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This is a set of materials collected for the OER project funded by the Colorado OER Council Grant (AY 2019-20). The following materials are included in this report for SPCM 334 Introduction to Co-Cultural Communication.

1. *OER Proposed Material Development*
2. *SPCM Introduction to Co-Cultural Communication Syllabus Resources (OER Conducive)*
3. *Summary of Open Source Materials and Optional Discussion Questions*
4. *Collection of Assessments and Activities*

1. OER PROPOSED MATERIAL DEVELOPMENT

Narrative OER Plan:

With this grant-funded OER development project, I plan to replace the two texts I currently use in SPCM 334 Introduction to Co-Cultural Communication and create a more open and inclusive course by combining existing materials from a number of different texts already available online and creation of new course-specific materials where none currently exist. Because the focus of this course is to help students gain understanding and skill in engaging dialogue across diversity and difference in the United States (including race, ethnicity, gender, sexuality, age, ability, class, etc.), it would be best served by having a set of new case studies from recent public events and this is not currently available in any reasonably priced textbooks. In addition, in the past year students have expressed a need to learn and practice these skills in the online context – and these activities and spaces need to be created. So, alongside selecting a set of accessible open textbook readings for an interdisciplinary theoretical communication foundation (PDF or e-book files), my goal is to create a multi-media set of educational resources that students of different abilities, learning styles, and backgrounds can access, including relevant TedTalks and video clips, audio podcasts, StoryCorp personal narrative recordings, online news articles, etc. These would all be accessible via CSU's Canvas website for ease of student access from their mobile devices. I am deeply committed to inclusive education and will follow universally accessible design principles – including such steps as ensuring that any videos that I use are captioned, any podcasts that I use have available written transcripts, and online interpersonal discussion spaces are accessible.

2. SPCM 334 Introduction to Co-Cultural Communication Syllabus Resources (Partially OER Conducive)

Required Texts: Allen, B.J. (2011). *Difference matters: Communicating social identity* (2nd ed). Long Grove, IL: Waveland Press, Inc. and additional readings / podcasts / videos accessible online (links provided).

Student Learning Outcomes: Everything we do in this class has a reason. If you aren't sure of the point, please ask me. This course will equip you 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 critical consumers popular culture texts and (re)presentations,
7. Examine, describe and articulate the role of the United States as one prototype of many multicultural/diverse global societies.

Classroom Expectations and Instruction Methods:

This class is a collaborative effort, depending as much on your input as my preparation. I expect all of us to:

- Come to class having completed assigned readings and prepared to actively engage,
- Be up to date on announcements and discussions posted on our website,
- Respect each other and be open to hearing new perspectives and learning,
- Create a supportive, respectful, safe environment,
- Put away all distractions, especially electronic ones,
- Complete assignments in a timely and professional manner,
- Not be afraid to ask questions and provide feedback when appropriate; speak what you truly know or what you truly want to know.
- Think frequently and not fear confusion – it is a common experience while you are learning,
- Work with other students, but do not be a leech or take advantage of other students' hard work. Be good to yourself and others.

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 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.

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 workshoped 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:

1. **In-class activities.** Includes activities that are done together in class. There will be 19 of these during the term. 16 will count toward your final course grade. In other words, there are 3 free "misses" to cover unexpected (and expected) events that come up in life. You could also earn 3 extra credit points in this course by completing all 19 activities. These activities must be completed during the class-time that they occur and cannot be made up.
2. **Tests.** Three tests are completed in class, covering the readings and in-class material. Think of them as a combination of assessment and learning activities that are both individual and collaborative. It is well-documented that people learn best by teaching. The collaborative test is your chance to do that for each other. In addition, you will know your test group members ahead of time and are encouraged to study together. You will first take the test as an individual (worth 2/3 of your test grade) and the same test the following class period as a group (worth 1/3 of your test grade). If your group grade is worse than your individual grade, you will retain your individual grade as your final test score.

