Introduction to Intercultural Communication Identities in a Global Community 9th edition Jandt Test Bank

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Chapter 2: Barriers to Intercultural Communication

Test Bank

Multiple Choice

1. Which of the following, according to LaRay Barna (1997), is one of the barriers to intercultural communication?
A. perceptions of money
B. spatial distance between cultures
C. nonverbal communication
D. relationships
Ans: C
Learning Objective: 2-1: List the barriers to effective and appropriate intercultural communication.
Cognitive Domain: Comprehension
Answer Location: Barriers to Intercultural Communication
Difficulty Level: Medium

2. Who applied uncertainty reduction theory to intercultural communication by developing the concept of the “stranger”?
A. Boucher
B. Cohen
C. Gudykunst and his colleagues
D. Yosei Sugawara
Ans: C
Learning Objective: 2-1: List the barriers to effective and appropriate intercultural communication.
Cognitive Domain: Comprehension
Answer Location: Anxiety
Difficulty Level: Medium

3. If you are unsure how to behave in an intercultural contact and you tend to avoid contact, you are experiencing which type of intercultural barrier?
A. high anxiety
B. assuming similarity instead of difference
C. ethnocentrism
D. stereotyping
Ans: A
Learning Objective: 2-1: List the barriers to effective and appropriate intercultural communication.
Cognitive Domain: Analysis
Answer Location: Anxiety

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Difficulty Level: Medium

4. If you consider that people display emotions inappropriately when the display of emotions in their culture is different from the display of emotions in your culture, you exemplify which type of intercultural barrier?
A. high anxiety
B. assuming similarity instead of difference
C. ethnocentrism
D. stereotyping
Ans: B
Learning Objective: 2-1: List the barriers to effective and appropriate intercultural communication.
Cognitive Domain: Analysis
Answer Location: Assuming Similarity Instead of Difference
Difficulty Level: Hard

5. Negatively judging the aspects of another culture by the standards of one's own culture is _____.
A. ethnocentrism
B. prejudice
C. racism
D. stereotyping
Ans: A
Learning Objective: 2-2: Give an example of ethnocentrism that demonstrates it as a barrier to intercultural communication.
Cognitive Domain: Knowledge
Answer Location: Ethnocentrism
Difficulty Level: Easy

6. In the reading by Benjamin Franklin, the commissioners from Virginia were victims of which barrier to intercultural understanding from the list below?
A. ethnocentrism
B. ethnography
C. high anxiety
D. nonverbal misinterpretations
Ans: A
Learning Objective: 2-2: Give an example of ethnocentrism that demonstrates it as a barrier to intercultural communication.
Cognitive Domain: Application
Answer Location: Ethnocentrism
Difficulty Level: Hard

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7. Positive or negative judgments made about others on the basis of their group membership is _____.
a. ethnocentrism
b. prejudice
c. racism
d. stereotyping
Ans: D
Learning Objective: 2-3: Distinguish between stereotypes, prejudice, and racism and show how each is a barrier to intercultural communication.
Cognitive Domain: Knowledge
Answer Location: Stereotypes and Prejudice
Difficulty Level: Easy

8. The term Asian American _____.
A. contributes to a stereotype of all people of Asian ancestry as a single community
B. includes more than 30 ethnicities with family origins from East Asia and excludes the Indian subcontinent
C. was developed by the Census Bureau to refer to all people of Asian descent
D. was developed by the Census Bureau to refer to people from the Indian subcontinent
Ans: A
Learning Objective: 2-6: Explain how stereotypes and prejudice act as barriers in intercultural communication between China and the United States.
Cognitive Domain: Application
Answer Location: Case Study: Asian Americans
Difficulty Level: Medium

9. The irrational suspicion or hatred of a particular group, race, religion, or sexual orientation is _____.
A. ethnocentrism
B. prejudice
C. racism
D. stereotyping
Ans: B
Learning Objective: 2-3: Distinguish between stereotypes, prejudice, and racism and show how each is a barrier to intercultural communication.
Cognitive Domain: Knowledge
Answer Location: Stereotypes and Prejudice
Difficulty Level: Easy

