



An Introduction to  
**Intercultural  
Communication**

Identities in a Global Community

Fred E. Jandt

8  
edition



# **An Introduction to Intercultural Communication**

Identities in a Global Community

Eighth Edition

Fred E. Jandt



Los Angeles | London | New Delhi  
Singapore | Washington DC | Boston



Los Angeles | London | New Delhi  
Singapore | Washington DC | Boston

FOR INFORMATION:

SAGE Publications, Inc.

2455 Teller Road

Thousand Oaks, California 91320

E-mail: [order@sagepub.com](mailto:order@sagepub.com)

SAGE Publications Ltd.

1 Oliver's Yard

55 City Road

London EC1Y 1SP

United Kingdom

SAGE Publications India Pvt. Ltd.

B 1/I 1 Mohan Cooperative Industrial Area

Mathura Road, New Delhi 110 044

India

SAGE Publications Asia-Pacific Pte. Ltd.

3 Church Street

#10-04 Samsung Hub

Singapore 049483

Copyright © 2016 by SAGE Publications, Inc.

All rights reserved. No part of this book may be reproduced or utilized in any form or by any means, electronic or mechanical, including photocopying, recording, or by any information storage and retrieval system, without permission in writing from the publisher.

All trademarks depicted within this book, including trademarks appearing as part of a screenshot, figure, or other image are included solely for the purpose of illustration and are the property of their respective holders. The use of the trademarks in no way indicates any relationship with, or endorsement by, the holders of said trademarks.

Printed in the United States of America

*Library of Congress Cataloging-in-Publication Data*

Jandt, Fred Edmund.

An introduction to intercultural communication : identities in a global community / Fred E. Jandt, California State University, San Bernardino. — Eighth edition.

pages cm

Includes bibliographical references and index.

ISBN 978-1-4833-4430-0 (pbk. : alk. paper)

1. Intercultural communication. 2. Intercultural communication—United States. 3. Communication, International. I. Title.

GN345.J43 2016

303.48'2—dc23          2014047240

This book is printed on acid-free paper.

15 16 17 18 19 10 9 8 7 6 5 4 3 2 1

Acquisitions Editor: Matthew Byrnie

Digital Content Editor: Gabrielle Piccininni

Editorial Assistant: Janae Masnovi

Production Editor: Tracy Buyan

Copy Editor: Sarah J. Duffy

Typesetter: C&M Digitals (P) Ltd.

Proofreader: Rae-Ann Goodwin

Cover Designer: Scott Van Atta

Marketing Manager: Liz Thornton



# Detailed Contents



# Detailed Contents

[About the Author](#)

[Preface](#)

[Acknowledgments](#)

## **[Part 1. Culture as Context for Communication](#)**

### [Chapter 1. Defining Culture and Communication](#)

[Culture](#)

[Religion and Identity](#)

[National and Cultural Identities](#)

[Class and Identity](#)

[Gender and Identity](#)

[Race, Skin Color, and Identity](#)

[White Privilege](#)

[Civilization and Identity](#)

[Subculture](#)

[Ethnicity](#)

[Co-Culture](#)

[Case Study: American Indians](#)

[Subgroup](#)

[Communication](#)

[Cultural Definitions of Communication](#)

[Confucian Perspectives on Communication](#)

[Western Perspectives on Communication](#)

[The Media of Intercultural Communication](#)

[Human Couriers and Intermediaries](#)

[Telephone](#)

[Internet](#)

[Social Media](#)

[Summary](#)

[Discussion Questions](#)

[Key Terms](#)

[Note](#)

[Readings](#)

### [Chapter 2. Perception and Intercultural Communication Competence](#)

[Sensing](#)

[Effect of Culture on Sensing](#)

[Perceiving](#)

[Selection](#)

[Japanese/English Difficulties With Speech Sounds](#)

[Organization](#)



[Grouping Like Objects Together](#)

[Interpretation](#)

[Dogs as Pets or as Food](#)

[Weather Vane as Christian Cross](#)

[Case Study: Perception and Food](#)

[High Versus Low Context](#)

[The Concept of Face](#)

[Intercultural Communication Competence](#)

