

2014 Summer Institute For Intercultural Communication

Research Methods in Intercultural Communication introduces and contextualizes the most important methodological issues in the field for upper-level undergraduate and graduate students. Examples of these issues are which paradigms and how to research multilingually, interculturally and ethnically. Provides the first dedicated and most comprehensive volume on research methods in intercultural communication research in the last 30 years Explains new and emerging methods, as well as more established ones. These include: Matched Guise Technique, Discourse Completion Task, Critical Incident Technique, Critical Discourse Analysis, Ethnography, Virtual Ethnography, Corpus Analysis, Multimodality, Conversation Analysis, Narrative Analysis, Questionnaire and Interview. Assists readers in determining the most suitable method for various research questions, conceptualizing the research process, interpreting results, and drawing conclusions Supports students from start to finish with key terms, suggestions for further reading, research summaries, and sound guidance from experienced scholars and researchers

The book focuses on the historical, political, economic, and cultural elements of Korea and the strong influence these have on women leaders in the nation. It examines challenges and opportunities for women leaders as they try to balance their professional and personal lives. A team of leading experts familiar with the aspirations and frustrations of Korean women offer insight into the coexistence of traditional and modern values. It is an eye-opening look at the convergence and divergence across Korean sectors that international leadership researchers, students, and managers need to know in order to realize and appreciate the potential of Korean women leaders.

Gendering Knowledge in Africa and the African Diaspora addresses the question of to what extent the history of gender in Africa is appropriately inscribed in narratives of power, patriarchy, migration, identity and women and men's subjection, emasculation and empowerment. The book weaves together compelling narratives about women, men and gender relations in Africa and the African Diaspora from multidisciplinary perspectives, with a view to advancing original ways of understanding these subjects. The chapters achieve three things: first, they deliberately target long-held but erroneous notions about patriarchy, power, gender, migration and masculinity in Africa and of the African Diaspora, vigorously contesting these, and debunking them; second, they unearth previously marginalized and little known his/herstories, depicting the dynamics of gender and power in places ranging from Angola to Arabia to America, and in different time periods, decidedly gendering the previously male-dominated discourse; and third, they ultimately aim to re-write the stories of women and gender relations in Africa and in the African Diaspora. As such, this work is an important read for scholars of African history, gender and the African Diaspora. This book will be of interest to students and scholars of

African Studies, Diaspora Studies, Gender and History.

Catholic priest and radical social critic Ivan Illich is best known for books like *Deschooling Society* and *Medical Nemesis* that skewered the dominant institutions of the West in the 1970s. Although commissioned in 1961 by American bishops to run a missionary training center in Cuernavaca, Mexico, Illich emerged as one of the major critics of the missionary movement. As he became a more controversial figure, his center evolved into CIDOC (Centro Intercultural de Documentación), an informal university that attracted a diverse group of intellectuals and seekers from around the world. They came to Illich's center to learn Spanish, to attend seminars, and to sit at the feet of Illich, whose relentless criticism of the Catholic Church and modern Western culture resonated with the revolutionary spirit of the times. His 1967 article, "The Seamy Side of Charity," a harsh attack on the American missionary effort in Latin America, and other criticisms of the Church led to a trial at the Vatican in 1968, after which he left the priesthood. Illich's writings struck at the foundations of western society, and envisioned utopian transformations in the realms of education, transportation, medicine, and economics. He was an inspiration to a generation of liberation theologians and other left-wing intellectuals. In *The Prophet of Cuernavaca* Todd Hartch traces the development of Illich's ideas from his work as a priest through his later secular period, offering one of the first book-length historical treatments of his thought in English.

This volume brings together the latest research on the semantics of nouns in both familiar and less well-documented languages, including English, Mandarin Chinese, Russian, the Papuan language Koromu, the Dravidian language Solega, and Pitjantjatjara/Yankunytjatjara from Australia. Chapters offer systematic and detailed analyses of scores of individual nouns across a range of conceptual domains, including 'people', 'places', and 'living things', with each analysis fully grounded in a unified methodological framework. They not only cover central theoretical issues specific to the analysis of the domain in question, but also empirically investigate the different types of meaning relations that hold between nouns, such as meronymy, hyponymy, taxonomy, and antonymy. The collection of studies show how in-depth meaning analysis anchored in a cross-linguistic and cross-domain perspective can lead to unexpected insights into the common and particular ways in which speakers of different languages conceptualize, categorize, and order the world around them. This unique volume brings together a new generation of semanticists from across the globe, and will be of interest to researchers in linguistics, psychology, anthropology, biology, and philosophy.