3. **Co-Cultural projects.** These essays (double-spaced, Times New Roman 12-point font, 1-inch margin) ask you to complete tasks related to co-cultural communication. Portions of these papers will be presented in class:
- Project 1 (Individual)** explores what difference and co-cultural identity means to you personally. Submission: paper and presentation.
 - Project 2 (Pair)** observes and examines a co-cultural communication event. Submission: 500-word take-away flash written narrative and 2-minute object lesson presentation.
 - Project 3 (Small Group)** is a being on the hook project conducted with a group with a video response.
4. **Final Project (Small Group).** Your final project explores questions related to listening, voice, agency, representation, and appropriation. You'll write an annotated bibliography related to your theme, engage in co-cultural interviews, analyze and create visualizations from your data, and offer an application to a popular culture case through a presentation in class. This will be completed in parts throughout the semester. Submission: creative handout and presentation.

In-Class Activities (1 point each x 16 activities)	16 points
Difference Matters Reading Assessments (1 point x 9)	9 point
Tests (15 points each x 3 tests)	45 points
Co-Cultural Projects (5 points each x 3 projects)	15 points
Final Project (15 points)	15 points
Total:	100 points

Grading Scale

A+	96.67+	B	83.33-86.66
A	93.33-96.66	B-	80-83.32
A-	90-93.32	C+	76.67-79.99
B+	86.67-89.99	C	70-76.66

If you complete all course work and put significant effort into each assignment, I see no reason why you should get a grade lower than a C in this course. That said, just because the point value for lower grades are not listed on this syllabus does not mean that you can't earn a lower grade.

The following course schedule is subject to change at my discretion. Any changes will be announced in class and posted on the course website.

Day and Topic	Due Before Class	Project Details
Tues, Week 1 <i>Getting to Know 334</i>	Read: Syllabus and Explore Canvas Website	
Thurs, Week 1 <i>Perception and Narrative</i>	Watch: Shafak (2017) "The revolutionary power of diverse thought" https://www.ted.com/talks/elif_shafak_the_revolutionary_power_of_diverse_thought	<i>Class Activity 1</i>
Unit 1 Co-Cultural Identity and Listening (Group A)		
Tues, Week 2 <i>Identity and Standpoint</i>	Read: Allen (2011) Chapter 1 Watch: Phelps-Roper (2017) "If you're raised to hate, can you reverse it?" https://www.npr.org/2017/10/17/560181511/megan-phelps-roper-if-youre-raised-to-hate-can-you-reverse-it	<i>Overview: CCP1 DMRA1 Due Class Activity 2</i>