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10. Which of the following explains part of the Roma's history in Europe?
A. The Holocaust is an important part of their history.
B. They have largely assimilated into European cultures.
C. The Roma have largely disappeared from Europe.
D. Migration from Egypt to Europe is a major part of their history.
Ans: A
Learning Objective: 2-3: Distinguish between stereotypes, prejudice, and racism and show how each is a barrier to intercultural communication.
Cognitive Domain: Comprehension
Answer Location: The Roma
Difficulty Level: Medium

11. What term is used to describe the view that an individual's beliefs and behaviors should be understood only in terms of that person's own culture?
A. cultural relativism
B. cultural universalism
C. prejudice
D. ethnocentrism
Ans: A
Learning Objective: 2-2: Give an example of ethnocentrism that demonstrates it as a barrier to intercultural communication.
Cognitive Domain: Comprehension
Answer Location: Ethnocentrism
Difficulty Level: Medium

12. China has a recorded history of _____.
A. 65 years (since the end of World War II)
B. 200 years
C. 2,000 years
D. 4,000 years
Ans: D
Learning Objective: 2-4: Explain how assuming similarity instead of difference acts as a barrier in intercultural communication between China and the United States.
Cognitive Domain: Knowledge
Answer Location: History
Difficulty Level: Medium

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13. The father of modern China is _____.
A. Chiang Kai-shek
B. Mao Tse-tung
C. Deng Xiaoping
D. Dr. Sun Yat-sen
Ans: D
Learning Objective: 2-4: Explain how assuming similarity instead of difference acts as a barrier in intercultural communication between China and the United States.
Cognitive Domain: Application
Answer Location: History
Difficulty Level: Medium

14. _____ is prejudice with the exercise of power on or over the group.
A. Racism
B. Stereotyping
C. Ethnocentrism
D. Bias
Ans: A
Learning Objective: 2-3: Distinguish between stereotypes, prejudice, and racism and show how each is a barrier to intercultural communication.
Cognitive Domain: Knowledge
Answer Location: Stereotypes and Prejudice
Difficulty Level: Easy

15. Who can be the target of stereotyping?
A. only individuals of a minority group
B. only individuals of a majority group
C. anyone
D. only a member of a subculture
Ans: C
Learning Objective: 2-3: Distinguish between stereotypes, prejudice, and racism and show how each is a barrier to intercultural communication.
Cognitive Domain: Application
Answer Location: Stereotypes
Difficulty Level: Easy

16. What is the official language(s) of Hong Kong?
A. Cantonese and English
B. Cantonese only
C. Cantonese, English, and Putonghue (Mandarin)
D. English only
Ans: A

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Learning Objective: 2-4: Explain how assuming similarity instead of difference acts as a barrier in intercultural communication between China and the United States.
Cognitive Domain: Knowledge
Answer Location: Regional Differences
Difficulty Level: Medium

17. What region of China is the more traditional and conservative?
A. East
B. Hong Kong
C. North, including Beijing
D. South, including Guangzhou
Ans: C
Learning Objective: 2-4: Explain how assuming similarity instead of difference acts as a barrier in intercultural communication between China and the United States.
Cognitive Domain: Comprehension
Answer Location: Regional Differences
Difficulty Level: Medium

18. In the United States, the idea that dominant culture values some based on race is often referred to as _____.
A. White benefits
B. color privilege
C. color benefits
D. White privilege
Ans: D
Learning Objective: 2-3: Distinguish between stereotypes, prejudice, and racism and show how each is a barrier to intercultural communication.
Cognitive Domain: Knowledge
Answer Location: Racism
Difficulty Level: Easy

19. "You're really pretty for a dark-skin girl" would be an example of _____.
A. a microaggression
B. a macroaggression
C. microracism
D. macroracism
Ans: A
Learning Objective: 2-3: Distinguish between stereotypes, prejudice, and racism and show how each is a barrier to intercultural communication.
Cognitive Domain: Analysis
Answer Location: Racism
Difficulty Level: Hard

20. China's government promotes "Internet _____" rejecting the idea that a nation's

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virtual borders should be less meaningful than its physical borders.
A. jurisdiction
B. sovereignty
C. dominion
D. supremacy
Ans: B
Learning Objective: 2-4: Explain how assuming similarity instead of difference acts as a barrier in intercultural communication between China and the United States.
Cognitive Domain: Application
Answer Location: Broadcast Media and the Internet
Difficulty Level: Hard

