

Co-Cultural Communication: Open Access Course Materials

This item's license is open access and distributed under the terms and conditions of the Creative Commons Attribution-NonCommercial 4.0 International (CC BY-NC 4.0).

Abstract

This published collected of materials is designed for the “Co-Cultural Communication” course at Colorado State University, but it can be generatively used and/or adapted for any course related to diversity and difference in the United States. As an overview of the course materials, SPCM 334 Co-Cultural Communication equips students with the following learning objectives:

1. Recognize and describe one’s own cultural social-standing and cultural influences
2. Describe, analyze, and compare the array of co-cultures in the United States
3. Identify and examine cultural communication concepts, systems, processes, and issues
4. Discuss and examine diversity discourse skills necessary to work through public forums and interpersonal conflicts as well as to communicate thoughtfully and effectively in cultural interactions
5. Describe, discuss, and write one’s understanding of communication as connected to issues of cultural identity
6. Analyze as critical consumers popular culture texts and (re)presentations
7. Examine, describe and articulate the role of the United States as one prototype of many diverse global societies

Contents

These open access Creative Commons Materials include the following resources (reference information included):

- **PDF File 01: Co-Cultural Communication Syllabus and Schedule**
Reference: Parks, E.S. 2021. “Co-Cultural Communication – Open Access Course Materials.” Colorado State University, Faculty Publications – Department of Communication Studies. Available from: <https://mountainscholar.org/>
- **PDF File 02: Engaging Co-Cultural Dialogue in Face-to-Face Communication (Module X Materials)**
Reference: Combs, M., Parks, E.S., and Calderón J. 2021. “Engaging Co-Cultural Dialogue: Face-to-Face Communication About Difference.” Colorado State University, Faculty Publications – Department of Communication Studies. Available from: <https://mountainscholar.org/>
- **PDF File 03: Engaging Co-Cultural Dialogue in Text-Based Communication (Module Y Materials)**
Reference: Parks, E.S., Combs, M., and Calderón J. 2021. “Engaging Co-Cultural Dialogue: Text-Based Communication About Difference.” Colorado State University, Faculty Publications – Department of Communication Studies. Available from: <https://mountainscholar.org/>
- **PDF File 04: Engaging Co-Cultural Dialogue through Analytic Autoethnography (Module Z Materials)**
Reference: Parks, E.S. 2021. “Engaging Co-Cultural Dialogue: Creating an Analytic Autoethnography About Difference.” Colorado State University, Faculty Publications – Department of Communication Studies. Available from: <https://mountainscholar.org/>

Engaging Text-Based Co-Cultural Dialogue (Module Y)

Table of Contents

Module Y Overview and Objectives	3
Dis/Ability Dialogue	4
Age and Generation Dialogue.....	6
Gender & Sexuality Dialogue	8
Social Class Dialogue	10
Race & Ethnicity Dialogue	12
Nationality & Language Dialogue.....	14
Module Y: Final Reflection.....	16

Module Y Overview and Objectives

Overview

This is a 3-week module of 6 class periods in which you will be divided into small groups and actively use the theories and knowledge gained during the Core Module to discuss personal standpoints and engage intersectional identities of age and generation, race and ethnicity, dis/ability, class, gender and sexuality, and nationality and language. Comparable to Module X, this will require more transparency on your part in the ways that your own standpoints and positionalities inflect your perspectives of these identities in society.

To earn credit for this module, you must attend and actively participate in the various components of at least 5 of 6 online text-based dialogues and complete the Module Y completion paper/video (Due:).

Assignment instructions and engagement will be accomplished through the Discussions.

Module Objectives

By the end of this module, students will be able to:

1. Recognize and describe one's own cultural social-standing and cultural influences
2. Describe, analyze, and compare the array of co-cultures in the United States
3. Identify and examine cultural communication concepts, systems, processes, and issues
4. Discuss and examine diversity discourse skills necessary to work through public forums and interpersonal conflicts as well as to communicate thoughtfully and effectively in cultural interactions
5. Describe, discuss, and write one's understanding of communication as connected to issues of cultural identity
6. Analyze as critical consumers popular culture texts and (re)presentations
7. Examine, describe and articulate the role of the United States as one prototype of many diverse global societies

Dis/Ability Dialogue

Step 1:

Based on Dr. Brenda J. Allen's (2011) "Difference Matters: Communicating Social Identity, 2nd edition" *Waveland Press*, write responses to all of the following ID check questions and post your response to the group.

