Chapter 1: Defining Culture and Communication

Test Bank

# Multiple Choice

1. Research on genetic material has shown that \_\_\_\_\_\_.

A. humans alive today descended from different groups from different continents

B. humans alive today share ancestry from one group in Africa

C. humans alive today share ancestry from one group in Europe

D. ancestry of humans can only be studied for existing groups

Ans: B

Learning Objective: 1-1: Explain the regulators of human behavior and identity.

Cognitive Domain: Comprehension

Answer Location: Introduction

Difficulty Level: Easy

2. Diverse cultures developed due to which of the following?

A. immigration out of Asia

B. development of common social network regulators

C. development of diverse sets of beliefs

D. divergence from a common global language

Ans: C

Learning Objective: 1-1: Explain the regulators of human behavior and identity.

Cognitive Domain: Comprehension

Answer Location: Sources of Identity

Difficulty Level: Hard

3. The totality of a group's thought, experiences, and patterns of behavior developed over the course of generations is part of a definition of \_\_\_\_\_\_.

A. cultural identity

B. culture

C. religion

D. race

Ans: B

Learning Objective: 1-2: Understand the meanings and connotations of the terms culture, subculture, co-culture, subgroup, counterculture, and microculture.

Cognitive Domain: Knowledge

Answer Location: Culture

Difficulty Level: Easy

4. One's identification with and perceived acceptance into a group that has a shared system of symbols, meanings, and norms is \_\_\_\_\_\_.

A. cultural identity

B. culture

C. religion

D. race

Ans: A

Learning Objective: 1-2: Understand the meanings and connotations of the terms culture, subculture, co-culture, subgroup, counterculture, and microculture.

Cognitive Domain: Knowledge

Answer Location: Culture

Difficulty Level: Easy

5. In Hofstede's categorization of elements of culture, a country's Independence Day parades would be an example of a \_\_\_\_\_\_.

A. hero

B. ritual

C. symbol

D. value

Ans: B

Learning Objective: 1-2: Understand the meanings and connotations of the terms culture, subculture, co-culture, subgroup, counterculture, and microculture.

Cognitive Domain: Application

Answer Location: Culture

Difficulty Level: Medium

6. What do Catalan demands for independence from Spain demonstrate?

A. The Catalan population is large enough to be self-sustaining.

B. Arbitrarily drawn political boundaries do not reflect people’s identities.

C. Some feelings are not open for discussion within a culture.

D. Thoughts and behaviors are transmitted from generation to generation.

Ans: B

Learning Objective: 1-1: Explain the regulators of human behavior and identity.

Cognitive Domain: Application

Answer Location: National Identity

Difficulty Level: Hard

7. What type of caste system exists in India?

A. a class system based on relationship to the means of production

B. a class system based on economic position in society

C. a hereditary class system

D. a linear class system

Ans: C

Learning Objective: 1-1: Explain the regulators of human behavior and identity.

Cognitive Domain: Knowledge

Answer Location: Class and Identity

Difficulty Level: Easy

8. Which of the following is true of the biological perspective on race?

A. It shows that skin color alone does not define race.

B. It has led to ordering races from most primitive to most advanced.

C. It explains how racial categories have varied across time, between cultures.

D. It has demonstrated that there is no single race-defining gene.

Ans: B

Learning Objective: 1-1: Explain the regulators of human behavior and identity.

Cognitive Domain: Comprehension

Answer Location: Race, Skin Color, Ethnicity, and Identity

Difficulty Level: Medium

9. Michael Omi's statement that “You can be born one race and die another” is consistent with which perspective on race?

A. biological

B. cultural

C. scientific

D. sociohistorical

Ans: D

Learning Objective: 1-1: Explain the regulators of human behavior and identity.

Cognitive Domain: Application

Answer Location: Race, Skin Color, Ethnicity, and Identity

Difficulty Level: Hard

10. In the 19th century, the term *culture* was commonly used as a synonym for \_\_\_\_\_\_.

A. historical civilizations

B. Eastern civilization

C. all civilizations

D. Western civilization

Ans: D

Learning Objective: 1-3: Explain why this text recommends we prioritize the terms culture and community over other terms to describe those concepts.