True/False

1. A communicator's concern over a lack of cultural awareness can be a barrier to intercultural communication.
Ans: T
Learning Objective: 2-1: List the barriers to effective and appropriate intercultural communication.
Cognitive Domain: Comprehension
Answer Location: Anxiety
Difficulty Level: Medium

2. Across all cultures, it is appropriate to display emotions in front of the same types of people (parents, lovers, etc.).
Ans: F
Learning Objective: 2-1: List the barriers to effective and appropriate intercultural communication.
Cognitive Domain: Application
Answer Location: Assuming Similarity Instead of Difference
Difficulty Level: Hard

3. Cultural nearsightedness is a less extreme form of ethnocentrism.
Ans: T
Learning Objective: 2-2: Give an example of ethnocentrism that demonstrates it as a barrier to intercultural communication.
Cognitive Domain: Knowledge
Answer Location: Ethnocentrism
Difficulty Level: Easy

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4. Using the word *Americans* to describe only individuals living in the United States is an example of cultural nearsightedness.
Ans: A
Learning Objective: 2-2: Give an example of ethnocentrism that demonstrates it as a barrier to intercultural communication.
Cognitive Domain: Comprehension
Answer Location: Ethnocentrism
Difficulty Level: Medium

5. The word *stereotyping* was first used in the Christian Bible to describe judgments made about other groups.
Ans: F
Learning Objective: 2-3: Distinguish between stereotypes, prejudice, and racism and show how each is a barrier to intercultural communication.
Cognitive Domain: Application
Answer Location: Stereotypes
Difficulty Level: Hard

6. Psychologists explain stereotypes as mistakes our brains make in the perception of other people similar to those mistakes our brains make in the perception of visual illusions.
Ans: T
Learning Objective: 2-3: Distinguish between stereotypes, prejudice, and racism and show how each is a barrier to intercultural communication.
Cognitive Domain: Comprehension
Answer Location: Stereotypes
Difficulty Level: Hard

7. Stereotypes can become self-fulfilling prophecies for the person stereotyped.
Ans: T
Learning Objective: 2-3: Distinguish between stereotypes, prejudice, and racism and show how each is a barrier to intercultural communication.
Cognitive Domain: Knowledge
Answer Location: Negative Effects on Communication
Difficulty Level: Easy

8. Profiling refers to the law enforcement practice of scrutinizing certain individuals based on characteristics thought to indicate a likelihood of criminal behavior.
Ans: T
Learning Objective: 2-3: Distinguish between stereotypes, prejudice, and racism and show how each is a barrier to intercultural communication.

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Cognitive Domain: Knowledge
Answer Location: Stereotypes
Difficulty Level: Easy

9. The term *Asian American* was created early in the 19th century to refer to all people of Asian descent in the United States.
Ans: F
Learning Objective: 2-3: Distinguish between stereotypes, prejudice, and racism and show how each is a barrier to intercultural communication.
Cognitive Domain: Comprehension
Answer Location: Case Study: Asian Americans
Difficulty Level: Medium

10. The "model minority" stereotype associated with Asian Americans has had negative effects.
Ans: T
Learning Objective: 2-3: Distinguish between stereotypes, prejudice, and racism and show how each is a barrier to intercultural communication.
Cognitive Domain: Comprehension
Answer Location: Case Study: Asian Americans
Difficulty Level: Medium

11. Hundreds of thousands of Roma were exterminated in Nazi gas chambers and concentration camps.
Ans: T
Learning Objective: 2-3: Distinguish between stereotypes, prejudice, and racism and show how each is a barrier to intercultural communication.
Cognitive Domain: Knowledge
Answer Location: The Roma
Difficulty Level: Easy

12. Japanese-born Koreans, the largest minority group in Japan, experience little social or economic prejudice.
Ans: F
Learning Objective: 2-3: Distinguish between stereotypes, prejudice, and racism and show how each is a barrier to intercultural communication.
Cognitive Domain: Application
Answer Location: Japan and Korea
Difficulty Level: Medium

13. Air quality is a major problem in Chinese cities.
Ans: T

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Learning Objective: 2-6: Explain how stereotypes and prejudice act as barriers in intercultural communication between China and the United States.
Cognitive Domain: Comprehension
Answer Location: Energy and Sustainability
Difficulty Level: Medium