[Multiple Identities and Intercultural Communication Competence](#)

[Third Culture](#)

[Multiculturalism](#)

[Postethnic Cultures](#)

[Intercultural Communication Ethics](#)

[Summary](#)

[Discussion Questions](#)

[Key Terms](#)

[Note](#)

[Readings](#)

## **[Part 2. Communication Variables](#)**

[Chapter 3. Barriers to Intercultural Communication](#)

[Anxiety](#)

[Assuming Similarity Instead of Difference](#)

[Ethnocentrism](#)

[Stereotypes and Prejudice](#)

[Stereotypes](#)

[Negative Effects on Communication](#)

[Case Study: Asian-Americans](#)

[Prejudice](#)

[Racism](#)

[Case Studies](#)

[The Roma](#)

[Japan and Korea](#)

[Extended Case Study of Intercultural Communication Barriers:](#)

[China and the United States](#)

[Anxiety](#)

[Population](#)

[History](#)

[Regional Differences](#)

[Assuming Similarity Instead of Difference](#)

[Air Space](#)

[Broadcast Media and the Internet](#)

[Ethnocentrism](#)  
[Status of Taiwan](#)  
[Tibet](#)  
[Human Rights and Free Speech](#)  
[Stereotypes and Prejudice](#)  
[Energy and Sustainability](#)  
[Economic Issues](#)

[Summary](#)

[Discussion Questions](#)

[Key Terms](#)

[Readings](#)

#### [Chapter 4. Nonverbal Communication](#)

[Nonverbal Behaviors](#)

[Nonverbal Communication Functions](#)

[Types of Nonverbal Communication](#)

[Proxemics](#)

[Kinesics](#)

[Chronemics](#)

[Paralanguage](#)

[Silence](#)

[Haptics](#)

[Artifactual Communication](#)

[Territoriality](#)

[Olfactics](#)

[Knowing Culture Through Nonverbal Messages](#)

[Case Study: The Wai in Thailand](#)

[Nonverbal Misinterpretations as a Barrier](#)

[Case Study: Korean-American Neighborhood Businesses](#)

[Summary](#)

[Discussion Questions](#)

[Key Terms](#)

#### [Chapter 5. Language as a Barrier](#)

[Sapir-Whorf Hypothesis](#)

[Development of the Hypothesis](#)

[Vocabulary](#)

[Grammar and Syntax](#)

[Criticisms of the Sapir-Whorf Hypothesis](#)

[Linguistic Relativism](#)

[Case Study: Arabic and the Arab Culture](#)

[Translation Problems](#)

[Vocabulary Equivalence](#)

[Idiomatic Equivalence](#)  
[Grammatical-Syntactical Equivalence](#)  
[Experiential Equivalence](#)  
[Conceptual Equivalence](#)  
[Human and Machine Translators](#)  
[Pidgins, Creoles, and Universal Languages](#)

[Pidgins](#)

[Creoles](#)

[Esperanto](#)

[Language as Nationalism](#)

[Kiswahili in East Africa](#)

[The Spread of English](#)

[India](#)

[South Africa](#)

[Australia and New Zealand](#)

[Canada](#)

[United States](#)

[Summary](#)

[Discussion Questions](#)

[Key Terms](#)

[Readings](#)

### **Part 3. Cultural Values**

[Chapter 6. Dimensions of Culture](#)

[The Hofstede Dimensions](#)

[Individualism Versus Collectivism](#)

[Case Study: Singapore](#)

[Masculinity Versus Femininity](#)

[Power Distance](#)

[Uncertainty Avoidance](#)

[Long-Term Versus Short-Term Orientation](#)

[Indulgence Versus Self-Restraint](#)

[Environmental Sustainability](#)

[The Trompenaars and Hampden-Turner Dimensions](#)

[Case Study: Japan as a Homogeneous Culture](#)

[History](#)

[Religion](#)

[Cultural Patterns](#)

[Summary](#)

[Discussion Questions](#)

[Key Terms](#)

[Readings](#)

## Chapter 7. Dominant U.S. Cultural Patterns: Using Value Orientation Theory

### Origins of U.S. Cultural Patterns

Pre-16th-Century Indigenous Americans

European Enlightenment

Regional Differences Resulting From Immigration

Forces Toward the Development of a Dominant Culture

### Value Orientation Theory

What Is a Human Being's Relation to Nature?