Be as transparent as you are able, but if you feel strongly about not disclosing personal information on any given question you may choose not to answer. Simply write the number and "Prefer not to answer" to that prompt.

Dis/ability ID Check

1. How important is your dis/ability identity to you? Explain.
2. What primary sources have taught you about your dis/abilities?
3. How do you express your dis/abilities (e.g., communication styles, dress, music, and so forth)?
4. Does your awareness of dis/abilities ever help you communicate with others? Explain.
5. Does your awareness of your dis/abilities ever hinder how you communicate with others? Explain.
6. What situations, if any, do you avoid because of concerns related to your dis/abilities?
7. What situations, if any, do you seek because of your dis/abilities?
8. What advantages, if any, do you enjoy based on your dis/abilities?
9. Do you know of any stereotypes about your dis/abilities? If so, list them.
10. Are you ever aware of stereotypes about your dis/abilities as you interact with others? Explain?
11. How do the media tend to depict your dis/abilities? Do media depictions correspond with your sense of your dis/abilities? Explain.
12. Do you think your attitudes toward dis/abilities intersect with any other factors of your social identity, for instance: your gender, age, social class, sexual orientation, religion, etc.?

Step 2:

Before coming to class, watch the following clip and read the comments below it. Select 3 comments that you'd want to chat about with your group.

<https://www.youtube.com/watch?v=i07IAwv20j0>

Step 3:

During the first 15 minutes of your group's time (*Note: this will probably occur at roughly 4-4:15pm on the first day, but will be right at the beginning of class from 3:30-3:45pm on following days of this module*) take time to read each other's ID responses. As you do so, consider how the clip and comments might be perceived by your group member's expressed standpoints. As you move into the chat, be

conscientious about the ways that you engage with their standpoints in mind -- both in the words and ways you approach the discussion and in being a multipartial facilitator that invites all voices into the conversation, especially those who might speak from nondominant positionalities with this day's particular category of difference (e.g., disability) at the forefront of your mind. Also, consider how you can draw in knowledge gained from the readings for this topic from the Core Module into your dialogue alongside the resource assigned for this day.

Step 4:

Engage each other in a live chat discussion with disability as your focus. Begin by imagining that you are adding to the comment string. Choose one of the 3 comments you selected in step 2: Copy that comment and respond to it as your first chat post in the group. Then start responding to each other's comments as well, with each other's Disability Matters IDs in mind to be as co-culturally competent as possible!

Age and Generation Dialogue

Step 1:

Based on Dr. Brenda J. Allen's (2011) "Difference Matters: Communicating Social Identity, 2nd edition" *Waveland Press*, write responses to all of the following ID check questions and post your response to the group.

Be as transparent as you are able, but if you feel strongly about not disclosing personal information on any given question you may choose not to answer. Simply write the number and "Prefer not to answer" to that prompt.

Dis/ability ID Check

1. How important is your age and generation identity to you? Explain.
2. What primary sources have taught you about age and generation?
3. How do you express your age and generation (e.g., communication styles, dress, music, and so forth)?
4. Does your awareness of age and generation ever help you communicate with others? Explain.
5. Does your awareness of your age and generation ever hinder how you communicate with others? Explain.
6. What situations, if any, do you avoid because of concerns related to your age and generation?
7. What situations, if any, do you seek because of your age and generation?
8. What advantages, if any, do you enjoy based on your age and generation?
9. Do you know of any stereotypes about your age and generation? If so, list them.
10. Are you ever aware of stereotypes about your age and generation as you interact with others? Explain?
11. How do the media tend to depict your age and generation? Do media depictions correspond with your sense of your age and generation? Explain.
12. Do you think your attitudes toward age and generation intersect with any other factors of your social identity, for instance: your gender, social class, sexual orientation, religion, etc.?