14. The United States leads all nations in carbon dioxide emissions.
Ans: F
Learning Objective: 2-6: Explain how stereotypes and prejudice act as barriers in intercultural communication between China and the United States.
Cognitive Domain: Knowledge
Answer Location: Energy and Sustainability
Difficulty Level: Easy

15. Hong Kong was promised at least 50 years of press freedom after its return to China in 1997.
Ans: T
Learning Objective: 2-4: Explain how assuming similarity instead of difference acts as a barrier in intercultural communication between China and the United States.
Cognitive Domain: Comprehension
Answer Location: Regional Differences
Difficulty Level: Medium

16. Taiwan currently has a one-party government under martial law.
Ans: F
Learning Objective: 2-5: Explain how ethnocentrism acts as a barrier in intercultural communication between China and the United States.
Cognitive Domain: Knowledge
Answer Location: Status of Taiwan
Difficulty Level: Easy

17. China has become a major competitor with the United States for oil.
Ans: T
Learning Objective: 2-6: Explain how stereotypes and prejudice act as barriers in intercultural communication between China and the United States.
Cognitive Domain: Application
Answer Location: Energy and Sustainability
Difficulty Level: Hard

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18. China views U.S. demands for the Chinese to improve their human rights policies as attacks on its sovereignty.
Ans: T
Learning Objective: 2-5: Explain how ethnocentrism acts as a barrier in intercultural communication between China and the United States.
Cognitive Domain: Analysis
Answer Location: Human Rights and Free Speech
Difficulty Level: Hard

19. Chinese leaders place a higher premium on social order and a lesser one on individual expression.
Ans: T
Learning Objective: 2-5: Explain how ethnocentrism acts as a barrier in intercultural communication between China and the United States.
Cognitive Domain: Comprehension
Answer Location: Human Rights and Free Speech
Difficulty Level: Medium

20. Google has been banned in China.
Ans: T
Learning Objective: 2-4: Explain how assuming similarity instead of difference acts as a barrier in intercultural communication between China and the United States.
Cognitive Domain: Knowledge
Answer Location: Broadcast Media and the Internet
Difficulty Level: Easy

Short Answer

1. When encountering strangers, you experience _____ or not knowing how to interpret the person's reactions.
Ans: uncertainty
Learning Objective: 2-1: List the barriers to effective and appropriate intercultural communication.
Cognitive Domain: Comprehension
Answer Location: Barriers to Intercultural Communication
Difficulty Level: Medium

2. _____ theory assumes that, during the initial phase of interaction with another person, your primary communication goal is to discover information about the other person.
Ans: Uncertainty reduction

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Learning Objective: 2-1: List the barriers to effective and appropriate intercultural communication.
Cognitive Domain: Knowledge
Answer Location: Barriers to Intercultural Communication
Difficulty Level: Easy

3. Cultural _____, in contrast to ethnocentrism, is the view that an individual's beliefs and behaviors should be understood only in terms of that person's own culture.
Ans: relativism
Learning Objective: 2-2: Give an example of ethnocentrism that demonstrates it as a barrier to intercultural communication.
Cognitive Domain: Knowledge
Answer Location: Ethnocentrism
Difficulty Level: Easy

4. A less extreme form of ethnocentrism can be labeled *cultural* _____.
Ans: nearsightedness
Learning Objective: 2-2: Give an example of ethnocentrism that demonstrates it as a barrier to intercultural communication.
Cognitive Domain: Comprehension
Answer Location: Ethnocentrism
Difficulty Level: Medium

5. _____ is the irrational suspicion or hatred of a particular group, race, religion, or sexual orientation.
Ans: Prejudice
Learning Objective: 2-3: Distinguish between stereotypes, prejudice, and racism and show how each is a barrier to intercultural communication.
Cognitive Domain: Knowledge
Answer Location: Stereotypes and Prejudice
Difficulty Level: Easy

6. Psychologists have identified the highly prejudiced individual as having a(n) _____ personality.
Ans: authoritarian
Learning Objective: 2-3: Distinguish between stereotypes, prejudice, and racism and show how each is a barrier to intercultural communication.
Cognitive Domain: Application
Answer Location: Prejudice
Difficulty Level: Medium

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7. _____ is prejudice with the exercise of power on or over the group through historical or institutional structures.
Ans: Racism
Learning Objective: 2-3: Distinguish between stereotypes, prejudice, and racism and show how each is a barrier to intercultural communication.
Cognitive Domain: Knowledge
Answer Location: Stereotypes and Prejudice
Difficulty Level: Easy