A central purpose of this book is to question the claims commonly made about the educational benefits of study abroad. Traditional metrics of enrollment increases and student self-report, and practices of structural immersion, are being questioned as educators voice growing uncertainty about what students are or are not in fact learning abroad. This book looks into whether these criticisms are justified—and what can be done if they are. The contributors to this book offer a

counter-narrative to common views that learning takes place simply through students studying elsewhere, or through their enrolling in programs that take steps structurally to “immerse” them in the experience abroad. *Student Learning Abroad* reviews the dominant paradigms of study abroad; marshals rigorous research findings, with emphasis on recent studies that offer convincing evidence about what undergraduates are or are not learning; brings to bear the latest knowledge about human learning and development that raises questions about the very foundations of current theory and practice; and presents six examples of study abroad courses or programs whose interventions apply this knowledge. This book provokes readers to reconsider long-held assumptions, beliefs and practices about teaching and learning in study abroad and to reexamine the design and delivery of their programs. In doing so, it provides a new foundation for responding to the question that may faculty and staff are now asking: What do I need to know, and what do I need to be able to do, to help my students learn and develop more effectively abroad? Contributors: Laura Bathurst Milton Bennett Gabriele Weber Bosley John Engle Lilli Engle Tara Harvey Mitchell Hammer David Kolb Bruce La Brack Kris Hemming Lou Kate McCleary Catherine Menyhart R. Michael Paige Angela Passarelli Adriana Medina-López Portillo Meghan Quinn Jennifer Meta Robinson Riikka Salonen Victor Savicki Douglas Stuart Michael Vande Berg James Zull While the authors who have contributed to *Student Learning Abroad* are all known for their work in advancing the field of education abroad, a number have recently been honored by leading international education associations. Bruce La Brack received NAFSA’s 2012 Teaching, Learning and Scholarship Award for Innovative Research and Scholarship. Michael Paige (2007) and Michael Vande Berg (2012) are recipients of the Forum on Education Abroad’s Peter A. Wollitzer Award. This book uses a post-modern approach to explore how Japanese returnee students (*kikokushijo*) and former returnees who work in Japanese industry, negotiate multiple identities. Methodological triangulation is used to study inner perception of face, emotional state and the dynamics of negotiating multiple-layering of identities. The work considers the relationship between face and identities, and the function of the affective aspects of face, shame and pride in identity negotiation. Readers will discover how Japanese returnees deal with shame and pride in face-threatening or face-promoting situations that affect their identity negotiation. Many such returnees stayed abroad because of their parents’ jobs and the author explores variations among them, in terms of how they identify with their identity as a returnee. We discover how there are multiple levels of identities instead of ‘identity’ as a singular. Two phases of research, carried out across ten years and involving some participants in both phases, are explored in this work. Although the participants in the research are Japanese returnees, the findings drawn from the study have implications for others who spend an extensive period of time overseas, who migrate from one place to another or who have multiple cultural backgrounds. The book incorporates ideas from Western and Eastern literature on intercultural communication, sociology and social

psychology and it blends both micro and macro analysis. This book is recommended for scholars, educators, students and practitioners who seek to understand better how people negotiate their multiple identities in this globalising world. Australia is unique in the world for its diverse and interlocking systems of Indigenous social organisation. On no other continent do we see such an array of complex and contrasting social arrangements, coordinated through a principle of 'universal kinship' whereby two strangers meeting for the first time can recognise one another as kin. For some time, Australian kinship studies suffered from poor theorisation and insufficient aggregation of data. The large-scale AustKin project sought to redress these problems through the careful compilation of kinship information. Arising from the project, this book presents recent original research by a range of authors in the field on the kinship and social category systems in Australia. A number of the contributions focus on reconstructing how these systems originated and developed over time. Others are concerned with the relationship between kinship and land, the semantics of kin terms and the dynamics of kin interactions.