Step 2:

Before coming to class, watch the following clip and read the comments below it. Select 3 comments that you'd want to chat about with your group.

https://www.youtube.com/watch?v=kzfAOc4L6vQ&feature=emb_logo

Step 3:

During the first 15 minutes of your group's time (*Note: this will probably occur at roughly 4-4:15pm on the first day, but will be right at the beginning of class from 3:30-3:45pm on following days of this*

module) take time to read each other's ID responses. As you do so, consider how the clip and comments might be perceived by your group member's expressed standpoints. As you move into the chat, be conscientious about the ways that you engage with their standpoints in mind -- both in the words and ways you approach the discussion and in being a multipartial facilitator that invites all voices into the conversation, especially those who might speak from nondominant positionalities with this day's particular category of difference at the forefront of your mind.

Step 4:

Engage each other in a live chat discussion with disability as your focus. Begin by imagining that you are adding to the comment string. Choose one of the 3 comments you selected in step 2: Copy that comment and respond to it as your first chat post in the group. Then start responding to each other's comments as well, with each other's Disability Matters IDs in mind to be as co-culturally competent as possible!

Gender & Sexuality Dialogue

Step 1:

Based on Dr. Brenda J. Allen's (2011) "Difference Matters: Communicating Social Identity, 2nd edition" *Waveland Press*, write responses to all of the following ID check questions and post your response to the group. For each prompt be sure to address both gender and sexuality.

Be as transparent as you are able, but if you feel strongly about not disclosing personal information on any given question you may choose not to answer. Simply write the number and "Prefer not to answer" to that prompt.

Gender and Sexuality ID Check

1. How important is your gender and sexuality to you? Explain.
2. What primary sources have taught you about your gender and sexuality?
3. How do you express your gender and sexuality (e.g., communication styles, dress, music, and so forth)?
4. Does your awareness of gender and sexuality ever help you communicate with others? Explain.
5. Does your awareness of your gender and sexuality ever hinder how you communicate with others? Explain.
6. What situations, if any, do you avoid because of concerns related to your gender and sexuality?
7. What situations, if any, do you seek because of your gender and sexuality?
8. What advantages, if any, do you enjoy based on your gender and sexuality?
9. Do you know of any stereotypes about your gender and sexuality? If so, list them.
10. Are you ever aware of stereotypes about your gender and sexuality as you interact with others? Explain?
11. How do the media tend to depict your gender and sexuality? Do media depictions correspond with your sense of your gender and sexuality? Explain.
12. Do you think your attitudes toward dis/abilities intersect with any other factors of your social identity, for instance: your dis/abilities, age, social class, sexual orientation, religion, etc.?

Step 2:

Before coming to class, watch the following TEDxTalk and read the comments below it. Select 3 comments that you'd want to chat about with your group.

<https://www.youtube.com/watch?v=w7BBNEwyOjw>

Step 3:

During the first 15 minutes in class (3:30-3:45) take time to read each other's ID responses. As you do so, consider how the clip and comments might be perceived by your group member's expressed

standpoints. As you move into the chat, be consciencious about the ways that you engage with their standpoints in mind -- both in the words and ways you approach the discussion and in being a multipartial facilitator that invites all voices into the conversation, especially those who might speak from nondominant positionalities with this day's particular category of difference (e.g., gender and sexuality) at the forefront of your mind. Also, consider how you can draw in knowledge gained from the readings for this topic from the Core Module into your dialogue alongside the resource assigned for this day.

Step 4:

Engage each other in a live chat discussion with gender and sexuality as your focus. Begin by imagining that you are adding to the comment string. Choose one of the 3 comments you selected in step 2: Copy that comment and respond to it as your first chat post in the group. Then start responding to each other's comments as well, with each other's Gender Matters and Sexuality Matters IDs in mind to be as co-culturally competent as possible!

