teachers? Television? Peers? Coaches?
3. How were you taught? By example? Explicit teaching?
4. When were you taught this? As a child? As a high school student? As an adult?
5. Where were you taught this? In your home? Around the dinner table? At school? In the playground?
6. Why do you suppose you were taught this? What motives lead your parents or teachers to teach you this belief?

Beliefs

1. the nature of God (for example, belief in the existence of, organized religion, atheism, an after life)
2. the importance of family (respect for elders, interconnectedness, responsibilities to other family members)
3. the meaning of and means to success (the qualities that make for success, financial and relational “success”)
4. the rules for sexual appropriateness (sex outside of committed relationships, same-sex and opposite sex relationships)
5. the role of education (the role of education in defining success, the obligation to become educated, education as a way of earning a living)
6. male-female differences (recognizing differences, feminism)
7. intercultural interactions (friendship and romance with those of other religions, races, nationalities; importance of ingroup vs. outgroup)
8. the importance of money (amount that’s realistic or desirable, at what price, and professional goal, relative importance compared to relationships, job satisfaction)
9. the meaning of life (major goal in life, this life vs. an after life)
10. time (the importance of being on time, the value of time, wasting time, adherence to the social time table of your peers—doing what they do at about the same age)

In what one way did each of these beliefs influence your interpersonal communication style? If you have the opportunity for interaction in small groups, a good way to gain added insight into cultural beliefs is for volunteers to talk about the belief they selected, how they answered each of the six questions, and how the belief influences their own way of communicating interpersonally. If the principles for effective interpersonal and intercultural communication (Chapters 8 and 9) are followed, this simple interchange should result in formidable interpersonal and intercultural insight.

Confronting Intercultural Obstacles

Think about your own ability to deal with intercultural communication situations by considering how you would deal with each of the following obstacles to intercultural understanding and communication.

1. Your friend makes fun of Radha, who comes to class in her native African dress. You feel you want to object to this.
2. Craig and Louise are an interracial couple. Craig's family treat him fairly but virtually ignore Louise. They never invite Craig and Louise as a couple to dinner or to partake in any of the family affairs. The couple decide that they should confront Craig's family and ask your advice.
3. Malcolm, a close friend, is really an open-minded person. But he has the habit of referring to members of other racial and ethnic groups with derogatory language. You decide to tell him that you object to this way of talking.
4. Tom, a good friend of yours, wants to ask Pat out for a date. Both you and Tom know that Pat is a lesbian and will refuse the date and yet Tom says he's going to have some fun

and ask her anyway—just to give her a hard time. You think this is wrong and want to tell Tom you think so.

5. Your parents persist in holding stereotypes about other religious, racial and ethnic groups. These stereotypes come up in all sorts of conversations. You are embarrassed by these attitudes and feel you must tell your parents how incorrect you think these stereotypes are.
6. Lenny, a work colleague, recently underwent a religious conversion. He now persists in trying to get everyone else to undergo this same religious conversion. Every day he tells you why you should convert, gives you literature to read, and otherwise persists in trying to convert you. You decide to tell him that you find this behavior offensive.

In-Class Activities

Small-Group Discussions

These discussions are designed to enable each student in the class to critically encounter cultural concepts in light of his own experience and beliefs. Divide the class into small groups of about four to five people each, and assign each one of the following questions. (If you wish, they can pick topics to pursue.) Give them about 10 to 15 minutes to discuss each question. Then, have one student from each group stand to report his/her group's proceedings. Below are some suggested topics:

- What is the most unaddressed topic on this campus regarding intercultural communication?
- How do you feel about some college mascots being considered discriminatory?
- How much does the faculty at your university reflect the changing face of the nation? How diverse is your faculty regarding race, gender, age, or religion?
- How does ethnocentrism act as a barrier when trying to understand someone from a different culture?
- What do you consider your ethnic identity? Is it important to you? Why or why not?
- What cultural differences have you encountered in the classroom while interacting with instructors and classmates?
- Have you ever had a misunderstanding with someone because of cultural differences (in nonverbal behaviors, actions, values, etc...) What happened and what did you learn from it?