Cognitive Domain: Comprehension

Answer Location: Civilization and Identity

Difficulty Level: Medium

11. As an alternative to "subcultures," the label \_\_\_\_\_\_ is used to convey the idea that no one culture is inherently superior to other cultures.

A. cultural equality

B. uni-cuture

C. coculture

D. bi-culture

Ans: C

Learning Objective: 1-2: Understand the meanings and connotations of the terms culture, subculture, co-culture, subgroup, counterculture, and microculture.

Cognitive Domain: Comprehension

Answer Location: Co-Culture

Difficulty Level: Medium

12. How many distinct nations exist within the borders of the United States?

A. 1

B. 573

C. 5

D. 155

Ans: B

Learning Objective: 1-1: Explain the regulators of human behavior and identity.

Cognitive Domain: Comprehension

Answer Location: American Indians

Difficulty Level: Medium

13. Confucius taught that society is made up of five relationships, including which of the following?

A. grandparent and grandchild

B. father and son

C. uncle and nephew

D. mother and daughter

Ans: B

Learning Objective: 1-4: Describe how communication is defined by different cultures and understand how people of diverse cultures communicate differently.

Cognitive Domain: Knowledge

Answer Location: Confucian Perspectives on Communication

Difficulty Level: Easy

14. Which of the following is true of Berlo’s model of communication?

A. Berlo was interested in using communication to create relationships.

B. Berlo emphasized that communication is a linear process.

C. Berlo drew from engineering to conceptualize communication.

D. It is the only model of communication.

Ans: C

Learning Objective: 1-4: Describe how communication is defined by different cultures and understand how people of diverse cultures communicate differently.

Cognitive Domain: Comprehension

Answer Location: Western Perspectives on Communication

Difficulty Level: Easy

15. In \_\_\_\_\_\_, the word barbarian originally "people whose language, religion, ways of life, and customs differed."

A. Spanish

B. Greek

C. Latin

D. English

Ans: B

Learning Objective: 1-4: Describe how communication is defined by different cultures and understand how people of diverse cultures communicate differently.

Cognitive Domain: Knowledge

Answer Location: National Identity

Difficulty Level: Easy

16. \_\_\_\_\_\_ generally refers to shared heritage, family names, geography, customs, and language passed on through generations.

A. Race

B. Culture

C. Style

D. Ethnicity

Ans: D

Learning Objective: 1-1: Explain the regulators of human behavior and identity.

Cognitive Domain: Comprehension

Answer Location: Race, Skin Color, Ethnicity, and Identity

Difficulty Level: Medium

17. Schmid-Isler compared Western and Chinese internet news sites and found a difference in layout that is attributed to \_\_\_\_\_\_.

A. culturally influenced perceptions of information storage and display

B. symbol differences in both written and spoken language

C. the culturally specific Internet browser used

D. values of what is considered to be socially polite

Ans: A

Learning Objective: 1-5: Describe the relationship between culture and media.

Cognitive Domain: Comprehension

Answer Location: Design Elements

Difficulty Level: Medium

18. The \_\_\_\_\_\_ is the person with an idea she or he desires to communicate in Berlo's theory.

A. controller

B. player

C. source

D. communicator

Ans: C

Learning Objective: 1-4: Describe how communication is defined by different cultures and understand how people of diverse cultures communicate differently.

Cognitive Domain: Knowledge

Answer Location: Western Perspectives on Communication

Difficulty Level: Easy

19. \_\_\_\_\_\_ can be defined as the environment in which the communication takes place and helps define the communication.

A. Feedback

B. Context

C. Place

D. Arena

Ans: B

Learning Objective: 1-4: Describe how communication is defined by different cultures and understand how people of diverse cultures communicate differently.