Social Class Dialogue

Step 1:

Based on Dr. Brenda J. Allen's (2011) "Difference Matters: Communicating Social Identity, 2nd edition" *Waveland Press*, write responses to all of the following ID check questions and post your response to the group.

Be as transparent as you are able, but if you feel strongly about not disclosing personal information on any given question you may choose not to answer. Simply write the number and "Prefer not to answer" to that prompt.

Social Class ID Check

1. How important is your social class to you? Explain.
2. What primary sources have taught you about your social class?
3. How do you express your social class (e.g., communication styles, dress, music, and so forth)?
4. Does your awareness of social class ever help you communicate with others? Explain.
5. Does your awareness of your social class ever hinder how you communicate with others? Explain.
6. What situations, if any, do you avoid because of concerns related to your social class?
7. What situations, if any, do you seek because of your social class?
8. What advantages, if any, do you enjoy based on your social class?
9. Do you know of any stereotypes about your social class? If so, list them.
10. Are you ever aware of stereotypes about your social class as you interact with others? Explain?
11. How do the media tend to depict your social class? Do media depictions correspond with your sense of your social class? Explain.
12. Do you think your attitudes toward social class intersect with any other factors of your social identity, for instance: your dis/abilities, age, gender, sexual orientation, religion, etc.?

Step 2:

Before coming to class, read the following article and read the comments below it. Select 3 comments that you'd want to chat about with your group.

<https://www.nytimes.com/2020/06/26/us/corona-virus-latinos.html#commentsContainer>

Step 3:

During the first 15 minutes in class (3:30-3:45) take time to read each other's ID responses. As you do so, consider how the clip and comments might be perceived by your group member's expressed standpoints. As you move into the chat, be consciencious about the ways that you engage with their standpoints in mind -- both in the words and ways you approach the discussion and in being a multipartial facilitator that invites all voices into the conversation, especially those who might speak

from nondominant positionalities with this day's particular category of difference (e.g., social class) at the forefront of your mind. Also, consider how you can draw in knowledge gained from the readings for this topic from the Core Module into your dialogue alongside the resource assigned for this day.

Step 4:

Engage each other in a live chat discussion with social class as your focus. Begin by imagining that you are adding to the comment string. Choose one of the 3 comments you selected in step 2: Copy that comment and respond to it as your first chat post in the group. Then start responding to each other's comments as well, with each other's Social Class Matters IDs in mind to be as co-culturally competent as possible!

Race & Ethnicity Dialogue

Step 1:

Based on Dr. Brenda J. Allen's (2011) "Difference Matters: Communicating Social Identity, 2nd edition" *Waveland Press*, write responses to all of the following ID check questions and post your response to the group. For each prompt be sure to address both race and ethnicity.

Be as transparent as you are able, but if you feel strongly about not disclosing personal information on any given question you may choose not to answer. Simply write the number and "Prefer not to answer" to that prompt.

Race and Ethnicity ID Check

1. How important are your race(s) and ethnicity/ies to you? Explain.
2. What primary sources have taught you about your race(s) and ethnicity/ies?
3. How do you express your race(s) and ethnicity/ies class (e.g., communication styles, dress, music, and so forth)?
4. How does your awareness of your race(s) and ethnicity/ies ever help you communicate with others? Explain.
5. Does your awareness of your race(s) and ethnicity/ies ever hinder how you communicate with others? Explain.
6. What situations, if any, do you avoid because of concerns related to your race(s) and ethnicity/ies?
7. What situations, if any, do you seek because of your race(s) and ethnicity/ies?
8. What advantages, if any, do you enjoy based on your race(s) and ethnicity/ies?
9. Do you know of any stereotypes about your race(s) and ethnicity/ies? If so, list them.
10. Are you ever aware of stereotypes about your race(s) and ethnicity/ies as you interact with others? Explain?
11. How do the media tend to depict your race(s) and ethnicity/ies? Do media depictions correspond with your sense of your nationality/ies and language(s)? Explain.
12. Do you think your attitudes toward race(s) and ethnicity/ies intersect with any other factors of your social identity, for instance: your gender, age, social class, sexual orientation, religion, etc.?