Thurs, Week 2 <i>Listening across Difference</i>	Read: Dragojevic and Giles (2016) “I don’t like you because you’re hard to understand”	<i>Class Activity 3</i>
Tues, Week 3 <i>Difference Matters</i>	Read: Allen (2011) Chapter 2 Watch: Crenshaw (2016) The urgency of intersectionality https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality	<i>DMRA2 Due</i> <i>Class Activity 4</i>
Thurs, Week 3 <i>Privilege and Disparities</i>	Read: Ferguson (2014) “Privilege 101: A Quick and Dirty Guide” https://everydayfeminism.com/2014/09/what-is-privilege/ Watch: As/Is (2015) “What is privilege?” https://www.youtube.com/watch?v=hD5f8GuNuGQ&feature=youtu.be Watch: West (2015) “Check your perspective, not your privilege” https://www.youtube.com/watch?v=zvWGINdhGiQ&feature=youtu.be	<i>Class Activity 5</i>
Tues, Week 4 <i>Cultural Power</i>	Read: <i>Beyond Race: Cultural Influences on Human Social Life</i> “Module 3: Cultural Power” https://drive.google.com/file/d/1O4Isun9H9_QDwakSnCtmxZh2cJ1dvNv5/ Watch: Liu (2014) “What is power?” https://www.youtube.com/watch?v=c_Eutci7ack	<i>Class Activity 6</i>
Thurs, Week 4 <i>Listening to Our Difference</i>	CCP1: Project Due	<i>Overview: CCP2</i>
Tues, Week 5 <i>Test 1 Individual</i>	Test 1: Individual	
Thurs, Week 5 <i>Test 1 Remixed</i>	Test 1: Group	<i>Overview: Final Project (FP)</i>
Unit 2 Communicating Difference: Gender, Language, Nationality, Sexuality, and Age (Group B)		
Tues, Week 6 <i>Gender Matters</i>	Read: Allen Chapter 3 Watch: 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	<i>DMRA3 Due</i> <i>Class Activity 7</i>
Thurs, Week 6 <i>Language Matters</i>	Read: <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 Watch: Boroditsky (2018) “How language shapes the way you think” https://www.youtube.com/watch?v=RKK7wGAYP6k	<i>Class Activity 8</i>
Tues, Week 7 <i>Nationality Matters</i>	Read: <i>Speaking of Culture</i> : “Chapter 8 Roots of American National Culture” https://press.rebus.community/originsofthehumanfamily/chapter/roots-of-american-culture/ Ngochi Adichie (2009) “The Danger of a Single Story” https://www.ted.com/talks/chimamanda_adichie_the_danger_of_a_single_story?language=en	<i>Class Activity 9</i>
Thurs, Week 7 <i>Ethnicity Matters</i>	Read: <i>Introduction to Sociology 2e</i> : “11.5 Race and Ethnicity in the United States” https://press.rebus.community/originsofthehumanfamily/chapter/roots-of-american-culture/ Listen: TEDRadio (2018) “A racial imposter epidemic...” https://www.npr.org/templates/transcript/transcript.php?	<i>Class Activity 10</i>

	storyId=578447949	
Tues, Week 8 <i>Sexuality Matters</i>	Read: Allen Chapter 6 Listen: Nancy (2019) “The word ‘queer’” https://www.wnycstudios.org/story/nancy-podcast-word-queer-allusionist	<i>DMRA4 Due</i> <i>Class Activity 11</i>
Thurs, Week 8 <i>Age Matters</i>	Read: Allen Chapter 8 Watch: Applewhite (2017) “Let’s end ageism” https://www.ted.com/talks/ashton_applewhite_let_s_end_ageism	<i>DMRA5 Due</i> <i>Class Activity 12</i>
Tues, Week 9 <i>Listening to Our Difference</i>	CCP2: Project Due	<i>Overview: CCP3</i>
Thurs, Week 9 <i>FP Group Work: Interview Script and Plan</i>	<i>FP Group Work - Create interview script and plan</i>	FP: Submit article annotations and interview script/plan
Tues, Week 10 <i>Test 2</i>	Test 2: Individual	
Thurs, Week 10 <i>Test 2 Remixed</i>	Test 2: Group	
Unit 3 Communicating Difference: Communicating Difference: Race, Class, Dis/ability, and Religion (Group C)		
Tues, Week 11 <i>Race Matters</i>	Read: Allen Chapter 4 Listen: TEDRadio (2019) “Howard Stevenson: How can we mindfully navigate everyday racism?” https://www.npr.org/templates/transcript/transcript.php?storyId=707193061	<i>DMRA6 Due</i> <i>Online</i> <i>Class Activity 13</i>
Thurs, Week 11 <i>Social Class Matters</i>	Read: Allen Chapter 5 Listen: Nancy (2019) “Queer Money Fears” https://www.wnycstudios.org/story/nancy-podcast-queer-money-fears	<i>DMRA7 Due</i> <i>Online</i> <i>Class Activity 14</i>
Tues, Week 12 <i>Dis/Ability Matters</i>	Read: Allen Chapter 7 Watch: 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/	<i>DMRA8 Due</i> <i>Online</i> <i>Class Activity 15</i>
Thurs, Week 12 <i>FP Group Work: Presenting New Information</i>	Watch: McCandless (2010) “The beauty of data visualization” https://www.ted.com/talks/david_mccandless_the_beauty_of_data_visualization?language=arq	FP: Submit interview result visualizations
Tues, Week 13 <i>Belief Matters: Politics & Religion</i>	Strauss (2004) Cultural Standing in Expression of Opinion	<i>Class Activity 16</i>
Thurs, Week 13 <i>Civility and Courageous Conversations</i>	Listen: Codeswitch Podcast “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 Watch: Origin of Everything (2018) “Why was it illegal to be ugly?” https://www.youtube.com/watch?v=yk0rWUthTaY	<i>Class Activity 17</i>
Fall Break! Nov 26/28		