Cognitive Domain: Knowledge

Answer Location: Western Perspectives on Communication

Difficulty Level: Easy

20. The term \_\_\_\_\_\_ group refers to any group in which one aspires to attain membership.

A. control

B. ideal

C. primary

D. reference

Ans: D

Learning Objective: 1-2: Understand the meanings and connotations of the terms culture, subculture, co-culture, subgroup, counterculture, and microculture.

Cognitive Domain: Comprehension

Answer Location: Subgroup and Counterculture

Difficulty Level: Medium

# True/False

1. Neuroscientist Antonio Damasio contends that our world is so complex that cultures developed to regulate life so that we could survive.

Ans: T

Learning Objective: 1-2: Understand the meanings and connotations of the terms culture, subculture, co-culture, subgroup, counterculture, and microculture.

Cognitive Domain: Knowledge

Answer Location: Sources of Identity

Difficulty Level: Medium

2. While Western cultures, beginning with ancient Greece, believed that their own way of life was superior, imperial China did not.

Ans: F

Learning Objective: 1-4: Describe how communication is defined by different cultures and understand how people of diverse cultures communicate differently.

Cognitive Domain: Comprehension

Answer Location: Civilization and Identity

Difficulty Level: Hard

3. In Hofstede's categorization of elements of culture, symbols refer to the socially essential activities within a culture.

Ans: F

Learning Objective: 1-2: Understand the meanings and connotations of the terms culture, subculture, co-culture, subgroup, counterculture, and microculture*.*

Cognitive Domain: Knowledge

Answer Location: Culture

Difficulty Level: Easy

4. Cultural identity refers to the identification with and perceived acceptance into a group that has a shared system of symbols and means as well as norms for conduct.

Ans: T

Learning Objective: 1-2: Understand the meanings and connotations of the terms culture, subculture, co-culture, subgroup, counterculture, and microculture.

Cognitive Domain: Comprehension

Answer Location: Culture

Difficulty Level: Medium

5. Miniculture refers to any identifiable smaller group bound together by shared symbol system, behaviors, and values.

Ans: F

Learning Objective: 1-2: Understand the meanings and connotations of the terms culture, subculture, co-culture, subgroup, counterculture, and microculture.

Cognitive Domain: Knowledge

Answer Location: Microculture and Community

Difficulty Level: Easy

6. In the United States, the word “majority” has political associations.

Ans: T

Learning Objective: 1-4: Describe how communication is defined by different cultures and understand how people of diverse cultures communicate differently.

Cognitive Domain: Comprehension

Answer Location: Ethnicity

Difficulty Level: Medium

7. The term “coculture” is used to emphasize that we are all members of multiple groups.

Ans: F

Learning Objective: 1-2: Understand the meanings and connotations of the terms culture, subculture, co-culture, subgroup, counterculture, and microculture.

Cognitive Domain: Knowledge

Answer Location: Co-Culture

Difficulty Level: Easy

8. The Census Bureau uses the term American Indian.

Ans: T

Learning Objective: 1-1: Explain the regulators of human behavior and identity.

Cognitive Domain: Knowledge

Answer Location: American Indians

Difficulty Level: Easy

9. Subgroups are like cultures in that they have an important influence on the values and attitudes you hold.

Ans: T

Learning Objective: 1-2: Understand the meanings and connotations of the terms culture, subculture, co-culture, subgroup, counterculture, and microculture.

Cognitive Domain: Comprehension

Answer Location: Subgroup and Counterculture

Difficulty Level: Medium

10. New research has identified a single race-defining gene.

Ans: F

Learning Objective: 1-1: Explain the regulators of human behavior and identity.

Cognitive Domain: Knowledge

Answer Location: Race, Skin Color, Ethnicity, and Identity

Difficulty Level: Easy

11. Most scientists have abandoned the concept of biological race as a meaningful concept.

Ans: T

Learning Objective: 1-1: Explain the regulators of human behavior and identity.

Cognitive Domain: Application

Answer Location: Race, Skin Color, Ethnicity, and Identity

Difficulty Level: Medium

12. Communication and culture should be studied separately.

Ans: F

Learning Objective: 1-3: Explain why this text recommends we prioritize the terms culture and community over other terms to describe those concepts.