Changing Perspectives

This exercise is designed to create empathy and display relationships in which there is a disparity in cultural expectations. Divide the class into groups (or take volunteers) representing the following relationships:

- strangers
- best friends
- worst enemies
- domineering boss and timid subordinate
- grandmother and five-year-old grandchild

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Have each dyad act out the following dialogue. Participants should feel free to explain where and when they perceived the action taking place. After each dialogue, ask the students why each character behaved as he or she did and the cultural value this action depicts.

Person 1: Hello.

Person 2: How are you?

Person 1: Pretty good.

Person 2: I haven't seen you here before.

Person 1: I know. I wanted to try it – you look nice. I like that outfit.

Person 2: Thanks. Well, I gotta go.

Person 1: OK. Bye.

Ethnic Identity and Identifiers

Have each student bring into class 3 items that illustrate his/her ethnic identity. In small groups, or in front of the class, ask each student to explain what each item represents.

Intercultural Interview/Panel Discussion

Ask each student to interview an international student on campus. Questions could focus on the acculturation process as well as differences among cultures presented in the chapter. An alternate version would be to invite several international students in the class to take part in a panel discussion on the topics of acculturation, cultural differences and overcoming barriers to effective intercultural communication.

Video Recommendations

- *A Walk in the Clouds* – shows the initial rejection and final acceptance of someone entering into another culture.
- *Mean Girls* – illustrates how difficult it is to go from one culture to another.
- *Crouching Tiger, Hidden Dragon* – demonstrates the influence of culture on a wide variety of behaviors.
- *Meet the Fockers* – throughout the movie, shows the clash of co-cultures within the United States.
- *My Big Fat Greek Wedding* – details how an individualistic and collective culture can differ.
- *Spiderman 2* – shows culture shock intrapersonally, for the hero, in great detail.
- *Talladega Nights: The Ballad of Ricky Bobby* – humorously conveys stereotyping due to culture as well as ethnocentrism.

Journal Assignments

- Describe a time you have found yourself tempted to stereotype someone based on his/her cultural group. What information did you base the stereotype on? Were you able to move past the stereotype and get to know the person?

- Give an example of ethical relativism by comparing a custom or value in your culture with the custom or value of another culture. Does being a competent intercultural communicator mean having to agree with all the customs of another culture? Why or why not?
- How do you think your culture differs from other cultures in the world? Give examples, and be specific as you can. In terms of the five major differences among cultures, how would your life be different if you lived in a culture on the opposite end of the continuum from your own? How does this influence how you now view your situation in your home culture?
- Honestly, how open are you to other cultures and ways of life? Why? Remember a situation in which you encountered someone from a very different background and how you handled it. How did you feel during the episode?

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2.0.1–2.1 Multiple Choice

2.0.1.1. _____ is the relatively specialized lifestyle of a group of people.

- a. Race
- b. Nationality
- c. Culture
- d. Religion

Difficulty: 1
Page-Reference: 29
Skill: Knowledge
Answer: c. Culture

2.0.1.2. All of the following could be included in a description of culture EXCEPT

- a. genetic similarity.
- b. a common language.
- c. common values.
- d. similar beliefs.

Difficulty: 2
Page-Reference: 29–30
Skill: Comprehension
Answer: a. genetic similarity.

2.0.1.3. A(n) _____ culture is one in which people are treated as individuals, rather than in terms of the groups to which they belong and teaches a respect for other cultures, and their beliefs.

- a. exclusionist
- b. universalist
- c. high-context
- d. masculine

Difficulty: 2
Page-Reference: 36
Skill: Comprehension
Answer: b. universalist

2.0.1.4. _____ is the process through which you learn your native culture.

- a. Acculturation
- b. Culture shock
- c. Enculturation
- d. The adjustment principle

Difficulty: 1
Page-Reference: 30
Skill: Knowledge
Answer: c. Enculturation

- 2.0.1.5. **Susannah loves the freedom in her writing class and the way the writing assignments are open to interpretation. She is probably a member of a _____ culture.**
- a. feminine
 - b. masculine
 - c. low-ambiguity-tolerant
 - d. high-ambiguity-tolerant

Difficulty: 3
Page-Reference: 39
Skill: Application
Answer: d. high-ambiguity-tolerant

- 2.0.1.6. **All of the following are characteristics of high-power-distance cultures EXCEPT**
- a. friendships occur within your social class.
 - b. assertiveness with a superior is viewed positively.
 - c. students are not expected to challenge instructors.
 - d. you rely more on symbols of power, for example, courtesy titles like Dr. or Mrs.