The Individual-and-Nature Relationship

Science and Technology

Materialism

What Is the Modality of Human Activity?

Activity and Work

Efficiency and Practicality

Progress and Change

What Is the Temporal Focus of Human Life?

What Is the Character of Innate Human Nature?

Goodness

Rationality

Mutability

What Is the Relationship of the Individual to Others?

Individualism

Self-Motivation

Social Organization

Forces Toward the Development of Regional Cultures

The New Regions

Summary

Discussion Questions

Key Terms

Readings

## Chapter 8. Comparative Cultural Patterns: Arab Culture

The Arab States

The Islamic Faith

Muhammad, the Prophet

The Qur'an

Religious Practices

Saudi Arabia

Geography

Discovery of Oil

Ruling Saud Family and Conservative Wahhabism

[Media](#)  
[Contact With the United States](#)  
[Dominant Cultural Patterns](#)  
[Human Being–Nature Orientation](#)  
[Activity Orientation](#)  
[Time Orientation](#)  
[Human Nature Orientation](#)  
[Relational Orientation](#)  
[Role of Women](#)  
[Communication Barriers](#)  
[Political Unrest and Terrorism](#)  
[Political Unrest and Social Media](#)  
[Westernization Versus Cultural Norms](#)  
[Stereotypes](#)  
[Summary](#)  
[Discussion Questions](#)  
[Key Terms](#)  
[Readings](#)  
[Chapter 9. Culture and Women](#)  
[Status of Women](#)  
[United Nations Studies](#)  
[World Economic Forum Study](#)  
[Health](#)  
[Education](#)  
[Economics](#)  
[Political Participation](#)  
[Comparison of Individual Countries and Areas](#)  
[Nordic Countries](#)  
[Mexico](#)  
[China](#)  
[Japan](#)  
[South Korea](#)  
[India](#)  
[Sub-Saharan Africa](#)  
[Arab States](#)  
[Marriage](#)  
[Family Units](#)  
[Gender and Communication](#)  
[Summary](#)  
[Discussion Questions](#)  
[Key Terms](#)

Readings

**Part 4. Cultures Within Cultures**

Chapter 10. Immigration and Acculturation

Culture Shock

Stages of Culture Shock

Symptoms

Reverse Culture Shock

Migration Within One Country

Immigration

Israel

Western Europe

Brazil

First Wave

Second Wave

Third Wave

Recent Immigration

United States

Colonial Policies on Immigration

U.S. Policies on Immigration

Contributing Countries Prior to 1800

Contributing Countries Since 1800

Predictors of Acculturation

Effect of Media and Transportation Advances

Categories of Acculturation

Summary

Discussion Questions

Key Terms

Readings

Chapter 11. Cultures Within Cultures

Marginalization: The Hmong

History

Cultural Patterns

Separation: Koreans in Russia

Separation: The Amish

History

Diversity Among the Amish

Values

Worldview

Activity Orientation

Human Nature Orientation

Relational Orientation

[Indigenous Cultures](#)

[Assimilation: United States](#)

[Melting Pot Concept](#)

[Integration: United States](#)

[English-Speaking Cultures](#)

[Spanish-Speaking Cultures](#)

[Hispanic Culture Within the U.S. Culture](#)

[Values](#)

[Cultural Identity and Media](#)

[Print](#)

[Radio](#)

[Television](#)

[Spanish-Language Internet and Social Media](#)

[Spanish Language and Marketing](#)

[Summary](#)

[Discussion Questions](#)

[Key Terms](#)

[Readings](#)

[Chapter 12. Identity and Subgroups](#)

[Argot](#)

[Specialized Vocabulary](#)

[Argot and Subgroup Identity](#)

[Argot and Subgroup Boundaries](#)

[Argot and Meaning](#)

[Subgroup Media and Values](#)

[Examples of Subgroups](#)

[The Working Class](#)

[British Punk](#)

[Corporate Cultures](#)