Focusing on the Americas – home to 40 to 50 million Indigenous people – this book explores the history and current state of Indigenous language revitalization across this vast region. Complementary chapters on the USA and Canada, and Latin America and the Caribbean, offer a panoramic view while tracing nuanced trajectories of "top down" (official) and "bottom up" (grass roots) language planning and policy initiatives. Authored by leading Indigenous and non-Indigenous scholars, the book is organized around seven overarching themes: Policy and Politics; Processes of Language Shift and Revitalization; The Home-School-Community Interface; Local and Global Perspectives; Linguistic Human Rights; Revitalization Programs and Impacts; New Domains for Indigenous Languages Providing a comprehensive, hemisphere-wide scholarly and practical source, this singular collection simultaneously fills a gap in the language revitalization literature and contributes to Indigenous language revitalization efforts.

This volume of Research in Global Strategic Management, the first under the new editorship of William Newburry, provides new perspectives on headquarters-subsidiary relationships in the context of the contemporary multinational corporation

This volume of Advances in Global Leadership updates researchers and practitioners on the state of the field and research gaps. Part 1 presents new empirical studies; Part II features papers on global leadership development programs offered by universities. Contributors range from well-known voices to new scholars with fresh perspectives. With the number of international migrants globally reaching an estimated 272 million (United Nations report, September 2019), the need for intercultural training is stronger than ever. Since its first edition, this handbook has evaluated the methodologies and suggested the best practice to develop effective programs aimed at facilitating cross-cultural dialogue

and boosting the economic developments of the countries mostly affected by migration. This handbook builds and expands on the previous editions by presenting the rational and scientific foundations of intercultural training and focuses on unique approaches, theories, and areas of the world. In doing so, it gives students, managers, and other professionals undertaking international assignments a theoretical foundation and practical suggestions for improving intercultural training programs.

Imprisoned in English argues that in the present English-dominated world, social sciences and the humanities are locked in a conceptual framework grounded in English and that scholars need to break away from this framework to reach a more universal, culture-independent perspective on things human.

The topics of autonomy and independence play an increasingly important role in language education. They raise issues such as learners' responsibility for their own learning, and their right to determine the direction of their own learning, the skills which can be learned and applied in self-directed learning and capacity for independent learning and the extents to which this can be suppressed by institutional education. This volume offers new insights into the principles of autonomy and independence and the practices associated with them focusing on the area of EFL teaching. The editors' introduction provides the context and outlines the main issues involved in autonomy and independence. Later chapters discuss the social and political implications of autonomy and independence and their effects on educational structures. The consequences for the design of learner-centred materials and methods is discussed, together with an exploration of the practical ways of implementing autonomy and independence in language teaching and learning . Each section of the book opens with an introduction to give structure to the development of ideas and themes, with synopses to highlight salient features in the text and help build upon the material of previous chapters.

****Honored as a 2013 Choice Outstanding Academic Title**** Comprising state-of-the-art research, this substantially expanded and revised Handbook discusses the latest global and interdisciplinary issues across bilingualism and multilingualism. Includes the addition of ten new authors to the contributor team, and coverage of seven new topics ranging from global media to heritage language learning Provides extensively revised coverage of bilingual and multilingual communities, polyglot aphasia, creolization, indigenization, linguistic ecology and endangered languages, multilingualism, and forensic linguistics Brings together a global team of internationally-renowned researchers from different disciplines Covers a wide variety of topics, ranging from neuro- and psycho-linguistic research to studies of media and psychological counseling Assesses the latest issues in worldwide linguistics, including the phenomena and the conceptualization of 'hyperglobalization', and emphasizes geographical centers of global conflict and commerce This breakthrough volume brings together cultural neuroscience and intercultural relations in an expansive presentation.

Its selected topics in reasoning, memory, and other key cognitive areas bridge the neuroscience behind culture-related phenomena with the complex social processes involved in seeing the world through the perspective of others. Coverage ranges beyond the familiar paradigms of acculturation and cultural differences to propose new ideas of potential benefit to the new generation of immigrants, negotiators, executives, and other travelers. Taken together, these chapters offer a deeper understanding of issues that can only become more important as the world becomes smaller and our global family larger. Among the topics featured: Intergroup relationship and empathy for others' pain: a social neuroscience approach. The neuroscience of bilingualism: cross-linguistic influences and cognitive effects. Cross-cultural reading the mind in the eyes and its consequences for international relations. Implications of behavioral and neuroscience research for cross-cultural training. Intercultural relations and the perceptual brain: a cognitive neuroscience perspective. How social dynamics shape our understanding of reality. With its elegant perspectives and empirical depth, *Neuroscience in Intercultural Contexts* is a forward-looking reference for researchers in the cultural sciences (cross-cultural psychologists, anthropologists, etc.) and in social, affective, and cognitive neuroscience.