8. To be _____ is to believe in the superiority of one's own culture.
Ans: ethnocentric
Learning Objective: 2-2: Give an example of ethnocentrism that demonstrates it as a barrier to intercultural communication.
Cognitive Domain: Knowledge
Answer Location: Ethnocentrism
Difficulty Level: Easy

9. _____ impede communication by causing us to assume that a widely held belief is true of any one individual.
Ans: Stereotypes
Learning Objective: 2-3: Distinguish between stereotypes, prejudice, and racism and show how each is a barrier to intercultural communication.
Cognitive Domain: Application
Answer Location: Stereotypes
Difficulty Level: Medium

10. _____ refers to the law enforcement practice of scrutinizing certain individuals based on characteristics thought to indicate a likelihood of criminal behavior.
Ans: Profiling
Learning Objective: 2-3: Distinguish between stereotypes, prejudice, and racism and show how each is a barrier to intercultural communication.
Cognitive Domain: Comprehension
Answer Location: Stereotypes
Difficulty Level: Easy

11. Continued use of a _____ reinforces the belief that it is based upon.
Ans: stereotype
Learning Objective: 2-3: Distinguish between stereotypes, prejudice, and racism and show how each is a barrier to intercultural communication.
Cognitive Domain: Analysis
Answer Location: Negative Effects on Communication
Difficulty Level: Hard

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12. People most likely to be highly _____ tend to be uncritical of higher authority, overgeneralize, and think in bipolar terms.
Ans: prejudiced
Learning Objective: 2-3: Distinguish between stereotypes, prejudice, and racism and show how each is a barrier to intercultural communication.
Cognitive Domain: Analysis
Answer Location: Prejudice
Difficulty Level: Hard

13. _____ includes threats or verbal slurs directed against specific groups.
Ans: Hate speech
Learning Objective: 2-3: Distinguish between stereotypes, prejudice, and racism and show how each is a barrier to intercultural communication.
Cognitive Domain: Knowledge
Answer Location: Racism
Difficulty Level: Easy

14. In the United States, the term _____ describes how a dominant culture empowers some over others, due to race.
Ans: White privilege
Learning Objective: 2-3: Distinguish between stereotypes, prejudice, and racism and show how each is a barrier to intercultural communication.
Cognitive Domain: Application
Answer Location: Racism
Difficulty Level: Medium

15. Deng's _____ sought to remove the dogmas, irrationality, and inefficiencies of Mao's era and transformed China into a modern nation.
Ans: four modernizations
Learning Objective: 2-4: Explain how assuming similarity instead of difference acts as a barrier in intercultural communication between China and the United States.
Cognitive Domain: Application
Answer Location: Economy
Difficulty Level: Hard

16. In China, the _____ approves all media programming.
Ans: government
Learning Objective: 2-4: Explain how assuming similarity instead of difference acts as a barrier in intercultural communication between China and the United States.
Cognitive Domain: Analysis
Answer Location: Broadcast Media and the Internet
Difficulty Level: Hard

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17. In China, the government encourages the _____ for education and business.
Ans: Internet
Learning Objective: 2-4: Explain how assuming similarity instead of difference acts as a barrier in intercultural communication between China and the United States.
Cognitive Domain: Application
Answer Location: Broadcast Media and the Internet
Difficulty Level: Medium

18. China emphasizes _____ order.
Ans: collective
Learning Objective: 2-4: Explain how ethnocentrism acts as a barrier in intercultural communication between China and the United States.
Cognitive Domain: Application
Answer Location: Human Rights and Free Speech
Difficulty Level: Hard

19. _____ leads all nations in carbon dioxide emissions.
Ans: China
Learning Objective: 2-6: Explain how stereotypes and prejudice act as barriers in intercultural communication between China and the United States.
Cognitive Domain: Knowledge
Answer Location: Energy and Sustainability
Difficulty Level: Easy

20. The effect of making Chinese products cheap is due to the fact that Chinese currency is _____.
Ans: undervalued
Learning Objective: 2-6: Explain how stereotypes and prejudice act as barriers in intercultural communication between China and the United States.
Cognitive Domain: Application
Answer Location: Economic Issues
Difficulty Level: Hard

Essay

1. Discuss anxiety as a barrier to intercultural communication.
Ans: Varies, but should include the notion that when you are anxious due to not knowing what you are expected to do, it's only natural to focus on that feeling and not be totally present in the communication transaction.
Learning Objective: 2-1: List the barriers to effective and appropriate intercultural communication.