[Case Study: Southwest Airlines](#)

[Case Study: Google](#)

[Homosexuality Worldwide](#)

[Attitudes About Homosexuality](#)

[Cultural Bases for Attitudes](#)

[Sexual Orientation as a Basis for Subgroups](#)

[Sexual Orientation and Othering](#)

[Consequences of Othering](#)

[Media and Othering](#)

[Rejecting All Labels](#)

[From Separation to Assimilation](#)

[Evidence of Separate Status](#)

Integration or Assimilation of Subgroups

Media and Assimilation

Summary

Discussion Questions

Key Terms

Readings

**Part 5. Applications**

Chapter 13. Contact Between Cultures

Colonialism

Hawai'i

Australia

Cultural Imperialism

Development Communication

Opinion Leadership and Change Agents

Adopters

Change Agent Ethics

Case Study: Quality Circles

Cultural Icons

Cultural Hegemony

Japanese Icon in Mexico

U.S. Cultural Icons

Coca-Cola

Disneyland Paris and Hong Kong Disneyland

McDonald's

KFC

SPAM

Nike

Adapting the Message

Case Study: Marketing Gerber Baby Foods Worldwide

Case Study: Religious Missionary Work in New Guinea

Adapting U.S. Icons

Summary

Discussion Questions

Key Terms

Readings

Chapter 14. Future Challenges

Religion

Class

Gender

Race, Skin Color, and Ethnicity

Civilization



[Nation](#)

[Threats to Culture](#)

[Threats to the Environment](#)

[Threats From Immigration](#)

[The Promise of New Media](#)

[A Final Word](#)

[Summary](#)

[Discussion Questions](#)

[Readings](#)

[Glossary](#)

[References](#)

[Index](#)



## About the Author

### Fred E. Jandt

was born of second-generation German immigrants in the multicultural south-central region of Texas. After graduating from Texas Lutheran University and Stephen F. Austin State University, he received his doctorate in communication from Bowling Green State University. He has taught and been a student of intercultural communication for more than 40 years, developing his experience through travel and international training and research projects.

While professor of communication at the College at Brockport, State University of New York, his reputation as a teacher led to his appointment as SUNY's first director of faculty development. He has retired as dean of the Palm Desert Campus and professor of communication at California State University, San Bernardino, where he was named Outstanding Professor. He has also been a visiting professor at Victoria University of Wellington, in New Zealand.

He has extensive experience in the areas of intercultural and international communication, negotiation, mediation, and conflict management. He was one of the first scholars to introduce the study of conflict to the communication discipline, with his text *Conflict Resolution Through Communication* (1973). He subsequently published many other titles in this area, including the successful trade books *Win-Win Negotiating: Turning Conflict Into Agreement* (1985), which has been translated into eight languages, and a casebook on international conflict management, *Constructive Conflict Management: Asia-Pacific Cases* (1996) with Paul B. Pedersen. For several years, he conducted the training workshop "Managing Conflict Productively" for major corporations and government agencies throughout the United States. Jandt continues to train volunteers learning to become mediators in the California justice system.



# Preface

# Why Study Intercultural Communication?

The challenges of intercultural communication are global. To live, work, and play in an increasingly interconnected and interdependent world we all need to communicate effectively with people of diverse cultural backgrounds. The aim of this book is to equip students with the knowledge and the skills to be competent and confident intercultural communicators. Chapter by chapter the book guides students through key concepts and helps readers to connect intercultural competence to their own life experiences in order to increase understanding.

The core objectives of this eighth edition have not changed: to promote the skills of intercultural competence by developing an understanding of cultures to better appreciate the opportunities and challenges each culture presents to its people, developing a better understanding of how others became who they are, becoming less threatened by those of different backgrounds, and becoming better able to select and perform communication behaviors appropriate to various settings.

