

Co-Cultural Communication: Open Access Course Materials

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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/>

Student Learning Outcomes: Everything we do in this class has a reason. If you aren't sure of the point, please ask. This course will equip you to:

8. Recognize and describe one's own cultural social-standing and cultural influences
9. Describe, analyze, and compare the array of co-cultures in the United States
10. Identify and examine cultural communication concepts, systems, processes, and issues
11. 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
12. Describe, discuss, and write one's understanding of communication as connected to issues of cultural identity
13. Analyze as critical consumers popular culture texts and (re)presentations
14. Examine, describe and articulate the role of the United States as one prototype of many diverse global societies

Recording Statement: To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor. Students with approved accommodations from the Office of Disability Resources permitting the recording of class meetings must present the accommodation letter to the instructor in advance of any recording being done and it can solely be used for private/personal use. Distribution or sale of class recordings is prohibited without the written permission of the instructor and other students who are recorded. Distribution without permission is a violation of community guidelines, as students who appear in the recording must be willing to be recorded, provide informed consent. Recording relates to FERPA and student privacy (and therefore legal) issues.

Access and Accommodation: I am committed to making this classroom inclusive and accessible. If there are aspects of this course that result in barriers to your inclusion or your ability to meet course requirements please notify the instructor and the Student Disability Center (SDC) or visit the SDC website at <https://disabilitycenter.colostate.edu> for more information. If you have already established accommodations with the SDC, please communicate your approved accommodations to me as soon as possible so proper arrangements can be made.

Course Notes:

1. The content of this course may be considered difficult to listen to or perceived as offensive to some individuals because of personal, religious, or cultural beliefs. I am committed to working with you to accommodate concerns you may have, but this note informs you ahead of time that you may hear and view things that you find personally challenging. Please do come and see me as soon as you are concerned about your engagement with any of this type of material so that we can talk about it and, if necessary, work something out. My goal is to challenge you with new ways of thinking that promote this course's goals; I never use content for shock value.
2. As a "mandatory reporter" of personal disclosures of sexual harassment, abuse, and/or violence related to experiences or incidents shared by email, in person, or through class projects and assignments, know that any disclosures you offer will be taken seriously and I will do my best to help you locate appropriate channels of assistance on campus.

Academic Integrity: Dishonesty of any kind is unacceptable in this course. Dishonesty includes, but is not limited to, plagiarism, fabricating information of citations, facilitating acts of dishonesty by others, submitting work of another person or your own previously used work, submitting someone else's work as your own, covering for someone else by submitting in-class participation work on their behalf, and tampering with the academic work of other students. Academic dishonesty will result in academic sanctions and may result in automatic failure of the course. Plagiarism, academic misconduct, and integrity concerns will be dealt with per department and university policies. At a minimum, violations will result in a grading penalty in this course and a report to the Office of Conflict Resolution and Student Conduct Services.

Homework: For every 3-credit class, the expectation is that you will spend an average 6 hours of work per week outside of class. Plan this time into your schedule in order to be successful in this course. Some assignments are

workshopped in class while others are primarily completed outside of class. All completed writing assignments should be submitted online. Assignment instructions will be made available and you can always ask for additional details during class, office hours, or over email.

Assignments and Grading: This course is based on several modules that you must complete at A/B quality in order to earn credit for that module (i.e., turning in “D” or “C” quality work won’t earn a “D” or “C” grade in this course; it will earn you no credit and lead to failing the course entirely.) *Bottom line: Quality over Quantity.*

Core Module: Co-Cultural Communication and Dialogue. To earn a D in this class, you must complete the Core Module. This is a 6-week module of 12 class periods that will be primarily based on your individual engagement with readings, active participation in lectures and activities during class-time, and other online quizzes and assignments that prompt you to integrate readings/podcasts/videos. Each week the format of in-class activities and coursework integration prompts may differ, so please be sure to completely read the instructions and give yourself time to ensure that you can complete it to meet your goals. Coursework integrations will be due before class begins, and in-class activities will be made available during class and must be submitted before class ends. You must complete all of the assigned homework (readings, videos, and podcasts) and the following assignments at an A/B level:

1. In-Class Activities (Complete at least 10 of 12 – allowing for 2 missed activities, for any need you have)
2. Coursework Integrations (Complete at least 5 of 6 – allowing for 1 missed CI, for any need you have).