Step 2:

Before coming to class, read the following article and read the comments below it. Select 3 comments that you'd want to chat about with your group.

<https://www.insidehighered.com/blogs/conversations-diversity/what%E2%80%99s-lost-when-we-are-all-categorized-either-white-or-people-color>

Step 3:

During the first 15 minutes in class (3:30-3:45) take time to read each other's ID responses. As you do so, consider how the clip and comments might be perceived by your group member's expressed

standpoints. As you move into the chat, be conscientious about the ways that you engage with their standpoints in mind -- both in the words and ways you approach the discussion and in being a multipartial facilitator that invites all voices into the conversation, especially those who might speak from nondominant positionalities with this day's particular category of difference (e.g., race and ethnicity) at the forefront of your mind. Also, consider how you can draw in knowledge gained from the readings for this topic from the Core Module into your dialogue alongside the resource assigned for this day.

Step 4:

Engage each other in a live chat discussion with social class as your focus. Begin by imagining that you are adding to the comment string. Choose one of the 3 comments you selected in step 2: Copy that comment and respond to it as your first chat post in the group. Then start responding to each other's comments as well, with each other's Race and Ethnicity Matters IDs in mind to be as co-culturally competent as possible!

Nationality & Language Dialogue

Step 1:

Before class, write responses to all of the ID check questions below and post your response to the group **as a PDF/Word document**. For each prompt be sure to address both nationality and language.

Be as transparent as you are able, but if you feel strongly about not disclosing personal information on any given question you may choose not to answer. Simply write the number and "Prefer not to answer" to that prompt.

Nationality and Language ID Check

1. What are your nationality/ies and language(s)?
2. How important are your nationality/ies and language(s) to you? Explain.
3. What primary sources have taught you about your nationality/ies and language(s)?
4. How, if at all, do you express your nationality/ies and language(s) (e.g., through communication styles, dress, accessories, music, and so forth)?
5. Does your awareness of your nationality/ies and language(s) ever help you communicate with others? Explain.
6. Does your awareness of your nationality/ies and language(s) ever hinder how you communicate with others? Explain.
7. What situations, if any, do you avoid because of concerns related to your nationality/ies and language(s)?
8. What situations, if any, do you seek because of your nationality/ies and language(s)?
9. What advantages, if any, do you enjoy based on your nationality/ies and language(s)?
10. Do you know of any stereotypes about your nationality/ies and language(s)? If so, list them.
11. Are you ever aware of stereotypes about your nationality/ies and language(s) as you interact with others? Explain?
12. How do the media tend to depict your nationality/ies and language(s)? Do media depictions correspond with your sense of your nationality/ies and language(s)? Explain.
13. Do you think your attitudes toward nationality/ies and language(s) intersect with any other factors of your social identity, for instance: your gender, age, social class, sexual orientation, religion, etc.?

Step 2:

Before coming to class, watch these two clips:

- 1) Watch this about Colorado's Amache Internment Camp's survivor Fuchigama (6 minutes): <https://www.youtube.com/watch?v=sWAX2B6VsMg>

2. Then watch this about Japanese internment camps in general, "Diary Reveals Reality of Living in a WWII Japanese Internment Camp" (4 minutes). Select 3 comments that you'd want to chat about with your group at the bottom of this second video.

<https://www.youtube.com/watch?v=xEXW153g2wI>

Step 3:

During the first 15 minutes in class (3:30-3:45) take time to read each other's ID responses. As you do so, consider how the clip and comments might be perceived by your group member's expressed standpoints. As you move into the chat, be consciencious about the ways that you engage with their standpoints in mind -- both in the words and ways you approach the discussion and in being a multipartial facilitator that invites all voices into the conversation, especially those who might speak from nondominant positionalities with this day's particular category of difference (e.g., language and nationality) at the forefront of your mind. Also, consider how you can draw in knowledge gained from the readings for this topic from the Core Module into your dialogue alongside the resource assigned for this day.