This book will help students become effective intercultural communicators by developing the following skills and knowledge:

- Expanding your range of verbal and nonverbal communication skills
- Becoming able to communicate effectively in unfamiliar settings
- Recognizing the influence your own culture has had on the way in which you view yourself
- Expanding your knowledge of the ways of other cultures

## New to the Eighth Edition

This edition is the most extensive revision of any previous edition. The goal is that students using this book will find it interesting, useful, and visually engaging. The major regulators of human life—religion, nation, class, gender, race, and civilization—are the core themes that run throughout the book. Chapter content is up-to-date with current international developments and communication challenges. Each chapter also includes materials on social media as well as extensive new examples from recent international events and growing concern worldwide, over immigration and nation-state identity. Students will also find more global examples from Africa and Arab states, including the spread of Kiswahili, the Arab Spring uprisings, and growing Muslim immigration to Europe.

Other major additions include the following:

- New **Focus on Skills** boxes challenge students to apply the key concepts they have learned in each chapter to a “real life” intercultural communication scenario.
- New **Focus on Technology** boxes explore contemporary examples of intercultural communication on the Internet, social media, and mobile devices.
- New **case studies** of specific cultures connect key concepts to real world examples.
- New **Learning Objectives** at the start of each chapter identify what students can expect to know or be able to do after engaging with the chapter material.
- New **charts, graphics, and photos** convey information in a visually engaging way.
- New **maps** help readers better understand the geographical and cultural locales discussed.

## Trademark Features

Many of the most successful features from previous editions, those that really enhance student engagement and learning, are still here, updated for the new edition. These trademark features include the following:

- **Focus on Theory** boxes call students' attention to communication theories.
- **Focus on Culture** boxes help students understand cultural practices within their own and other cultures.
- **Global Voices** boxes use brief, provocative quotes to introduce students to a range of perspectives on global intercultural communication.
- **Discussion Questions** to spark in-class conversation and encourage students to reflect critically on what they have learned in each chapter.
- **Glossary with Key Terms** highlighted in each chapter.
- **Suggested Readings** at the end of each chapter that connect the chapter to resources in *Intercultural Communication: A Global Reader*, which may be used alongside this text.



# Teaching and Learning Ancillaries

Additional ancillary materials further support and enhance the learning goals of this edition.



<http://edge.sagepub.com/jandt8e>

**SAGE edge** offers a robust online environment featuring an impressive array of tools and resources for review, study, and further exploration, keeping both instructors and students on the cutting edge of teaching and learning. SAGE edge content is open access and available on demand. Learning and teaching has never been easier!

**SAGE edge for students** helps improve performance, enhance learning, and offers a personalized approach to coursework in an easy-to-use environment.

- An online **action plan** includes tips and feedback on progress through the course and materials, which allows students to individualize their learning experience.
- Chapter-specific **learning objectives** reinforce the most important material.
- Mobile-friendly practice **quizzes** allow for independent assessment by students of their mastery of course material.
- Mobile-friendly **eFlashcards** strengthen understanding of key terms and concepts.
- **Web exercises** that both instructors and students will find useful, as well as current web resources and creative activities, extend and reinforce learning.
- **Video and multimedia**, including carefully selected chapter-by-chapter video and multimedia content, enhance classroom-based explorations of key topics.
- **General resource links** direct students to additional resources for further research on important topics.
- EXCLUSIVE! Access is provided to full-text **SAGE journal articles** that have been carefully selected to support and expand on the concepts presented in each chapter.

**SAGE edge for instructors** supports your teaching by making it easy to integrate quality content and create a rich learning environment for students.

- **Test banks** provide a diverse range of prewritten options as well as the opportunity to edit any question and/or insert your own personalized questions to effectively assess students' progress and understanding. Also available in Diploma software.

- Editable, chapter-specific **PowerPoint® slides** offer complete flexibility for creating a multimedia presentation for your course.
- **Lecture notes** summarize key concepts on a chapter-by-chapter basis to help with preparation for lectures and class discussions.
- **Sample course syllabi** for semester, quarter, and online courses provide suggested models for structuring your course structure.
- Chapter-specific **discussion questions** help launch conversation by prompting students to engage with the material and by reinforcing important content.
- **Chapter activities** for individual or group projects provide lively and stimulating ideas for use in and out of class to reinforce active learning.
- **Web exercises** that both instructors and students will find useful, as well as current web resources and creative activities, extend and reinforce learning.
- **Media links**, including carefully selected chapter-by-chapter video and multimedia content, enhance classroom-based explorations of key topics.
- **EXCLUSIVE!** Access is provided to full-text **SAGE journal articles** that have been carefully selected to support and expand on the concepts presented in each chapter.
- A **common course cartridge** includes all of the instructor resources and assessment material from the student study site, making it easy for instructors to upload and use these materials in learning management systems such as Blackboard™, Angel®, Moodle™, Canvas, and Desire2Learn™.