Next Step, Your Choice: During the final week of the Core Module, you will submit a choice to decide what grade you want to pursue for the remainder of the course. You can stop at the “D” and call it good! Or, you can decide how many of the following 3 skill-building/application modules to complete at A/B quality work to continue toward earning a C (1 module), B (2 modules), or A (3 modules) final letter grade. *Note: Once a module is started or completed during the semester time-line, there is no chance to join or make it up.*

Module X: Face-to-Face Dialogue about Difference: 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 current events and cases involving intersectional identities of age and generation, race and ethnicity, dis/ability, class, gender and sexuality, and nationality and language. We invite you to bring your whole selves to this dialogue, but as compared to Module Y the primary end of Module X will be to talk about current events and cases that are in our public discourse through a co-cultural dialogic lens. To earn credit for this module, you must attend and actively participate in the various components of at least 5 of 6 online face-to-face dialogues and complete the Module X completion paper/video.

Module Y: Text-Based Dialogue about Difference: 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. As compared to the format of 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.

Module Z: Autoethnographic Essay: This is a 3-week module of 6 class periods in which you will work independently with our support to write a 5-7 page-paper/9-18 minute TED-style-video autoethnographic essay. Autoethnographic inquiry is a type of qualitative research in which you combine self-reflection and personal experiences, broader social and cultural systems and structures, and scholarly theory to describe and systematically analyze your personal experiences in the context of US co-cultural communication. This paper/video is during this course’s final exam time period.

Grade “-/straight/+ “: To affect whether or not you earn a “minus,” “straight,” or “plus” final grade – the following will be considered. To move from a “minus” to a “straight” grade, you must engage in a co-cultural event that is unfamiliar to you and write/present a reflection about your experience using what you learned in class. If you want to pursue this option, contact your instructors for directions. Your instructional team will discuss whether your overall engagement with this course was truly exceptional, which may move your grade from a “straight” to a “plus”.

The following course schedule is subject to change at my discretion. Any changes will be announced.

Day and Topic	Due Before Class	Project Details
Introductory Module: Communicative Groundwork		
Week 1, Class 1 <i>Getting to Know 334</i>	Read: Syllabus and Explore Canvas Website	
Week 1, Class 2 <i>Perception and Narrative</i>	Watch: <ol style="list-style-type: none"> Crash Course Psychology (2014) “Cognition – How your mind can amaze and betray you” https://www.youtube.com/watch?v=R-sVnmmw6WY Turnbull (2013) “Inclusion, Exclusion, Illusion and Collusion” https://www.youtube.com/watch?v=zdV8OpXhl2g Adichie (2009) “The danger of a single story” https://www.ted.com/talks/chimamanda_ngozi_adichie_the_danger_of_a_single_story Maniam (2015) “We grow into the stories we tell ourselves” https://www.youtube.com/watch?v=i5fOTCryTYE Discussion Questions: DQ1: What type of information persuades you to live your life in the ways you do? DQ2: How does your own identity resonate or not with the way stories are presented here?	<i>In-Class Activity Trial-Run</i>
Core Module: Co-Cultural Communication and Dialogue		
Week 2, Class 3 <i>Listening and Identity</i>	Read: <ol style="list-style-type: none"> Pasupathi and Billiteri (2015) “Being and becoming through being heard: Listener effects on stories and selves” Watch: <ol style="list-style-type: none"> Browde and Nossell (2014) “The Power of Two” https://www.youtube.com/watch?v=JvOriYNJ15E BBC (2019) “How Stories Shape our Minds” https://www.youtube.com/watch?v=vyZMSZG2Dmk&feature=youtu.be Discussion Questions: DQ1: What did you find interesting/intriguing/new from this material? DQ2: What could you do with this information to change the way you live your everyday lives and perspectives?	<i>In-Class Activity 1</i>
Week 2, Class 4 <i>Empathic Dialogue across Difference: Online and In Person</i>	Read: <ol style="list-style-type: none"> Bond (2017) Listening across technologies Watch: <ol style="list-style-type: none"> Brown (2013) “Empathy” https://www.youtube.com/watch?v=1Ewvngu369Jw Brown (2010) “The Power of Vulnerability” https://www.ted.com/talks/brene_brown_the_power_of_vulnerability/transcript?language=en DQ1: What can you learn with this? Move beyond “I agree/disagree...and that’s the end of the story.” DQ2: What do you think: Are people naturally empathetic and vulnerable or is it something that is learned?	<i>In-Class Activity 2 CI1 Due</i>

