

## POWERPOINT: “Different Understandings of Respect”

### Lecture Notes/Transcript

#### SLIDE 2

This slide presents a list of topics to be covered in the module.

#### SLIDE 3

This is a presentation of the learning goals for the module.

#### SLIDE 4

This quote by Alan Greenspan is intended to illustrate the intricacies of the spoken language as well as the impact of communication styles and context.

#### SLIDE 5

This slide is an introduction to the concepts underlying intercultural communication. Most students do not understand the extent to which their cultures influence their understanding of each other.

#### SLIDE 6

This is an introductory slide that introduces the concept to students. There are two basic styles through which humans communicate – Direct and Indirect – and these are influenced by the cultural context within which they exist.

#### SLIDE 7

People communicate in many different styles, and those styles are influenced by their cultures, with the level of directness used falling along a continuum. Most Western European cultures (including America) communicate in a Direct style – “I don’t like the way you dress.” “I want you to go to the store for me.” Many other cultures (including tribal ones) communicate in a more Indirect style – “Are you going to wear that stained t-shirt to the dinner?” “If you go to the store, will you get me something?”

As you can see from the slide, the Peace Corps recognizes the impact that different communication styles has on understanding, and trains their volunteers to recognize the impact culture has on understanding.

**\*\*\* The following YouTube videos offer information on Direct and Indirect Communication styles and can be used if the Instructor feels they will provide insight to the students:**

- [Direst vs Indirect Communication videos](#)
- [Direct Vs Indirect communication – Global.me](#)
- [Cultural Dimension: direct versus indirect communication style](#)

#### SLIDE 8

This slide contrasts the characteristics of Direct and Indirect communication styles. It might be beneficial to ask students for some examples of how they might use each style in their daily lives.

#### SLIDE 9

Use this slide to get the students to begin to recognize the differences in getting the same point across. Point out the ways that the Direct statements might lead to conflict, or at least hurt feelings. Try to show that the Indirect statements are less “hurtful” and allow both people to go away from the conversation feeling better about the situation.

### SLIDE 10

This slide introduces the concept of “context” in relation to intercultural communication. You can start by asking if students have heard about things “being taken out of context.” Try to get one or two examples, and offer one of your own. I use the idea of over-hearing the last few lines of a conversation on a train or airplane, and wondering what was going on. It is important to recognize that “context”, in this situation, deals with the amount of shared information between the two speakers. Similar to the level of Directness, the level of Context falls along a continuum as well.

**\*\*\* The following YouTube videos offer information on Direct and Indirect Communication styles and can be used if the Instructor feels they will provide insight to the students:**

- [What is the Difference Between a High Context and Low-Context Culture?](#)
- [What Are a Few Examples of Communication Gone Wrong?](#)

### SLIDE 11

This slide provides some of the characteristics of High and Low Context cultures. Ask your students whether they believe American culture is High Context or Low Context. Ask for volunteers to determine whether they think their cultures are High or Low Context. In general, Western European cultures fall within the Low Context end of the scale.

Let students know as well that, within national cultures, each of us is members of many different cultures. Ask whether students can think of some High context cultures they are a part of – fraternities or sororities? Teams? Family?

**\*\*\*OPTIONAL EXERCISE:** Ask the students to come up with a list of 5 High Context cultures they are a part of, as well as 5 Low Context cultures they are a part of, and to explain why they think the culture groups are High or Low Context.

### SLIDE 12

Point out to the students that, in general, the degree of directness correlates with the level of context between speakers and cultures – the more Indirect a culture might be, the higher the context usually is. As an example, I point out that a Western classroom is a Low context situation and therefore I must be more Direct as an instructor. However, by the end of the semester, the classroom generally has become more of a High context situation and I can become a bit more Indirect.

### SLIDE 13

This slide introduces three more ideas relating to intercultural communication – Adaptation and Individual Differences, Power and Status, and “White Privilege.”

### SLIDE 14

This slide serves as a means of introducing the idea that individuals of a culture also can fall within a continuum in relation to their culture. In this slide, alpha stands for an individual who has absolutely no adaptation to a foreign culture. These individuals may be new immigrants or individuals who have chosen not to become integrated into a given society. The beta on the scale represents those individuals who have become completely assimilated by another society. Ask the students how the various levels of assimilation might play a role in intercultural communication.