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Cognitive Domain: Comprehension
Answer Location: Anxiety
Difficulty Level: Easy

2. Discuss assuming similarity instead of difference as a barrier to intercultural communication.
Ans: Varies, students should note that when you assume similarity between cultures, you can be caught unaware of important differences. Making the assumption that things are the same could result in miscommunication.
Learning Objective: 2-1: List the barriers to effective and appropriate intercultural communication.
Cognitive Domain: Comprehension
Answer Location: Assuming Similarity Instead of Difference
Difficulty Level: Medium

3. What barrier(s) is(are) illustrated in the Benjamin Franklin reading?
Ans: Varies, but all answers should note that one barrier is ethnocentrism. Students can show that the author negatively judges aspects of another culture by the standards of his own culture.

Learning Objective: 2-2: Give an example of ethnocentrism that demonstrates it as a barrier to intercultural communication.
Cognitive Domain: Application
Answer Location: Ethnocentrism
Difficulty Level: Medium

4. Give examples of ethnocentrism.
Ans: Varies, but students need to give specific examples. Possible examples from the text include the reading from Benjamin Franklin and Eurocentric ethnocentrism.
Learning Objective: 2-2: Give an example of ethnocentrism that demonstrates it as a barrier to intercultural communication.
Cognitive Domain: Comprehension
Answer Location: Ethnocentrism
Difficulty Level: Easy

5. Discuss with examples how stereotypes affect intercultural communication.
Ans: Varies, but students should specifically give examples and note how they affect intercultural communication. For example, one could discuss how assuming everyone from a certain culture will be rude could stop them from interacting in the first place.
Learning Objective: 2-3: Distinguish between stereotypes, prejudice, and racism and show how each is a barrier to intercultural communication.
Cognitive Domain: Application

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Answer Location: Stereotypes
Difficulty Level: Hard

6. Discuss with examples how prejudice affects intercultural communication.
Ans: Varies, but students should specifically give examples and note how they affect intercultural communication. For example, one could discuss how the dislike of a certain group could lead someone to communicate with them in ways that are rude, unfair, or otherwise unacceptable.
Learning Objective: 2-3: Distinguish between stereotypes, prejudice, and racism and show how each is a barrier to intercultural communication.
Cognitive Domain: Application
Answer Location: Stereotypes and Prejudice
Difficulty Level: Hard

7. Discuss with examples how racism affects intercultural communication.
Ans: Varies, but students should specifically give examples and note how they affect intercultural communication. For example, one could discuss how treating a group unfairly because of race could have negative personal and societal implications.
Learning Objective: 2-3: Distinguish between stereotypes, prejudice, and racism and show how each is a barrier to intercultural communication.
Cognitive Domain: Application
Answer Location: Racism
Difficulty Level: Hard

8. Discuss how profiling can become ethnic stereotyping.
Ans: Varies, but students must note that profiling is the practice of scrutinizing certain individuals based on characteristics thought to indicate a likelihood of criminal behavior.
Learning Objective: 2-3: Distinguish between stereotypes, prejudice, and racism and show how each is a barrier to intercultural communication.
Cognitive Domain: Analysis
Answer Location: Stereotypes
Difficulty Level: Hard

9. Discuss how stereotyping can become a self-fulfilling prophecy for the person stereotyped.
Ans: Varies, but students should note a negative stereotype creates a threat that can distract the individual stereotyped and lower performance.
Learning Objective: 2-3: Distinguish between stereotypes, prejudice, and racism and show how each is a barrier to intercultural communication.
Cognitive Domain: Comprehension
Answer Location: Negative Effects on Communication

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Difficulty Level: Easy

10. Discuss the implications of stereotyping Asian Americans as the model minority.
Ans: Varies, but students should understand that, although the stereotypes may be about positive things, they are still damaging as they make assumptions and do not acknowledge people as individuals.
Learning Objective: 2-3: Distinguish between stereotypes, prejudice, and racism and show how each is a barrier to intercultural communication.
Cognitive Domain: Comprehension
Answer Location: Case Study: Asian Americans
Difficulty Level: Medium