A collaborative work written by academics working in the field of language endangerment and members of indigenous communities acting on the frontline of language support and maintenance, this volume offers a unique perspective on how the development and implementation of language policy and planning impact on endangered languages.

This groundbreaking volume describes unprecedented changes in education across Latin America, resulting from the endorsement of Indigenous peoples' rights through the development of intercultural bilingual education. The chapters evaluate the ways in which cultural and language differences are being used to create national policies that affirm the presence of Indigenous peoples and their cultures within Mexico, Ecuador, Peru, Bolivia and Guatemala. Describing the collaboration between grassroots movements and transnational networks, the authors analyze how social change is taking place at the local and regional levels, and they present case studies that illuminate the expansion of intercultural bilingual education. This book is both a call to action for researchers, teachers, policy-makers and Indigenous leaders, and a primer for practitioners seeking to provide better learning opportunities for a diverse student body.

Globalization has raised numerous questions about theology and culture for Christians. How should we respond to outsourcing and immigration? How does anti-Western sentiment affect the proclamation of the gospel? What is the role of the church in society? This book argues that Christians will be most fulfilled and most effective if they embrace their cultural activity rather than feel ambivalent about it. The central question of this book is, how does bearing God's image relate to cultural activity? Nehrbass explains that "spheres of culture," such as political, technological, and social structures, are systems that God has instilled in humans as his image bearers, so that they can glorify and enjoy him

forever. Therefore, a theology of culture involves recognizing that the kingdom of God encompasses heaven and Earth, rather than pitting heaven against Earth. The text surveys anthropological explanations for humanity's dependence on culture, and shows that each explanation provides only partial explanatory scope. The most satisfying explanation is that a major functional aspect of bearing God's image is engaging in culture, since the Trinity has been eternally engaged in cultural functions like ruling, communicating, and creating. Each chapter contains a summary and questions about what it means to be a world-changer in the twenty-first century.

The collection explores new applications of the American Philosophical Society's library materials as scholars seek to partner on collaborative projects, often through the application of digital technologies, that assist ongoing efforts at cultural and linguistic revitalization movements within Native communities.

There has not been conducted much research in religious studies and (linguistic) anthropology analysing Protestant missionary linguistic translations. Contemporary Protestant missionary linguists employ grammars, dictionaries, literacy campaigns, and translations of the Bible (in particular the New Testament) in order to convert local cultures. The North American institutions SIL and Wycliffe Bible Translators (WBT) are one of the greatest scientific-evangelical missionary enterprises in the world. The ultimate objective is to translate the Bible to every language. The author has undertaken systematic research, employing comparative linguistic methodology and field interviews, for a history-of-ideas/religions and epistemologies explication of translated SIL missionary linguistic New Testaments and its premeditated impact upon religions, languages, sociopolitical institutions, and cultures. In addition to taking into account the history of missionary linguistics in America and theological principles of SIL/WBT, the author has examined the intended cultural transformative effects of Bible translations upon cognitive and linguistic systems. A theoretical analytic model of conversion and translation has been put forward for comparative research of religion, ideology, and knowledge systems. Intercultural communication competence is an indispensable ability for people to interact appropriately and effectively across nations and regions in the globalized world. Competent intercultural communication enables people to reach mutual understanding as well as reciprocal relationships. In recent decades, considerable progress has been made in the research of intercultural communication competence. However, due to its complexity, many problems remain unanswered and need to be addressed. This book seeks to conceptualize intercultural communication competence from diverse perspectives, explore its re-conceptualization in globalization, and investigate its development in cultural contexts and interaction scenarios. A group of leading international scholars in different academic disciplines join to map out a comprehensive picture, providing an in-depth and up-to-date work on intercultural communication competence. The book adopts an interdisciplinary approach and enhances readers' understanding on the concept of intercultural

communication competence. It is a useful source for educators, researchers, students and professionals.

Cultural and ethnic diversity is the reality of our world, and much more so in this age of heightened globalization. Yet, do our ways of doing theological education match with our current reality and hopes for a colorful and just tomorrow? How shall we do theological formation so it helps give birth to a culturally diverse, racially just, and hospitable world? This edited volume gathers the voices of minoritized scholars and their white allies in the profession in response to the above questions. More particularly, this volume gathers the responses of these scholars to the questions: What is the plight of theological education? Who are the teachers? Who are our students? What shall we teach? How shall we teach? How shall we form and lead theological institutions? It is the hope of this volume to contribute to the making of theological education that is hospitably just to difference/s and welcoming of our diverse population, which is our only viable future. When we embody this vision in our daily educational practices, particularly in the training of our future religious leaders, we may help usher in a new, colorful, and just world.

