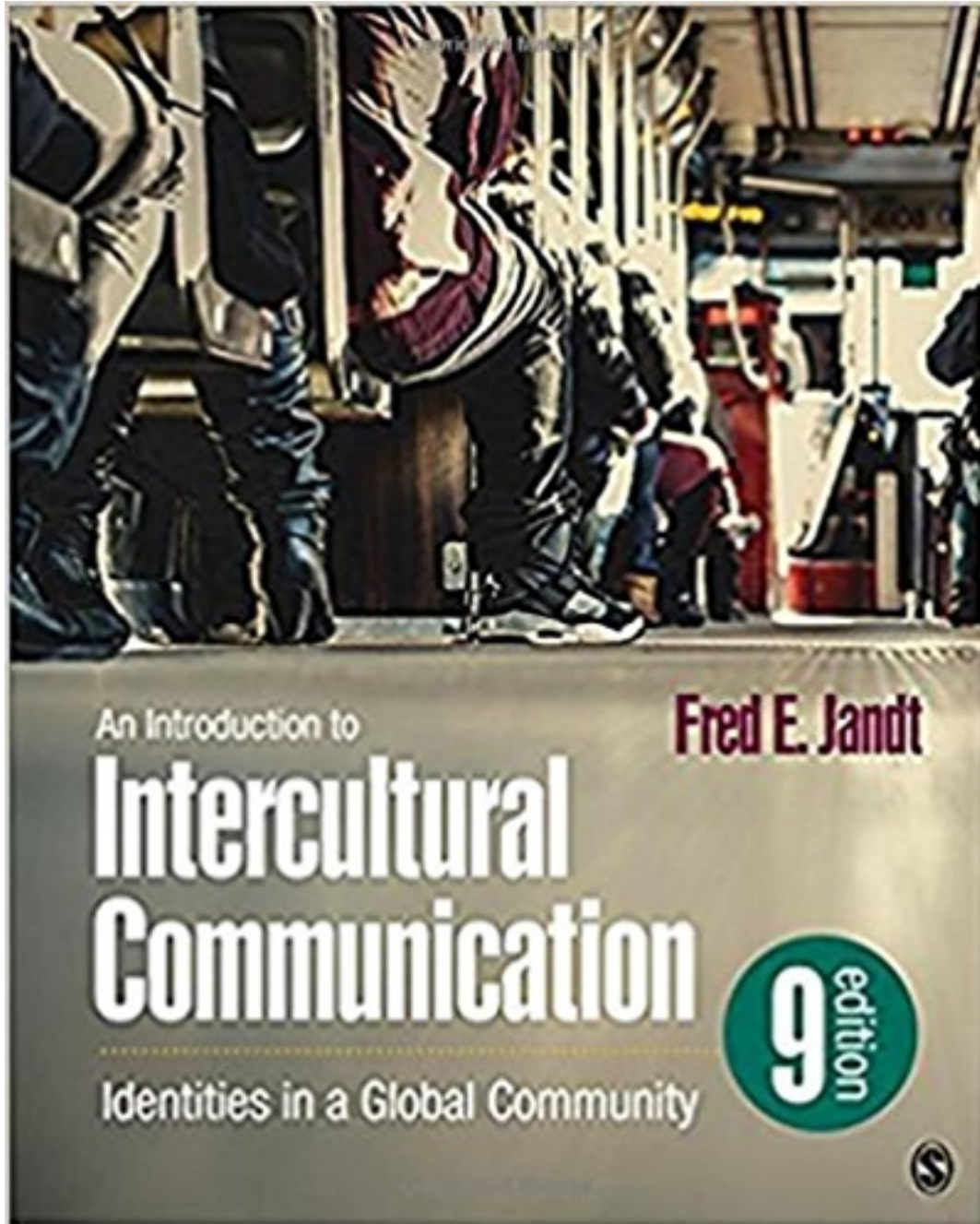


Test Bank for Introduction to Intercultural Communication Identities in a Global Community 9th Edition by Jandt

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Test Bank

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

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

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

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

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

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

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

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.

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

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

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

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

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

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

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.

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

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

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

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

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