Cognitive Domain: Comprehension

Answer Location: Cultural Definitions of Communication

Difficulty Level: Medium

13. Culture is a code we learn and share, and learning and sharing require communication.

Ans: T

Learning Objective: 1-2: Understand the meanings and connotations of the terms culture, subculture, co-culture, subgroup, counterculture, and microculture.

Cognitive Domain: Comprehension

Answer Location: Cultural Definitions of Communication

Difficulty Level: Medium

14. Among the five effects June Yum describes that Confucianism has on interpersonal communication is the use of intermediaries or third parties to avoid direct confrontation.

Ans: T

Learning Objective: 1-4: Describe how communication is defined by different cultures and understand how people of diverse cultures communicate differently.

Cognitive Domain: Comprehension

Answer Location: Confucian Perspectives on Communication

Difficulty Level: Easy

15. Korean has special vocabularies for each sex, for different degrees of social status and degrees of intimacy, and for formal occasions.

Ans: T

Learning Objective: 1-4: Describe how communication is defined by different cultures and understand how people of diverse cultures communicate differently.

Cognitive Domain: Analysis

Answer Location: Confucian Perspectives on Communication

Difficulty Level: Hard

16. The Chinese concept of *guanxi* is best translated as the “connections” one has.

Ans: T

Learning Objective: 1-4: Describe how communication is defined by different cultures and understand how people of diverse cultures communicate differently.

Cognitive Domain: Comprehension

Answer Location: Confucian Perspectives on Communication

Difficulty Level: Medium

17. In all communication models, the role of the communication receiver is passive.

Ans: F

Learning Objective: 1-4: Describe how communication is defined by different cultures and understand how people of diverse cultures communicate differently.

Cognitive Domain: Comprehension

Answer Location: Western Perspectives on Communication

Difficulty Level: Hard

18. A 2011 study found that U.S. and Korean college students use SMS (text messaging) for the same reasons.

Ans: T

Learning Objective: 1-5: Describe the relationship between culture and media.

Cognitive Domain: Comprehension

Answer Location: Telephone

Difficulty Level: Medium

19. Cultures like the United States tend to use indirect-face negotiation and express more other-face maintenance.

Ans: F

Learning Objective: 1-5: Describe the relationship between culture and media.

Cognitive Domain: Comprehension

Answer Location: Human Couriers and Intermediaries

Difficulty Level: Medium

20. Slightly more than half of the world’s population now has internet access.

Ans: T

Learning Objective: 1-5: Describe the relationship between culture and media.

Cognitive Domain: Knowledge

Answer Location: Internet

Difficulty Level: Easy

# Short Answer

1. According to Sir David Cannadine (2013), there are six main forms of regulators of social networks of human life: religion, nation, class, gender, race, and \_\_\_\_\_\_.

Ans: civilization

Learning Objective: 1-1: Explain the regulators of human behavior and identity.

Cognitive Domain: Comprehension

Answer Location: Sources of Identity

Difficulty Level: Easy

2. \_\_\_\_\_\_ is the oldest source of human identity and conflict according to Cannadine.

Ans: Religion

Learning Objective: 1-1: Explain the regulators of human behavior and identity.

Cognitive Domain: Comprehension

Answer Location: Religion and Identity

Difficulty Level: Medium

3. The Crusades of the 11th–13th centuries of the Christians against the Muslims, the 16th-century Wars of Succession between Roman Catholics and Protestants, and the 1990s war in former Yugoslavia, divided along Orthodox, Catholic, and Muslim lines, are examples of \_\_\_\_\_\_.

Ans: religious wars

Learning Objective: 1-1: Explain the regulators of human behavior and identity.

Cognitive Domain: Comprehension

Answer Location: Religion and Identity

Difficulty Level: Medium

4. The \_\_\_\_\_\_ may be the most significant political creation of modern times.

Ans: nation-state

Learning Objective: 1-1: Explain the regulators of human behavior and identity.