Difficulty: 2
Page-Reference: 38
Skill: Synthesis
Answer: b. assertiveness with a superior is viewed positively.

- 2.0.1.7. **All of the following exemplify an individualistic culture EXCEPT**
- a. “looking out for number one.”
 - b. the “me generation.”
 - c. the lone ranger, riding into the sunset.
 - d. “there is no ‘I’ in ‘team’.”

Difficulty: 3
Page-Reference: 35–36
Skill: Evaluation
Answer: d. “there is no ‘I’ in ‘team’.”

- 2.0.1.8. **In a _____ culture, such as _____, there is a great difference between the power held by the elite and the ordinary citizen.**
- a. high-power-distance, Sweden
 - b. high-power-distance, Brazil
 - c. low-power-distance, Sweden
 - d. low-power-distance, Brazil

Difficulty: 3
Page-Reference: 38
Skill: Evaluation
Answer: b. high-power-distance, Brazil

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2.0.1.9. In a _____ culture, such as _____, both men and women are encouraged to be modest and oriented to maintaining quality of life.

- a. masculine, the United States
- b. masculine, Japan
- c. feminine, the United States
- d. feminine, Norway

Difficulty: 3

Page-Reference: 38–39

Skill: Evaluation

Answer: d. feminine, Norway

2.0.1.10. Which of the following is NOT a characteristic of a culture with a long-term orientation?

- a. They believe marriage is a moral arrangement.
- b. They are more apt to save for the future.
- c. They believe humility is a virtue for men and women.
- d. They believe marriage is a practical arrangement.

Difficulty: 2

Page-Reference: 40

Skill: Comprehension

Answer: a. They believe marriage is a moral arrangement.

2.0.1.11. All of the following are true in regard to a short-term orientation EXCEPT:

- a. Students with this outlook will attribute their success or failure to luck or chance.
- b. Executives with this orientation value self-reliance and personal freedom.
- c. Organizations with this orientation focus on future profits.
- d. Cultures with this outlook see humility as a virtue only for women.

Difficulty: 3

Page-Reference: 40

Skill: Comprehension

Answer: c. Organizations with this orientation focus on future profits.

2.0.1.12. All of the following are individualistic cultures EXCEPT

- a. The United States.
- b. Japan.
- c. Australia.
- d. Canada.

Difficulty: 2

Page-Reference: 35–36

Skill: Application

Answer: b. Japan.

2.0.1.13. In a(n) _____ culture, members are responsible for the entire group.

- a. collectivist
- b. high-power-distance
- c. individualistic
- d. masculine

Difficulty: 1

Page-Reference: 36

Skill: Knowledge

Answer: a. collectivist

2.0.1.14. Which of the following is NOT true in regard to the acculturation process?

- a. Younger people have an easier time.
- b. Better educated people have a harder time.
- c. Both cultures are changed during the process.
- d. Previous exposure to the new culture can make the process easier.

Difficulty: 2

Page-Reference: 30–31

Skill: Comprehension

Answer: b. Better educated people have a harder time.

2.0.1.15. All of the following signify a low-context culture EXCEPT

- a. “Let’s get right down to business.”
- b. “Say what you mean, and mean what you say.”
- c. “A verbal contract isn’t worth the paper it’s written on.”
- d. “But first, let’s all get to know each other better.”

Difficulty: 3

Page-Reference: 36–37

Skill: Evaluation

Answer: d. “But first, let’s all get to know each other better.”

2.0.1.16. _____ cultures are also collectivist cultures.