11. Discuss how hate speech impedes intercultural communication.
Ans: Varies, but should define hate speech as includes threats or verbal slurs directed against specific groups or physical acts such as burning crosses or spray-painting swastikas on public or private property.
Learning Objective: 2-3: Distinguish between stereotypes, prejudice, and racism and show how each is a barrier to intercultural communication.
Cognitive Domain: Application
Answer Location: Racism
Difficulty Level: Medium

12. Give examples of prejudice in the United States.
Ans: Varies, but should give clear examples of prejudice and explain how/why they are prejudice. Answers may define prejudice as the irrational dislike, suspicion, or hatred of a particular group, race, religion, or sexual orientation.
Learning Objective: 2-3: Distinguish between stereotypes, prejudice, and racism and show how each is a barrier to intercultural communication.
Cognitive Domain: Application
Answer Location: Prejudice
Difficulty Level: Hard

13. Discuss how the Roma have experienced prejudice.
Ans: Varies, but may include a discussion of the Roma during World War II, the stereotypes of the Roma as thieves, or the lack of a physical nation state.
Learning Objective: 2-3: Distinguish between stereotypes, prejudice, and racism and show how each is a barrier to intercultural communication.
Cognitive Domain: Comprehension
Answer Location: The Roma
Difficulty Level: Medium

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14. Describe and give an example of White privilege.
Ans: Varies, but should define White privilege as the way in which a dominant culture empowers some. Possible areas of example include education, law enforcement/safety, or representation.
Learning Objective: 2-3: Distinguish between stereotypes, prejudice, and racism and show how each is a barrier to intercultural communication.
Cognitive Domain: Application
Answer Location: Racism
Difficulty Level: Hard

15. Describe and give an example of microaggressions.
Ans: Varies, but should define microaggressions as everyday slights and snubs, sometimes unintentional, which nevertheless inflict harm. Sample examples include: "You're Chinese, right?" "You're really pretty for a dark-skin girl," and "How come you sound White?"
Learning Objective: 2-3: Distinguish between stereotypes, prejudice, and racism and show how each is a barrier to intercultural communication.
Cognitive Domain: Analysis
Answer Location: Racism
Difficulty Level: Hard

16. Discuss the impact on the environment of China's economic development.
Ans: Varies, but may discuss air quality, energy consumption, and/or a general lack of concern regarding environmental issues on the part of the Chinese government.
Learning Objective: 2-4: Explain how assuming similarity instead of difference acts as a barrier in intercultural communication between China and the United States.
Cognitive Domain: Application
Answer Location: Energy and Sustainability
Difficulty Level: Medium

17. Discuss China's media policies.
Ans: Varies, but may discuss Internet control and monitoring, regulation, and/or media ownership.
Learning Objective: 2-4: Explain how assuming similarity instead of difference acts as a barrier in intercultural communication between China and the United States.
Cognitive Domain: Application
Answer Location: Broadcast Media and the Internet
Difficulty Level: Hard

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18. Discuss China's human rights policies.
Ans: Varies, but may discuss the Tiananmen Square protests, imprisonment without trial, and/or the suppression of any dissent.
Learning Objective: 2-5: Explain how ethnocentrism acts as a barrier in intercultural communication between China and the United States.
Cognitive Domain: Application
Answer Location: Human Rights and Free Speech
Difficulty Level: Medium

19. Identify and discuss major areas of misunderstandings between China and the United States.
Ans: Varies, but should include at least one of the following: economy, broadcast media and the Internet, human rights and free speech, energy and sustainability, and/or economic issues.
Learning Objective: 2-6: Explain how stereotypes and prejudice act as barriers in intercultural communication between China and the United States.
Cognitive Domain: Application
Answer Location: Broadcast Media and the Internet
Difficulty Level: Medium

20. Based on intercultural communication concepts you have learned so far, discuss how mutual understanding between China and the United States could be improved.
Ans: Varies significantly as students consider what they personally have learned, but most should include a discussion of the sections noted in the book, such as economy, broadcast media and the Internet, human rights and free speech, energy and sustainability, and/or economic issues.
Learning Objective: 2-6: Explain how stereotypes and prejudice act as barriers in intercultural communication between China and the United States.
Cognitive Domain: Analysis
Answer Location: Extended Case Study of Intercultural Communication Barriers: China and the United States
Difficulty Level: Hard

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