Cognitive Domain: Comprehension

Answer Location: National Identity

Difficulty Level: Medium

5. \_\_\_\_\_\_ are an element of culture referring to verbal and nonverbal language.

Ans: Symbols

Learning Objective: 1-1: Explain the regulators of human behavior and identity.

Cognitive Domain: Knowledge

Answer Location: Culture

Difficulty Level: Easy

6. \_\_\_\_\_\_ are real or imaginary people who serve as behavior models within a culture.

Ans: Heroes

Learning Objective: 1-1: Explain the regulators of human behavior and identity.

Cognitive Domain: Knowledge

Answer Location: Culture

Difficulty Level: Medium

7. \_\_\_\_\_\_ has been traditionally defined as a position in a society’s hierarchy based on income, education, occupation, or neighborhood.

Ans: Social class

Learning Objective: 1-1: Explain the regulators of human behavior and identity.

Cognitive Domain: Comprehension

Answer Location: Class and Identity

Difficulty Level: Medium

8. \_\_\_\_\_\_ refers to the identification with and perceived acceptance into a group that has a shared system of symbols and meanings as well as norms for conduct.

Ans: Cultural identity

Learning Objective: 1-2: Understand the meanings and connotations of the terms culture, subculture, co-culture, subgroup, counterculture, and microculture.

Cognitive Domain: Knowledge

Answer Location: Culture

Difficulty Level: Easy

9. \_\_\_\_\_\_ is considered by many notable feminists as more significant in shaping identity than religion, nation, or class.

Ans: Gender

Learning Objective: 1-1: Explain the regulators of human behavior and identity.

Cognitive Domain: Analysis

Answer Location: Gender and Identity

Difficulty Level: Hard

10. \_\_\_\_\_\_ has been defined from two perspectives: biological and sociohistorical.

Ans: Race

Learning Objective: 1-1: Explain the regulators of human behavior and identity.

Cognitive Domain: Knowledge

Answer Location: Race, Skin Color, Ethnicity, and Identity

Difficulty Level: Easy

11. The notion that because the meaning of race has been debated in societies, and as a consequence, new categories have been formed and others transformed, is a part of the \_\_\_\_\_\_ perspective on race.

Ans: sociohistorical

Learning Objective: 1-1: Explain the regulators of human behavior and identity.

Cognitive Domain: Comprehension

Answer Location: Race, Skin Color, Ethnicity, and Identity

Difficulty Level: Medium

12. Subcultures exist within dominant cultures and are often based on geographic region, \_\_\_\_\_\_, or economic or social class.

Ans: ethnicity

Learning Objective: 1-2: Understand the meanings and connotations of the terms culture, subculture, co-culture, subgroup, counterculture, and microculture.

Cognitive Domain: Comprehension

Answer Location: Subculture

Difficulty Level: Medium

13. \_\_\_\_\_\_ suggests that no one culture is inherently superior to the other coexisting culture; however, mutuality may not be easily established.

Ans: Coculture

Learning Objective: 1-2: Understand the meanings and connotations of the terms culture, subculture, co-culture, subgroup, counterculture, and microculture.

Cognitive Domain: Comprehension

Answer Location: Co-Culture

Difficulty Level: Easy

14. \_\_\_\_\_\_ exist within a dominant culture and are dependent on that culture.

Ans: Subgroups

Learning Objective: 1-2: Understand the meanings and connotations of the terms culture, subculture, co-culture, subgroup, counterculture, and microculture.

Cognitive Domain: Knowledge

Answer Location: Subgroup

Difficulty Level: Easy

15. In a Western perspective, \_\_\_\_\_\_ is one-way, top-down, and suited for the transmission media.

Ans: communication

Learning Objective: 1-4: Describe how communication is defined by different cultures and understand how people of diverse cultures communicate differently.

Cognitive Domain: Application

Answer Location: Western Perspectives on Communication

Difficulty Level: Medium

16. Using the \_\_\_\_\_\_ in intercultural interactions has the barriers of the lack of contextual cues other than those related to voice.