Tues, Week 14 <i>Communicating Identity</i>	Read: Allen Chapter 9 Listen: Codeswitch Podcast (2019) “You Say Chicano, I Say...” https://www.npr.org/templates/transcript/transcript.php?storyId=718703438	<i>DMRA9 Due Online</i> <i>Class Activity 18</i>
Thurs, Week 14 <i>The Hook</i>	Read: Tizon (2017) “My Family’s Slave” https://www.theatlantic.com/magazine/archive/2017/06/lolas-story/524490/ Listen: Codeswitch Podcast “Travis Jones: How can white people be better allies to people of color?” https://www.npr.org/templates/transcript/transcript.php?storyId=707193758	CCP3 Due <i>Class Activity 19</i>
Tues, Week 15 <i>Test 3</i>	Test 3: Individual	
Thurs, Week 15 <i>Test 3 Remixed</i>	Test 3: Group	
FINALS WEEK		Final Project Due

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3. SUMMARY OF OPEN SOURCE MATERIALS AND DISCUSSION QUESTIONS (DQ)

WEEK 1	<p>Watch: Shafak (2017) “The revolutionary power of diverse thought” https://www.ted.com/talks/elif_shafak_the_revolutionary_power_of_diverse_thought</p> <p>DQ1: What was one thing you listened to that you really liked? One thing that troubled you? DQ2: What made you want to listen or to stop listening to Shafak at any point in her talk? DQ3: Compare and contrast your reactions in your group. What led to these similar/different reactions?</p>
WEEK 2	<p>Watch: Phelps-Roper (2017) “If you’re raised to hate, can you reverse it?” https://www.npr.org/2017/10/17/560181511/megan-phelps-roper-if-youre-raised-to-hate-can-you-reverse-it</p> <p>DQ1: What can you learn with this? Move behind “I agree/disagree...and that’s the end of the story.” DQ2: What do you think: If you’re raised to hate, can you reverse it?</p>
WEEK 3	<p>Watch: Crenshaw (2016) The urgency of intersectionality https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality</p> <p>DQ1: What can you learn with Crenshaw? How can you remember, understand, apply, analyze, evaluate, and create based off of this new information?</p>
WEEK 3	<p>Read: Ferguson (2014) “Privilege 101: A Quick and Dirty Guide” https://everydayfeminism.com/2014/09/what-is-privilege/</p> <p>DQ1: How does your own identity resonate or not with the way privilege is presented here?</p>
WEEK 3	<p>Watch: As/Is (2015) “What is privilege?” https://www.youtube.com/watch?v=hD5f8GuNuGQ&feature=youtu.be</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? DQ2: What is the structure of privilege here at this university campus?</p>
WEEK 3	<p>Watch: West (2015) “Check your perspective, not your privilege” https://www.youtube.com/watch?v=zvWGINdhGiQ&feature=youtu.be</p> <p>DQ1: 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>
WEEK 4	<p>Read: <i>Beyond Race: Cultural Influences on Human Social Life</i> “Module 3: Cultural Power” https://drive.google.com/file/d/1O4Isun9H9_QDwakSnCtmxZh2cJ1dvNv5/edit</p> <p>DQ1: Define the following terms: Cultural Capital, Cultural Fit, Cultural Stratification, Cultural Hegemony. DQ2: Give examples in your own life and groups about how these manifest.</p>
WEEK 4	<p>Watch: Liu (2014) “What is power?” https://www.youtube.com/watch?v=c_Eutci7ack</p> <p>DQ1: What are the different types of power presented here? DQ2: Which of these types of power do you think you personally have the most of? The least of? DQ3: which of these types of power do you find you want the most? The least?</p>
WEEK 6	<p>Watch: 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> <p>DQ1: What stood out to you? DQ2: What were Katz’s main points?</p>