This book explores the effectiveness of the Chinese government's recent public diplomacy efforts aimed at building its national image, and how these efforts may influence foreign public's view of China. Based on in-depth interviews, media-content analysis and public opinion-poll data, the book discusses Chinese leaders' foreign visits, Chinese media's overseas expansion, Confucius institutes, global mega events, and Chinese government's new policies to attract foreign students, providing not only background information, but also insights from scholars and experts. Although intended mainly for students majoring in communications, Chinese studies, public relations and international relations, it is also of interest to anyone studying China or public diplomacy.

As the 21st century gets into stride so does the call for a discipline combining culture and translation. This second edition of *Translating Cultures* retains its original aim of putting some rigour and coherence into these fashionable words and lays the foundation for such a discipline. This edition has not only been thoroughly revised, but it has also been expanded. In particular, a new chapter has been added which focuses specifically on training translators for translational and intercultural competencies. The core of the book provides a model for teaching culture to translators, interpreters and other mediators. It introduces the reader to current understanding about culture and aims to raise awareness of the fundamental role of culture in constructing, perceiving and translating reality. Culture is perceived throughout as a system for orienting experience, and a basic presupposition is that the organization of experience is not 'reality', but rather a simplified model and a 'distortion' which varies from culture to culture. Each culture acts as a frame within which external signs or 'reality' are interpreted. The approach is interdisciplinary, taking ideas from contemporary translation theory, anthropology, Bateson's logical typing and metamessage theories, Bandler and Grinder's NLP meta-model theory, and

and schemes of work which can be used across a range of different subjects, this book is essential reading for those that want to deepen their understanding and deliver effective, thought-provoking Holocaust education.

A MICHIGAN TEACHER TRAINING title Teachers are often in the forefront of today's cross-cultural contact, whether in the language classroom or in the K–12 or university/college classroom, but they are not always prepared to handle the various issues that can arise in terms of cross-cultural communication. The intent of this book is to make education in cross-cultural awareness accessible to a broad range of teachers working in a variety of educational settings. *Crossing Cultures in the Language Classroom* attempts to balance theory and practice for pre-service and in-service teachers in general education programs or in ESL/EFL, bilingual, and foreign language teacher training programs, as well as cross-cultural awareness workshops. This book is unique in that it combines theory with a wide range of experiential activities and projects designed to actively engage users in the process of understanding different aspects of cross-cultural awareness. The goals of the book are to help readers: expand cultural awareness of one's own culture and that of others achieve a deeper understanding of what culture is and the relationship between culture and language acquire the ability to observe behaviors in order to draw conclusions based on observation rather than preconceptions understand and implement observations of cultural similarities and differences develop an attitude of tolerance toward cultural differences and move away from the "single story." The new edition has been thoroughly updated and includes a Suggested Projects section in each chapter. This section provides opportunities for users of the text to explore in greater depth an area and topic of interest. It also includes even more Critical Incidents--brief descriptions of events that depict some element or elements of cultural differences, miscommunication, or culture clash. Critical Incidents develop users' ability to analyze and understand how multiple perspectives of the same situation are rooted in differing culturally influenced beliefs, behaviors, norms of interaction, and worldviews.

Online and virtual learning has developed into an essential aspect of learning technologies. A transdisciplinary perspective is needed to evaluate the interplay between social awareness and online virtual environments. Recent *Advances in Applying Identity and Society Awareness to Virtual Learning* is a critical academic publication that provides a robust examination of the social aspects of virtual learning by providing groundbreaking research on the use of 3D design thinking and cognitive apprenticeship in virtual learning spaces for team science, transdisciplinarity, idea incubation, and curation. It also identifies new patterns, methods, and practices for virtual learning using enhanced educational technology that leverages artificial intelligence, cloud computing, and the Internet of Things (IoT) to integrate 3D immersive environments, augmented reality, games, simulations, and wearable technology, while also evaluating the impact of culture, community, and society on lifelong learning and self-determinism to address critical problems in

education, such as STEM. Focusing on a broad range of topics including learning spaces, cloud computing, and organizational strategy, this publication is ideal for professionals, researchers, educators, and administrators.