Ans: telephone

Learning Objective: 1-5: Describe the relationship between culture and media.

Cognitive Domain: Knowledge

Answer Location: Telephone

Difficulty Level: Medium

17. According to Alfred G. Smith, \_\_\_\_\_\_ is a code we learn and share.

Ans: culture

Learning Objective: 1-2: Understand the meanings and connotations of the terms culture, subculture, co-culture, subgroup, counterculture, and microculture.

Cognitive Domain: Knowledge

Answer Location: Cultural Definitions of Communication

Difficulty Level: Medium

18. The term \_\_\_\_\_\_ is used to describe a variety of internet-based platforms, applications, and technologies, such as Facebook, Tumblr, Instagram, and Twitter.

Ans: social media

Learning Objective: 1-5: Describe the relationship between culture and media.

Cognitive Domain: Comprehension

Answer Location: Social Media

Difficulty Level: Medium

19. What is most commonly called text messaging in the United States, the United Kingdom, and the Philippines is more likely to be known as \_\_\_\_\_\_ elsewhere.

Ans: short message service (SMS)

Learning Objective: 1-5: Describe the relationship between culture and media.

Cognitive Domain: Comprehension

Answer Location: Telephone

Difficulty Level: Medium

20. The country with the most Internet users is \_\_\_\_\_\_.

Ans: China

Learning Objective: 1-5: Describe the relationship between culture and media.

Cognitive Domain: Comprehension

Answer Location: Internet

Difficulty Level: Medium

# Essay

1. How have diverse cultures developed in spite of a common human ancestry?

Ans: Varies but should include that the common ancestry was in Africa. Climate changes or other pressures led to migrations out of Africa. Centuries of geographical separation lead to the development of diverse social network regulators of human life. These social network regulators of human life over the history of humanity have been the basis for ways of understanding the world, for beliefs, and for shared individual identities.

Learning Objective: 1-2: Understand the meanings and connotations of the terms culture, subculture, co-culture, subgroup, counterculture, and microculture.

Cognitive Domain: Comprehension

Answer Location: Defining Culture and Communication

Difficulty Level: Medium

2. Analyze the statement by Damasio Antonio (2010) that our world, our environment is so complex and so varied on the planet that diverse social networks developed to regulate life so that we could survive.

Ans: Varies but should include the idea that geographical separation lead to the development of diverse social network regulators of human life. Students may give specific examples based on location, climate, interaction, and so on.

Learning Objective: 1-2: Understand the meanings and connotations of the terms culture, subculture, co-culture, subgroup, counterculture, and microculture.

Cognitive Domain: Analysis

Answer Location: Sources of Identity

Difficulty Level: Hard

3. Explain how religion can be a regulator of how we live our lives.

Ans: Varies, but students may use examples from specific religions, or compare and contrast, or use general ideas. Students may include a discussion of religious wars, those wars clearly caused or justified by differences in religious beliefs exclusive of other issues.

Learning Objective: 1-1: Explain the regulators of human behavior and identity.

Cognitive Domain: Application

Answer Location: Religion and Identity

Difficulty Level: Easy

4. Explain how the nation-state can be a regulator of human life.

Ans: Varies, but students may use examples from specific nations, or compare and contrast, or use general ideas. Students may explain that the nation-state may be the most significant political creation of modern times. While it has become common practice today to equate nation-state identity with cultural identity and in most cases, this is largely true, national identity is not descriptive when arbitrarily drawn political boundaries do not reflect peoples’ identities.

Learning Objective: 1-1: Explain the regulators of human behavior and identity.

Cognitive Domain: Application

Answer Location: National Identity

Difficulty Level: Easy

5. Explain how class can be a regulator of human life.

Ans: Varies, but students may use examples from specific nations/types of class systems, or compare and contrast, or use general ideas. Students may discuss the historical perspective and class, citing Marx and Engels or Weber. While classes may exist in any society, how clearly defined they are and how much they are a source of identity varies.

Learning Objective: 1-1: Explain the regulators of human behavior and identity.