	<p>DQ3: How do the main points intersect with your own life experiences?</p> <p>DQ4: Do you find Katz’s argument compelling in how he presents it? Why/Why not from what he says?</p> <p>DQ5: How do you disagree/agree with Katz, and what support do you have for your perspective?</p>
WEEK 6	<p>Read: <i>Communication in the Real World</i>: “3.4 Language, Society, and Culture” https://open.lib.umn.edu/communication/chapter/3-4-language-society-and-culture/</p> <p>DQ1: How do social contexts influence the ways that we use language?</p> <p>DQ2: How do we change the way we use language in different social contexts?</p> <p>DQ3: How does Communication Accommodation Theory explain what is happening in our language use?</p>
WEEK 6	<p>Watch: Boroditsky (2018) “How language shapes the way you think” https://www.youtube.com/watch?v=RKK7wGAYP6k</p> <p>DQ1: What stood out to you?</p> <p>DQ2: What were Boroditsky’s main points?</p> <p>DQ3: How do the main points intersect with your own life experiences?</p> <p>DQ4: Do you find Boroditsky’ argument compelling in how she presents it? Why/Why not from what he says?</p> <p>DQ5: How do you disagree/agree with Boroditsky, and what support do you have for your perspective?</p>
WEEK 7	<p>Read: <i>Speaking of Culture</i>: “Chapter 8 Roots of American National Culture” https://press.rebus.community/originsofthehumanfamily/chapter/roots-of-american-culture/</p> <p>DQ1: What are different definitions of ‘liberty’?</p> <p>DQ2: Which groups and/or which places did these definitions originate and where did these groups settle?</p> <p>DQ3: Which groups and/or places are missing?</p> <p>DQ4: Which definition do you most align with and why?</p> <p>DQ5: Which of the given values do you embrace? Reject? Why do you think that is based on your own standpoint?</p>
WEEK 7	<p>Read: <i>Introduction to Sociology 2e</i>: “11.5 Race and Ethnicity in the United States” https://press.rebus.community/originsofthehumanfamily/chapter/roots-of-american-culture/</p> <p>DQ1: Which nations’ stories that were missing in the ‘Roots of American National Culture’ are present here in this ‘Race and Ethnicity in the United States’ reading? Which nations stories are still missing?</p> <p>DQ2: How did the previously listed American values play out in this history outlined in the ‘Race and Ethnicity in the United States’ chapter?</p>
WEEK 7	<p>Listen: TEDRadio (2018) “A racial imposter epidemic...” https://www.npr.org/templates/transcript/transcript.php?storyId=578447949</p> <p>DQ1: Have you ever been subject to language prejudice?</p> <p>DQ2: What would you say are the differences between ‘nationality,’ ‘ethnicity,’ ‘language,’ and ‘race’?</p> <p>DQ3: What were 4 things that you found interesting or were take-aways about ethnicity, nationality, and/or language that you and your group learned from listening-to/reading this podcast?</p>
WEEK 8	<p>Listen: Nancy (2019) “The word ‘queer’” https://www.wnycstudios.org/story/nancy-podcast-word-queer-allusionist</p> <p>DQ1: What stood out to you about this history?</p> <p>DQ2: How often do you hear history from the perspective of the people being discussed? Where/how/why do you see this?</p> <p>DQ3: What does the word ‘queer’ mean to you?</p>

