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
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

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

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

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.
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
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: Comprehension  
Answer Location: Energy and Sustainability  
Difficulty Level: Medium

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.
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
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
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

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