<p>Week 3, Class 5 <i>Difference Matters</i></p>	<p>Read:</p> <ol style="list-style-type: none"> 1. Allen (2011) <i>Difference Matters</i>, Chapters 1-2 https://books.google.com/books?id=uzccnC7VcrgC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false 2. Ferguson (2014) "Privilege 101: A Quick and Dirty Guide" https://everydayfeminism.com/2014/09/what-is-privilege/ <p>Watch:</p> <ol style="list-style-type: none"> 3. As/Is (2015) "What is privilege?" https://www.youtube.com/watch?v=hD5f8GuNuGQ&feature=youtu.be 4. Munoz (2018) "How Our Identities are Socially Constructed" https://www.youtube.com/watch?v=uluJT1n2vRY <p>Discussion Questions:</p> <p>DQ1: What are different ways that you have heard the word "privileged" used? Which of these ways do you align with the most? The least?</p> <p>DQ2: What is the structure of privilege here at this university campus?</p> <p>DQ3: What did you agree with and disagree with about this presentation about privilege as compared to perspective? How do you think using the different terms in everyday life impact people's engagement in the conversation?</p>	<p><i>In-Class Activity 3</i></p>
<p>Week 3, Class 5 <i>Cultural Power and Hybrid Identities</i></p>	<p>Read:</p> <ol style="list-style-type: none"> 1. <i>Beyond Race: Cultural Influences on Human Social Life</i> (Module 3) "Cultural Power" https://drive.google.com/file/d/1O4lsun9H9_QDwakSnCtmxZh2cJ1dvNv5/ 2. Tizon (2017) "My Family's Slave" https://www.theatlantic.com/magazine/archive/2017/06/lolas-story/524490/ <p>Watch:</p> <ol style="list-style-type: none"> 3. Liu (2014) "What is power?" https://www.youtube.com/watch?v=c_Eutci7ack <p>Discussion Questions:</p> <p>DQ1: What are the different types of power presented here?</p> <p>DQ2: Which of these types of power do you think you personally have the most of? The least of?</p> <p>DQ3: Which of these types of power do you find you want the most? The least?</p>	<p><i>In-Class Activity 4</i> <i>CI2 Due</i></p>
<p>Week 4, Class 6 <i>Dis/ability Matters</i></p>	<p>Watch:</p> <ol style="list-style-type: none"> 1. Young (2014) "I'm Not Your Inspiration, Thank You..." https://www.ted.com/talks/stella_young_i_m_not_your_inspiration_thank_you_very_much/ <p>Discussion Questions:</p> <p>DQ1: Were you socialized into the medical or the social models of disability? How/where did that socialization happen?</p> <p>DQ2: To what extent are recent medical technology and marketing of commercial goods like genetic screening, cosmetic improvements, bodily enhancements, etc. socially constructing and perpetuating particular ideas of 'normal' or even 'perfectible' bodies?</p>	<p><i>In-Class Activity 5</i></p>
<p>Week 4, Class 7 <i>Age and Generation Matters</i></p>	<p>Watch:</p> <ol style="list-style-type: none"> 1. Applewhite (2017) "Let's end ageism" https://www.ted.com/talks/ashton_applewhite_let_s_end_ageism <p>Discussion Questions:</p> <p>DQ1: What stood out to you?</p> <p>DQ2: What were Applewhite's main points?</p> <p>DQ3: How do the main points intersect with your own life experiences?</p> <p>DQ4: How do you disagree/agree with Applewhite, and what support do you have for your perspective?</p>	<p><i>In-Class Activity 6</i> <i>CI3 Due</i></p>