## **A Few Words From the Author**

When a student asks “What is this class about?” I have two answers. If it’s a short hallway conversation I say something like “to learn to become a more effective communicator with peoples of diverse cultural backgrounds.” If we have time for a sit-down discussion, I start by talking about identities—the identities each of us accepts to be known by in the world. We then discuss what goes with that identity—everything from what we wear, the language we speak, and the values we use to guide our behavior. It then becomes obvious that diverse identities can be at the root of many communication barriers. At this point students see the broader challenges and raise the issues of immigration, treatment of women, clash of religions and terrorism, corporate influence over local cultures, and countries exerting unwelcome influence over other countries.

What can I do then to support the student exploring this topic? What I strive to do is to provide information that is balanced and up-to-date presented in a manner that is accessible and interesting. It has been my objective from the first edition of this book to make it readable, interesting, and thought provoking and at the same time flexible enough to support individual instructor’s approach to the content theories.

It has been my pleasure to have worked with thousands of students face-to-face and online through the years. I consider this book’s readers part of that group and have received many emails from readers as we continue the dialogue. I’ve used those questions and comments to improve each edition. Thank you for reading this book and for participating in this learning community to appreciate and to become more effective in intercultural encounters.



# Acknowledgments

Through the years many people have reviewed previous editions, and I have thanked them in each and every edition. That list has grown so that I can only thank previous reviewers collectively and list the new reviewers for this edition. This group of reviewers has provided extensive critical comments that have made this the best possible edition.

Donna S. Acerra, Northampton Community College  
Nader H. Chaaban, George Mason University  
Miriam Charter, Ambrose University College  
Sheila A. Cuffy, Indiana University Purdue University Fort Wayne  
Joseph A. DeVito, Hunter College, City University of New York  
Qingwen Dong, University of the Pacific  
Raymond O. Dufort, Becker College  
Hailey G. Gillen, West Virginia University  
Rachel Alicia Griffin, Southern Illinois University at Carbondale  
Martha A. Hagan, Whatcom Community College  
Sally O. Hastings, University of Central Florida  
Ian P. Hopkins, Miami University  
John C. Jarvis, Bay Path College  
Vicki L. Karns, Suffolk University  
Thomas J. Knutson, Bangkok University and California State University,  
Sacramento\*  
Ulrich Luenemann, California State University, Sacramento  
Clarence Lusane, American University  
Ann Neville Miller, University of Central Florida  
Ramesh N. Rao, Longwood University  
Ann E. Roemer, Utah State University  
R. Lester Walsh, Valley City State University  
Jonathan van Melle, Avans University of Applied Sciences

A very special thanks to my two “super reviewers” who provided extensive feedback on every chapter and offered helpful suggestions for shaping the expanded coverage of communication technology and practical skill-building in this new edition:

David Gudelunas, Fairfield University  
Gale Lynch, Roberts Wesleyan College

Over the years, the professional staff at SAGE has done so much to make this book such a success. Matthew Byrnie, senior acquisitions editor for communication and media studies, has guided the revisions for the seventh and this edition with sensitivity and foresight. Development Editor Elise Frasier provided valuable assistance in new ways of displaying information in this edition. Nancy Loh, Gabrielle Piccininni, and Janae Masnovi provided needed and much-appreciated assistance throughout manuscript development. Thanks to Sarah Duffy, copy editor for this edition, and very special thanks to Tracy Buyan, senior project editor, who guided the manuscript through the production process with such experience and attention. And thanks to Gabrielle Piccininni, who supervised the development of the book's website. The team at SAGE has done so much to make this edition the best, and I am deeply appreciative.

\* Professor Knutson passed away during production of this book, on September 30, 2014.