- a. High-context
- b. Low-context
- c. High-power-distance
- d. Low-power-distance

Difficulty: 2

Page-Reference: 37

Skill: Comprehension

Answer: a. High-context

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- 2.0.1.17. **In a low-context culture,**
- you get to know business associates before transactions occur.
 - great importance is given to silence.
 - much emphasis is placed on face-saving.
 - information is communicated in the verbal message.
- Difficulty:** 2
Page-Reference: 36–37
Skill: Comprehension
Answer: d. information is communicated in the verbal message.
- 2.0.1.18. **All of the following are good ways to improve intercultural communication EXCEPT**
- reducing your ethnocentrism.
 - recognizing differences within the culturally different group.
 - educating yourself about the new culture.
 - accepting that deep down, all humans are alike.
- Difficulty:** 2
Page-Reference: 47
Skill: Comprehension
Answer: d. accepting that deep down, all humans are alike.
- 2.0.1.19. **According to _____, speakers make their communication styles similar to listeners' to gain their approval and achieve greater efficiency.**
- communication accommodation theory
 - the Linguistic Relativity Hypothesis
 - cultural sensitivity
 - the principle of adjustment
- Difficulty:** 1
Page-Reference: 49
Skill: Comprehension
Answer: a. communication accommodation theory
- 2.0.1.20. **In _____-tolerant cultures, uncertainty causes anxiety.**
- high-ambiguity
 - low-ambiguity
 - high-context
 - low-context
- Difficulty:** 1
Page-Reference: 39–40
Skill: Knowledge
Answer: b. low-ambiguity

- 2.0.1.21. **Which of the following is NOT true in relation to culture?**
a. Understanding cultures means accepting the cultural beliefs of other cultures.
b. Personality can cause more differences among people than culture.
c. It is important to look at the similarities between cultures.
d. Culture affects all of our communication.
- Difficulty:** 3
Page-Reference: 33
Skill: Comprehension
Answer: a. Understanding cultures means accepting the cultural beliefs of other cultures.
- 2.0.1.22. **People from _____ cultures prefer clear-cut rules to follow.**
a. low-ambiguity-tolerant
b. masculine
c. high-ambiguity-tolerant
d. feminine
- Difficulty:** 1
Page-Reference: 40
Skill: Knowledge
Answer: a. low-ambiguity-tolerant
- 2.0.1.23. **Which of the following is NOT in the list of most long-term oriented countries?**
a. Japan
b. U.S.
c. China
d. Russia
- Difficulty:** 1
Page-Reference: 40
Skill: Knowledge
Answer: b. U.S.
- 2.0.1.24. **Which of the following is NOT true in regard to cultures high in indulgence?**
a. They place less importance on friendships.
b. They do not place great value on thriftiness.
c. They are more optimistic and have more positive attitudes.
d. They have more satisfying home lives.
- Difficulty:** 2
Page-Reference: 41
Skill: Comprehension
Answer: a. They place less importance on friendships.
- 2.0.1.25. **A commitment to the ways and beliefs of your culture is termed**
a. ethnic identity.
b. culture.
c. enculturation.
d. cultural sensitivity.

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Difficulty: 1
Page-Reference: 30
Skill: Knowledge
Answer: a. ethnic identity.

- 2.0.1.26. **Happiness can be measured in terms of _____**
- a. wealth and health.
 - b. individualism and collectivism.
 - c. leisure and life control.
 - d. uncertainty avoidance and long-term orientation.

Difficulty: 2
Page-Reference: 41
Skill: Comprehension
Answer: c. leisure and life control.

- 2.0.1.27. **The first stage in culture shock is the**
- a. crisis.
 - b. honeymoon.
 - c. adjustment.
 - d. recovery.

Difficulty: 1
Page-Reference: 45
Skill: Knowledge
Answer: b. honeymoon.

- 2.0.1.28. **If one is not careful, ethnic identity can lead to**
- a. enculturation.
 - b. acculturation.
 - c. ethnocentrism.
 - d. stereotyping.

Difficulty: 1
Page-Reference: 30
Skill: Knowledge
Answer: c. ethnocentrism.

2.0.1.29. **All of the following are true about stereotypes, EXCEPT**

- a. stereotypes can be negative.
- b. they operate on the level of conscious awareness.
- c. stereotypes can be positive.
- d. they're a fixed impression of a group of people.

Difficulty: 2

Page-Reference: 46

Skill: Analysis

Answer: b. they operate on the level of conscious awareness.