### SLIDE 15

This slide introduces the concepts of “power” and “status” as other aspects that influence intercultural communication. “Power” is usually earned by an individual, whereas “status” is often conveyed to an individual, earned or not. Ask the students to offer examples of each – “power” of the President, “status” of a professor.

Reaffirm that High Context cultures generally see other members as more equal, whereas Low Context cultures generally recognize Power differentials. Similarly, status plays a role in many communications in that individuals with power generally use Direct communication styles and expect immediate gratification or response to their “suggestions.”

**SLIDE 16**

This slide introduces what often is a touchy subject. Expect students to be uncomfortable and defensive, and many students will not recognize themselves or aspects of this idea. It is important that you read the Notes for Facilitators in the Instructor’s Reading, and be prepared to emphasize the caveats Dr. McIntosh offers. It is important for students to recognize that “White Privilege” is not racism and that “White Privilege” does not make them “bad;” however, it is important to let them know that the current culture in America has been founded on ideas and structures that have systemically given unearned “power” to Euro-Americans.

**\*\*\*OPTIONAL EXERCISE:** Use Item “14 of McIntosh’s “Some the Notes for Facilitators for Presenting My White Privilege Papers” and ask students to make their own autobiographical list of privilege.

**SLIDE 17**

Introduce this slide by noting the definition, and emphasize that the previous discussion of various aspects of intercultural communication should help students understand some of the issues involved in trying to communicate effectively with various subcultures of America. Federal Heritage Management requires federal agencies to consult with “interested parties” – tribal groups, non-profits, groups of interested individuals, and other governmental agencies – in order to gather information on historic properties that might be impacted by federal projects, projects which receive federal funding, or projects which require federal licensing. While the course is about NAGPRA and repatriation, this discussion provides context for NAGPRA as a federal law.

**SLIDE 18**

This slide is just to introduce the various aspects of federal requirements for consultation – federal laws, federal regulations, executive orders, and other reasons.

**SLIDE 19**

This slide offers four laws of the many that required federal agencies to consult with Tribes as a part of their responsibilities under heritage resource management. It is not necessary to go into detail at this point, and emphasize that you are not trying to explain HOW these laws use consultation to integrate Tribal concerns with federal actions, but only that these laws are examples of laws that require federal agencies to reach out to groups outside of the agency.

**SLIDE 20**

Slide 20 offers a listing of some of the federal regulations that require consultation. Point out that a “Law” is Congress’ intent to have the government do something about an issue, whereas a “Regulation” is an agency’s description of how that agency implements Congressional intent. “CFR” stands for “Code of Federal Regulations”, and, in this slide, “36 CFR” regulates “Parks, Forests, and Public Property;” “40 CFR” regulates “Protection of the Environment;” and “43 CFR” regulates “Public Lands: Interior.” Draw attention to the fact that NAGPRA regulations are within the Department of the Interior’s “Public Lands” subject area.

**SLIDE 21**

A third level of federal involvement with consultation is at the Executive Branch level, “Executive Orders (EOs)” are issued by the President to offer guidance on specific topics. The 5 EOs presented here are some of the majors ones that relate to consultation.

**SLIDE 22**

This slide is more of a “take-way” concerning why federal agencies are better served by consulting earlier in the process rather than later in it.

**SLIDE 23**

This slide is meant to portray the idea that interactions between federal agencies and interested parties, including Tribes, can be formalized or informal actions. The slide is meant to apply primarily to Tribes, but is broadly applicable to all interested parties.

**SLIDE 24**

This slide is meant to apply more specifically to consultation with Tribal groups, but it can also be applied to consultation with other High Context/Indirect cultures. Can students name other “High Context/Indirect cultures?”

**SLIDE 25:**

This slide is a continuation of the different ways “Consultation” can be perceived by different parties in the process. Draw attention to the last item in the “Federal” column. Based on the sections in the Intercultural Communication portion of the Module, is the assumption that everyone understands words and the results of the meeting valid?

**SLIDE 26:**

This slide summarizes the Module. To enforce the intercultural communication styles, optional exercises are offered that can be assigned for outside-class work.