"This book integrates research and theoretical findings from multiple disciplines to present a holistic approach to conflict resolution. It highlights the distinctive and compelling nature of conflict resolution studies by including material on interpersonal relationships, family and group functioning, and national and international relations"--

Investigates the endangerment of languages and the loss of traditional cultural diversity, and how to respond.

Approaches to Language, Culture and Cognition aims to bring cognitive linguistics and linguistic anthropology closer together, calling for further investigations of language and culture from cognitively-informed perspectives against the backdrop of the current trend of linguistic anthropology.

The dialect of English which has developed in Indigenous speech communities in Australia, while showing some regional and social variation, has features at all levels of linguistic description, which are distinct from those found in Australian English and also is associated with distinctive patterns of conceptualization and speech use. This volume provides, for the first time, a comprehensive description of the dialect with attention to its regional and social variation, the circumstances of its development, its relationships to other varieties and its foundations in the history, conceptual predispositions and speech use conventions of its speakers. Much recent research on the dialect has been motivated by concern for the implications of its use in educational and legal contexts. The volume includes a review of such research and its implications as well as an annotated bibliography of significant contributions to study of the dialect and a number of sample texts. While Aboriginal English has been the subject of investigation in diverse places for some 60 years there has hitherto been no authoritative text which brings together the findings of this research and its implications. This volume should be of interest to scholars of English dialects as well as to persons interested in deepening their understanding of Indigenous Australian people and ways of providing more adequately for their needs in a society where there is a disconnect between their own dialect and that which prevails generally in the society of which they are a part. An interdisciplinary anthology exploring issues related to diversity, multiculturalism, and social justice. When students are introduced to the study of diversity and social justice, it is usually from sociological and psychological perspectives. The scholars and activists featured in this anthology reject this approach as too limiting, insisting that we adopt a view that is both transdisciplinary and multiperspectival. Their essays focus on the components of diversity, social justice, and inclusive excellence, not just within the United States but in other parts of the world. They examine diversity in the contexts of culture, race, class, gender, learned ability and dis/ability, religion, sexual orientation, and citizenship, and explore how these concepts and identities interrelate. The result is a book that will provide readers with a better

theoretical understanding of diversity studies and will enable them to see and think critically about oppression and how systems of oppression may be challenged.

An analysis of the political and ecological consequences of charting the Amazon River basin in narrative fiction, *Mapping the Amazon* examines how widely read novels from twentieth-century South America attempted to map the region for readers. Authors such as Jos Eustasio Rivera, Rmulo Gallegos, Mario Vargas Llosa, Csar Calvo, Mrcio Souza, and Mrio de Andrade traveled to the Amazonian regions of their respective countries and encountered firsthand a forest divided and despoiled by the spatial logic of extractivism. Writing against that logic, they fill their novels with geographic, human, and ecological realities omitted from official accounts of the region. Though the plots unfold after the height of the Amazonian rubber boom (1850-1920), the authors construct landscapes marked by that first large-scale exploitation of Amazonian biodiversity. The material practices of rubber extraction repeat in the stories told about the removal of other plants, seeds, and mineral from the forest as well as its conversion into farmland. The counter-discursive impulse of each novel comes into dialogue with various modernizing projects that carve Amazonia into cultural and economic spaces: border commissions, extractive infrastructure, school geography manuals, Indigenous education programs, and touristic propaganda. Even the novel maps studied have blind spots, though, and *Mapping the Amazon* considers the legacy of such unintentional omissions today.

Translating Theory into Practice Globalizing Intercultural Communication: A Reader introduces students to intercultural communication within the global context, and equips them with the knowledge and understanding to grapple with the dynamic, interconnected and complex nature of intercultural relations in the world today. This reader is organized around foundational and contemporary themes of intercultural communication. Each of the 14 chapters pairs an original research article explicating key topics, theories, or concepts with a first-person narrative that brings the chapter content alive and invites students to develop and apply their knowledge of intercultural communication. Each chapter's pair of readings is framed by an introduction highlighting important issues presented in the readings that are relevant to the study and practice of intercultural communication and end-of-chapter pedagogical features including key terms and discussion questions. In addition to illuminating concepts, theories, and issues, authors/editors Kathryn Sorrells and Sachi Sekimoto focus particular attention on grounding theory in everyday experience and translating theory into practice and actions that can be taken to promote social responsibility and social justice.

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