<p>Week 5, Class 8 <i>Gender and Sexuality</i></p>	<p>Watch:</p> <ol style="list-style-type: none"> 1. Katz (2012) "Violence against women – it's a men's issue" https://www.ted.com/talks/jackson_katz_violence_against_women_it_s_a_men_s_issue <p>Listen:</p> <ol style="list-style-type: none"> 2. Nancy (2019) "The word 'queer'" https://www.wnycstudios.org/story/nancy-podcast-word-queer-allusionist <p>Discussion Questions:</p> <p>DQ1: What stood out to you about this history and perspective?</p> <p>DQ2: How often do you hear history from the perspective of the people being discussed or from others discussing others? Where/how/why do you see this?</p> <p>DQ3: What does the word 'queer' mean to you?</p>	<p><i>In-Class Activity 7</i></p>
<p>Week 5, Class 9 <i>Social Class Matters</i></p>	<p>Listen:</p> <ol style="list-style-type: none"> 1. Nancy (2019) "Queer Money Fears" https://www.wnycstudios.org/story/nancy-podcast-queer-money-fears <p>Discussion Questions:</p> <p>DQ1: What can you learn with Nancy? How can you remember, understand, apply, analyze, evaluate, and create based off of this new information?</p> <p>DQ2: How do you find intersectionality and hybridity appearing in this podcast?</p> <p>DQ3: What does this podcast make you feel? Think? Want to do? Want to not do?</p>	<p><i>In-Class Activity 8</i> <i>C14 Due</i></p>
<p>Week 6, Class 10 <i>Race and Ethnicity Matters</i></p>	<p>Read:</p> <ol style="list-style-type: none"> 1. <i>Introduction to Sociology 2e</i>: "11.5 Race and Ethnicity in the United States" https://cnx.org/contents/AgQDEnLI@13.6:s8uQ57XX@14/11-5-Race-and-Ethnicity-in-the-United-States (in Canvas Files Folder) <p>Listen:</p> <ol style="list-style-type: none"> 2. TEDRadio (2018) "A racial imposter epidemic..." https://www.npr.org/templates/transcript/transcript.php?storyId=578447949 3. TEDRadio (2019) "Howard Stevenson: How can we mindfully navigate everyday racism?" https://www.npr.org/templates/transcript/transcript.php?storyId=707193061 4. Codeswitch Podcast (2019) "Travis Jones: How can white people be better allies to people of color?" https://www.npr.org/templates/transcript/transcript.php?storyId=707193758 <p>Discussion Questions:</p> <p>DQ1: What were 4 things that you found interesting or were take-aways about ethnicity and race that you and your group learned from listening-to/reading this podcast?</p> <p>DQ2: What can you learn with Stevenson? How can you remember, understand, apply, analyze, evaluate, and create based off of this new information?</p> <p>DQ3: Which nations' stories that were missing in the 'Race and Ethnicity in the United States' reading? Which nations stories are still missing?</p> <p>DQ4: How did the values play out in this history outlined in the 'Race and Ethnicity in the United States' chapter?</p>	<p><i>In-Class Activity 9</i></p>
<p>Week 6, Class 11 <i>Language and Nationality Matters</i></p>	<p>Read:</p> <ol style="list-style-type: none"> 1. <i>Communication in the Real World</i>: "3.4 Language, Society, and Culture" https://open.lib.umn.edu/communication/3-4-language-society-and-culture 2. <i>Speaking of Culture</i> (Chapter 8) "Roots of American National Culture" https://press.rebus.community/originsofthehumanfamily/chapter/roots-of-american-culture/ 	<p><i>In-Class Activity 10</i> <i>C15 Due</i></p>