2.0.1.30. **The U.S. possesses the following attributes, EXCEPT**

- a. it's highly masculine.
- b. it's individualistic.
- c. it's high context.
- d. it's low context.

Difficulty: 3

Page-Reference: 35–39

Skill: Synthesis

Answer: c. it's high context.

2.0.1.31. **A fixed impression of a group of people is called a**

- a. schema.
- b. stereotype.
- c. culture.
- d. label.

Difficulty: 1

Page-Reference: 46

Skill: Knowledge

Answer: b. stereotype.

2.0.1.32. **Which of the following is NOT a way to achieve cultural sensitivity?**

- a. Recognize differences in meaning.
- b. Recognize and face your own fears of acting inappropriately toward members of different cultures.
- c. Be rule conscious.
- d. Downplay the differences between yourself and those from other cultures.

Difficulty: 2

Page-Reference: 42

Skill: Comprehension

Answer: d. Downplay the differences between yourself and those from other cultures.

2.0.1.33. **Seeing your own culture as inherently better than other cultures is termed**

- a. stereotyping.
- b. enculturation.
- c. ethnocentrism.
- d. acculturation.

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Difficulty: 1
Page-Reference: 47
Skill: Comprehension
Answer: c. ethnocentrism.

- 2.0.1.34. **Mariah is aware of the cultural differences between herself and others and wants to decrease it. She has the _____ degree of ethnocentrism.**
- a. equality
 - b. avoidance
 - c. indifference
 - d. sensitivity

Difficulty: 2
Page-Reference: 48
Skill: Application
Answer: d. sensitivity

- 2.0.1.35. **In the final stage of culture shock, you engage in**
- a. recovery.
 - b. adjustment.
 - c. the crisis phase.
 - d. the honeymoon period.

Difficulty: 1
Page-Reference: 45
Skill: Knowledge
Answer: b. adjustment.

2.0.2–2.2 True and False

- 2.0.2.1. **Acculturation is the process by which you learn the rules and norms of a culture different from your native culture.**
- a. true
 - b. false

Difficulty: 1
Page-Reference: 30
Skill: Knowledge
Answer: a. true

- 2.0.2.2. **Culture is passed from generation to generation genetically.**
- a. true
 - b. false

Difficulty: 1
Page-Reference: 29
Skill: Comprehension
Answer: b. false

2.0.2.3. **Enculturation helps develop ethnic identity, which can help protect an individual against discrimination.**

- a. true
- b. false

Difficulty: 2
Page-Reference: 30
Skill: Comprehension
Answer: a. true

2.0.2.4. **Cultures with an exclusionist orientation teach respect for other cultures and their beliefs.**

- a. true
- b. false

Difficulty: 2
Page-Reference: 36
Skill: Comprehension
Answer: b. false

2.0.2.5. **Social Darwinism holds that cultures evolve, and some are more advanced than others.**

- a. true
- b. false

Difficulty: 1
Page-Reference: 29
Skill: Knowledge
Answer: a. true

2.0.2.6. **Cultural relativism means accepting and agreeing with the customs of another culture.**

- a. true
- b. false

Difficulty: 2
Page-Reference: 29
Skill: Comprehension
Answer: b. false

2.0.2.7. **Your culture does NOT affect how happy you are.**

- a. true
- b. false

Difficulty: 2
Page-Reference: 41
Skill: Comprehension
Answer: b. false

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2.0.2.8. **In high-context cultures, criticism should only take place in private.**

- a. true
- b. false

Difficulty: 1

Page-Reference: 37

Skill: Knowledge

Answer: a. true

2.0.2.9. **In high-power-distance cultures, students are encouraged to challenge the teacher during classroom discussions.**

- a. true
- b. false

Difficulty: 2

Page-Reference: 38

Skill: Analysis

Answer: b. false

2.0.2.10. **Members of masculine cultures are more likely to seek win-win solutions.**

- a. true
- b. false

Difficulty: 2

Page-Reference: 39

Skill: Comprehension

Answer: b. false

2.0.2.11. **Organizations can be viewed in terms of masculinity or femininity.**

- a. true
- b. false

Difficulty: 2

Page-Reference: 39

Skill: Comprehension

Answer: a. true

2.0.2.12. **Cultures with long-term orientation believe that mothers do NOT need to say home to care for their children.**