Cognitive Domain: Application

Answer Location: Class and Identity

Difficulty Level: Easy

6. How can gender be a regulator of human life? Please explain and provide examples to back up your claims.

Ans: Varies, but students can argue that feminists consider gender identity to be more significant than religion, nation, or class. Students may give examples of differences in cultural views of gender identity, rights, communication expectations, or other differences.

Learning Objective: 1-1: Explain the regulators of human behavior and identity.

Cognitive Domain: Application

Answer Location: Gender and Identity

Difficulty Level: Medium

7. How have race and skin color operated as regulators of human life? Provide examples to support your claims.

Ans: Varies, but students may discuss both the biological and sociohistorical perspectives on race. The biological perspective considers race to be the result of the mating behavior of your ancestors, whereas the sociohistorical perspective views race as something more fluid and less concrete, arguing that it is varied over time and between cultures.

Learning Objective: 1-1: Explain the regulators of human behavior and identity.

Cognitive Domain: Application

Answer Location: Race, Skin Color, Ethnicity, and Identity

Difficulty Level: Medium

8. Explain how civilization has operated as a regulator of human life.

Ans: Varies, but students may discuss Spengler and Toynbee's belief that civilizations are the most significant determinant of identity but also believed that civilizations were largely self-sufficient and sealed off from one another. Students may also discuss the historical perspective of viewing Western cultures as civilized, and others as not civilized.

Learning Objective: 1-1: Explain the regulators of human behavior and identity.

Cognitive Domain: Application

Answer Location: Civilization and Identity

Difficulty Level: Easy

9. Illustrate the concept of cultures within cultures.

Ans: Varies, but students will discuss subcultures, cocultures, and/or subgroups. A subculture resembles a culture in that it usually encompasses a relatively large number of people and represents the accumulation of generations of human striving. The word *coculture* is suggested to convey the idea that no one culture is inherently superior to other coexisting cultures. Subgroups exist within a dominant culture and are dependent on that culture.

Learning Objective: 1-2: Understand the meanings and connotations of the terms culture, subculture, co-culture, subgroup, counterculture, and microculture.

Cognitive Domain: Comprehension

Answer Location: Culture

Difficulty Level: Medium

10. Explain how definitions of communication are cultural.

Ans: Varies, but students should explain how to be understood, the two must be studied together. Culture cannot be known without a study of communication, and communication can only be understood with an understanding of the culture it supports. Students may then compare Western views of communication and Confucian views of communication, for example.

Learning Objective: 1-2: Understand the meanings and connotations of the terms culture, subculture, co-culture, subgroup, counterculture, and microculture.

Cognitive Domain: Comprehension

Answer Location: Cultural Definitions of Communication

Difficulty Level: Medium

11. What are the implications of the change in the use of the term *culture* from a synonym for Western civilization to a recognition of multiple cultures?

Ans: Varies, but students should discuss how the historical perspective of Western culture as civilized inherently values Western culture over all others.

Learning Objective: 1-2: Understand the meanings and connotations of the terms culture, subculture, co-culture, subgroup, counterculture, and microculture.

Cognitive Domain: Analysis

Answer Location: Civilization and Identity

Difficulty Level: Medium

12. What are some examples of your country's heroes, rituals, symbols, and values?

Ans: Varies based on culture. For the United States, the following may be considered examples: heroes, Steve Jobs, Captain America; rituals, 4th of July Celebrations, birthday parties; symbols, English language, gestures such as "thumbs-up"; and values, independence, self-sufficiency.

Learning Objective: 1-4: Describe how communication is defined by different cultures and understand how people of diverse cultures communicate differently.

Cognitive Domain: Application

Answer Location: Culture

Difficulty Level: Medium

13. Describe what a reference group is and provide one example to illustrate the term.

Ans: The term reference group refers to any group in which one aspires to attain membership. This may include an individual who imitates the behavior of a group he or she desires to belong to. Examples may vary. The book uses the example of how some people dress like and talk like gang members but are not members of any gang.