Step 4:

Engage each other in a live chat discussion with nationality and language as your focus. Begin by imagining that you are adding to the comment string. Choose one of the 3 comments you selected in step 2: Copy that comment and respond to it as your first chat post in the group. Then start responding to each other's comments as well, with each other's Language and Nationality Matters IDs in mind to be as co-culturally competent as possible!

Module Y: Final Reflection

A downloadable PDF of this assignment is available in the Module Y folder in our [Files](#).

For this assignment, please reflect on your learning experience with Module X. Please write a 500-1000 word paper or record a well-thought out 4-6 minute video-recorded reflection that addresses the following three sections in the order outlined here. Upload this to Canvas.

1. **Peer Evaluation:** Who were your group members (please give first and last names) and would you give them a peer evaluation grade of “complete” (A/B quality work) or “incomplete” (C or below quality work). Write one sentence for each person supporting your evaluation of their co-cultural dialogue effort (not whether or not you agreed with them).
2. **Self-Evaluation:** Grade yourself on the scale of “complete” (A/B quality work) or “incomplete” (C or below quality work) and write a sentence supporting your evaluation of your own co-cultural dialogue effort.
3. **Reflect:** Choose several of the following reflective prompts to respond to:
 1. What did I learn from the experience? What surprised me?
 2. What went well and what didn't? How could I have responded in different/better ways?
 3. How did I act and why? What are my own co-cultural dialogue strengths and weaknesses in this format?
 4. What connections can I make between this experience and the wider context in which I live: workplace policies, challenges and values; social and cultural issues; other experiences
 5. What research/theories/models from class can help me make sense of my experiences?
 6. What might have helped or improved our co-cultural dialogue?
 7. How/where can I use my new knowledge and experience?
 8. How did discussing these topics by text differ from talking about them in a "face-to-face" context?

You might consider using any number of the following reflective phrases throughout your paper/video:

1. The most significant issue arising from this Module X experience was...
2. At the time I felt that _____, but I subsequently realized that _____...
3. Initially, I did not question _____, but upon further thought I wonder if _____...
4. This (concept) helps to explain what happened with...
5. This (concept) provides insight into my own experience of...
6. My experience of _____ relates to _____ theory/ideology by....
7. This experience highlights the theory/concept of _____...
8. I have developed my understanding of...
9. Initially I did not realize the benefit of using _____; however, this experience has taught me that...
10. This experience has highlighted that I need to develop my skills in _____....

Assignment Goal:

- thoughtful assessment of your own and other people's co-cultural engagement
- depth of analysis and reflection
- a willingness to take risks in articulating your motivation, knowledge, and skills (i.e. your co-cultural communication competence)
- your ability to connect what you learn through your research with your observation experience

Rubric:

Categories	Complete	Incomplete
Peer and Self Evaluations	<p>Each group member is listed, given a complete/incomplete grade, and a thoughtful reason why is given.</p> <p>Seeks to understand concepts by examining <i>openly</i> your own experiences in the co-cultural dialogues as they relate to class to illustrate points you are making in your reflection.</p>	Missing group members, missing grades, or missing rationale why the grade was given.
Self-Disclosure	<p>Demonstrates an <i>open, non-defensive ability to self-appraise</i>, discussing both growth and frustrations as they related to learning in class and future applications.</p> <p>Risks asking probing questions about self and seeks to answer these.</p>	<i>Little self-disclosure, minimal risk</i> in connecting concepts from class to personal experiences. Self-disclosure tends to be superficial and factual, without self-reflection.
Connection to Co-Cultural Dialogue Experiences	<i>In-depth synthesis</i> of thoughtfully selected aspects of experiences related to the module's co-cultural dialogue. Makes <i>clear</i> connections between what is learned from dialogue experiences and the course topics and readings.	Identified some <i>general ideas</i> or issues from the dialogues but lacks specific examples and/or synthesis of dialogue experiences with what has been learned in course content and readings.
Spelling, Grammar, and Formatting	Minimal spelling or grammar errors.	Many spelling and grammar errors, use of incomplete sentences, inadequate proof reading.