	<p>Watch:</p> <ol style="list-style-type: none"> 3. Boroditsky (2018) "How language shapes the way you think" https://www.youtube.com/watch?v=RKK7wGAYP6k <p>Listen:</p> <ol style="list-style-type: none"> 4. Codeswitch Podcast (2019) "You say Chicano, I say..." https://www.npr.org/templates/transcript/transcript.php?storyId=718703438 <p>Discussion Questions:</p> <p>DQ1: Have you ever been subject to language prejudice?</p> <p>DQ2: Does naming matter? Why/Why not?</p> <p>DQ3: What factors should we think about in deciding what names for groups and individuals we use?</p> <p>DQ4: What would you say are the differences between 'nationality,' 'ethnicity,' 'language,' and 'race'?</p> <p>DQ5: What are different definitions of 'liberty'? Which groups and/or which places did these definitions originate and where did these groups settle? Which definition do you most align with and why?</p>	
<p>Week 7, Class 12</p> <p><i>Multi-partial Dialogue Facilitation</i></p>	<p>Read:</p> <ol style="list-style-type: none"> 1. Covarrubias (2008) "Masked silence sequences: Hearing discrimination in the college classroom" <p>Watch:</p> <ol style="list-style-type: none"> 2. Smith (2014) "The danger of silence" https://www.ted.com/talks/clint_smith_the_danger_of_silence/up-next?language=en <p>Listen:</p> <ol style="list-style-type: none"> 3. Codeswitch Podcast (2019) "When civility is used as a cudgel against people of color" https://www.npr.org/sections/codeswitch/2019/03/14/700897826/when-civility-is-used-as-a-cudgel-against-people-of-color <p>Discussion Questions:</p> <p>DQ1: How would you define 'civility' to a friend?</p> <p>DQ2: Based on this podcast, what are the strengths and weaknesses of calling for civility?</p>	<p><i>In-Class Activity 11</i></p>
<p>Week 7, Class 13</p> <p><i>Dialogue Exemplar: Politics & Religion</i></p>	<p>Read:</p> <ol style="list-style-type: none"> 1. Johnson (2006) Chapter 8 and Chapter 9 (in Canvas Files Folder) <p>Watch:</p> <ol style="list-style-type: none"> 2. Phelps-Roper (2017) "If you're raised to hate, can you reverse it?" https://www.ted.com/talks/megan_phelps_roper_i_grew_up_in_the_westboro_baptist_church_here_s_why_i_left 3. Shafak (2017) "The revolutionary power of diverse thought" https://www.ted.com/talks/elif_shafak_the_revolutionary_power_of_diverse_thought <p>Discussion Questions:</p> <p>DQ1: What was one thing you listened to that you really liked? One thing that troubled you?</p> <p>DQ2: What made you want to listen or to stop listening to Shafak at any point in her talk?</p> <p>DQ3: Compare and contrast your reactions in your group. What led to these similar/different reactions?</p>	<p><i>In-Class Activity 12</i></p> <p><i>Cl6 Due</i></p> <p><i>Submit Course Grading Scheme Decision</i></p>
Module X: Engaging Co-Cultural Dialogue in Face-to-Face Communication		
<p>Week 8, Class 14</p> <p><i>Dis/ability Dialogue</i></p>	Read and Complete Module Instructions	<i>Reflection 1</i>
<p>Week 8, Class 15</p> <p><i>Age and Generation Dialogue</i></p>	Read and Complete Module Instructions	<i>Reflection 2</i>

Week 9, Class 16 <i>Gender and Sexuality Dialogue</i>	Read and Complete Module Instructions	<i>Reflection 3</i>
Week 9, Class 17 <i>Social Class Dialogue</i>	Read and Complete Module Instructions	<i>Reflection 4</i>
Week 10, Class 18 <i>Race and Ethnicity Dialogue</i>	Read and Complete Module Instructions	<i>Reflection 5</i>
Week 10, Class 19 <i>Language and Nationality Dialogue</i>	Read and Complete Module Instructions	<i>Reflection 6</i>
<i>Module X Completion Paper Due</i>		
Module Y: Engaging Co-Cultural Dialogue in Text-Based Communication		
Week 11, Class 20 <i>Dis/ability Dialogue</i>	Read and Complete Module Instructions	<i>Reflection 1</i>
Week 11, Class 21 <i>Age and Generation Dialogue</i>	Read and Complete Module Instructions	<i>Reflection 2</i>
Week 12, Class 22 <i>Gender and Sexuality Dialogue</i>	Read and Complete Module Instructions	<i>Reflection 3</i>
Week 12, Class 23 <i>Social Class Dialogue</i>	Read and Complete Module Instructions	<i>Reflection 4</i>
Week 13, Class 24 <i>Race and Ethnicity Dialogue</i>	Read and Complete Module Instructions	<i>Reflection 5</i>
Week 14, Class 25 <i>Language and Nationality Dialogue</i>	Read and Complete Module Instructions	<i>Reflection 6</i>
<i>Module Y Completion Paper Due</i>		
Module Z: Engaging Co-Cultural Dialogue through an Analytic Autoethnography		
Week 15, Class 26 <i>Introducing Autoethnography</i>	Read: 1. Eguchi (2015) "Queer Intercultural Relationality: An autoethnography of Asian-Black (dis)connections in white gay America" (PDF in Canvas Files Folder) 2. Anderson (2006) "Analytic Autoethnography" (PDF in Canvas Files Folder)	<i>In-Class Discussion</i>
Week 15-16 <i>Independent Work</i>	Open Office Hours	
FINAL		Analytic Autoethnography Due