Learning Objective: 1-2: Understand the meanings and connotations of the terms culture, subculture, co-culture, subgroup, counterculture, and microculture

Cognitive Domain: Application

Answer Location: Subgroup and Counterculture

Difficulty Level: Medium

14. Compare and contrast the following terms: *culture*, *subculture*, *coculture*, and *subgroup*.

Ans: Varies, but all students should briefly define each term. Possible definitions are as follows. Culture refers to a community or population sufficiently large enough to be self-sustaining, that is, large enough to produce new generations of members without relying on outside people. A subculture resembles a culture in that it usually encompasses a relatively large number of people and represents the accumulation of generations of human striving. The word *coculture* is suggested to convey the idea that no one culture is inherently superior to other coexisting cultures. Subgroups exist within a dominant culture and are dependent on that culture.

Learning Objective: 1-4: Describe how communication is defined by different cultures and understand how people of diverse cultures communicate differently.

Cognitive Domain: Comprehension

Answer Location: Culture

Difficulty Level: Medium

15. Identify the implications of changing definitions of the term *race*.

Ans: Varies, but students may discuss both the biological and sociohistorical perspectives on race. The biological perspective considers race to be the result of the mating behavior of your ancestors, whereas the sociohistorical perspective views race as something more fluid and less concrete, arguing that it is varied over time and between cultures. Beyond this, students then must articulate why this matters, using specific examples or arguments, such as slavery in the United States or the Nazi genocide.

Learning Objective: 1-1: Explain the regulators of human behavior and identity.

Cognitive Domain: Analysis

Answer Location: Race, Skin Color, Ethnicity, and Identity

Difficulty Level: Hard

16. Define and give an example of *cultural identity*.

Ans: Varies slightly, but students should explain that cultural identity refers to the identification with and perceived acceptance into a group that has a shared system of symbols and meanings as well as norms for conduct. A sample example could include how someone feels as if they are a part of Japanese culture due to their membership in the group and shared experiences and symbols with others who share their identity.

Learning Objective: 1-4: Describe how communication is defined by different cultures and understand how people of diverse cultures communicate differently.

Cognitive Domain: Knowledge

Answer Location: Culture

Difficulty Level: Easy

17. What are the effects of Confucian thought on communication?

Ans: Varies, but students may describe June Yum's five effects that Confucianism has on interpersonal communication: particularism, the role of intermediaries, reciprocity, in-group/out-group distinction, and overlap of personal and public relationships. Students may also give specific examples regarding the impacts. For example, they may discuss the way in which Korean language easily accommodates the Confucian rules of relationships.

Learning Objective: 1-4: Describe how communication is defined by different cultures and understand how people of diverse cultures communicate differently.

Cognitive Domain: Comprehension

Answer Location: Confucian Perspectives on Communication

Difficulty Level: Medium

18. How has the telephone served as a medium of intercultural communication?

Ans: Varies, but students may discuss differences in use for both traditional phone calls and text messaging or SMS. Students may also discuss the cultural implications due to the barriers of the lack of contextual cues other than those related to voice.

Learning Objective: 1-5: Describe the relationship between culture and media.

Cognitive Domain: Comprehension

Answer Location: Telephone

Difficulty Level: Medium

19. How does the internet serve as a medium of intercultural communication?

Ans: Varies, but students may discuss differences in use, language, and access, as well as the growth of the internet in recent years, and the implications of this growth. Students may discuss the implications of the languages used on the majority of internet sites.

Learning Objective: 1-5: Describe the relationship between culture and media.

Cognitive Domain: Comprehension

Answer Location: Internet

Difficulty Level: Medium

20. How does social media serve as a medium of intercultural communication?

Ans: Varies, but students may first define social media as a variety of internet-based platforms, applications, and technologies, such as Facebook, Twitter, and YouTube, that enable people to socially interact with one another online. Students may discuss different platforms used in different cultures and nations.

Learning Objective: 1-5: Describe the relationship between culture and media.

Cognitive Domain: Comprehension

Answer Location: Social Media

Difficulty Level: Medium