- a. true
- b. false

Difficulty: 1

Page-Reference: 40

Skill: Knowledge

Answer: b. false

- 2.0.2.13. **A person in a collectivist culture is proud to stand out or above the crowd.**
a. true
b. false

Difficulty: 1
Page-Reference: 36
Skill: Comprehension
Answer: b. false
- 2.0.2.14. **Collectivist cultures are competitive; individualistic cultures are cooperative.**
a. true
b. false

Difficulty: 2
Page-Reference: 35–36
Skill: Comprehension
Answer: b. false
- 2.0.2.15. **Enculturation is the process through which you learn the culture into which you are born.**
a. true
b. false

Difficulty: 1
Page-Reference: 30
Skill: Knowledge
Answer: a. true
- 2.0.2.16. **The adage “Say what you mean, and mean what you say” exemplifies a high-context culture.**
a. true
b. false

Difficulty: 2
Page-Reference: 36–37
Skill: Evaluation
Answer: b. false
- 2.0.2.17. **Gender is determined by biology while sex is shaped by society.**
a. true
b. false

Difficulty: 2
Page-Reference: 29–30
Skill: Comprehension
Answer: b. false

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- 2.0.2.18. **The melting pot is a more accurate metaphor for cultural diversity in the U.S. than the salad bowl.**
a. true
b. false

Difficulty: 2
Page-Reference: 31
Skill: Comprehension
Answer: b. false

- 2.0.2.19. **Interpersonal competence is universal across cultures.**
a. true
b. false

Difficulty: 2
Page-Reference: 32
Skill: Knowledge
Answer: b. false

- 2.0.2.20. **According to communication accommodation theory, we are more attracted to people who have communication patterns similar to our own.**
a. true
b. false

Difficulty: 2
Page-Reference: 49
Skill: Knowledge
Answer: a. true

2.0.3–2.3 Essay

- 2.0.3.1. **What is enculturation? How were you, personally, encultured into your native culture?**

Difficulty: 2
Page-Reference: 30
Skill: Application

Answer: Enculturation is a process by which you learn the culture into which you are born.

A typical answer might include the following: (Generalized answer made specific according to the student actually answering the question.) The enculturation process begins long before birth, when families pore over bibles of baby names for their every implication, when families discuss their dreams for the impending addition to their family, even when they decorate—or don't decorate—the baby's nursery.

- 2.0.3.2. **Discuss four guidelines to follow when communicating with someone with a general disability.**

Difficulty: 3

Page-Reference: 50

Skill: Comprehension

Answer: Answers can include: use person-first language, respect assistive devices, shake hands, avoid talking about the person with a disability in the third person, don't assume they are intellectually impaired, ask if you aren't sure how to act, and maintain similar eye level.

- 2.0.3.3. **Describe at least three ways to improve intercultural communication, and provide examples where appropriate.**

Difficulty: 3

Page-Reference: 44–49

Skill: Synthesis

Answer: The answer might include some of the following: educate yourself, by talking to people from the other culture; reduce uncertainty by active listening; and adjust your communication, say, by finding out as much as possible about a culture's nonverbal communication.

- 2.0.3.4. **What are four major distinctions among cultures, and how does the United States rank for each?**

Difficulty: 3

Page-Reference: 35–42

Skill: Synthesis

Answer: Masculine versus feminine cultures. The U.S. is masculine.

High-context versus low-context. The U.S. is low-context.

High-power-distance culture versus low-power-distance culture. The U.S. is low-power-distance.

Individualistic versus collectivist. The U.S. is individualistic.

Long-term versus short-term. The U.S. is less long-term than most countries.

Indulgence versus restraint. The U.S. is more indulgent.

- 2.0.3.5. **Why should we learn about other cultures and develop intercultural competence? Discuss at least three reasons we need to improve our intercultural competence.**

Difficulty: 3

Page-Reference: 31–33

Skill: Comprehension

Answer: Answers can include the changing demographics in the United States, the need to conduct business in a diverse society as well as security concerns and the need to understand the culture-specific communication of neighbors, friends, and coworkers.