WEEK 8	<p>Watch: Applewhite (2017) “Let’s end ageism” https://www.ted.com/talks/ashton_applewhite_let_s_end_ageism</p> <p>DQ1: What stood out to you? DQ2: What were Applewhite’s main points? DQ3: How do the main points intersect with your own life experiences? DQ4: Do you find Applewhite argument compelling in how he presents it? Why/Why not from what he says? DQ5: How do you disagree/agree with Applewhite, and what support do you have for your perspective?</p>
WEEK 11	<p>Listen: TEDRadio (2019) “Howard Stevenson: How can we mindfully navigate everyday racism?” https://www.npr.org/templates/transcript/transcript.php?storyId=707193061</p> <p>DQ1: What can you learn with Stevenson? How can you remember, understand, apply, analyze, evaluate, and create based off of this new information?</p>
WEEK 11	<p>Listen: Nancy (2019) “Queer Money Fears” https://www.wnycstudios.org/story/nancy-podcast-queer-money-fears</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? DQ2: How do you find intersectionality and hybridity appearing in this podcast? DQ3: What does this podcast make you feel? Think? Want to do? Want to not do?</p>
WEEK 12	<p>Watch: 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> <p>DQ1: Were you socialized into the medical or the social models of disability? How/where did that socialization happen? DQ2: To what extent are recent medical tecnd 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>
WEEK 12	<p>Watch: McCandless (2010) “The beauty of data visualization” https://www.ted.com/talks/david_mccandless_the_beauty_of_data_visualization?language=arg</p> <p>DQ1: What type of argumentation strategy persuades you? Emotions or Logic? Stories or Statistics? Others? DQ2: How can you best be persuasive by the ways you present data?</p>
WEEK 13	<p>Listen: Codeswitch Podcast “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> <p>DQ1: How would you define ‘civility’ to a friend? DQ2: Based on this podcast, what are the strengths and weaknesses of calling for civility?</p>
WEEK 13	<p>Watch: Origin of Everything (2018) “Why was it illegal to be ugly?” https://www.youtube.com/watch?v=yk0rWUthTaY</p> <p>DQ1: What impacted you in this video and why?</p>
WEEK 14	<p>Listen: Codeswitch Podcast (2019) “You Say Chicano, I Say...” https://www.npr.org/templates/transcript/transcript.php?storyId=718703438</p> <p>DQ1: What did you find interesting/intriguing/new from this podcast? DQ2: Does naming matter? Why/Why not? DQ3: What factors should we think about in deciding what names for groups and individuals we use?</p>
WEEK 14	<p>Read: Tizon (2017) “My Family’s Slave” https://www.theatlantic.com/magazine/archive/2017/06/lolas-story/524490/</p>

	DQ1: What did you find interesting/intriguing/new from this article? DQ2: What could you do with this information to change the way you live your everyday lives and perspectives?
WEEK 14	Listen: Codeswitch Podcast “Travis Jones: How can white people be better allies to people of color?” https://www.npr.org/templates/transcript/transcript.php?storyId=707193758 DQ1: What did you find interesting/intriguing/new from this article? DQ2: How can this new knowledge help build your co-cultural motivations, skills, and competence?

4. COLLECTION OF ASSESSMENTS AND ACTIVITIES

4A: Student Profile Activity

- A. Your name:
- B. Have you taken a course on culture and/or difference previously? If so, what/where?
- C. What is your dream job?
- D. What is your favorite thing to do or a hobby you have when you are not in school or work?
- E. I learn best by (check all that apply):
- Listening
 - Observing
 - Doing
 - Reflecting
 - Other: _____
- F. When it comes to doing school work,
- I'm a planner—I always have a to-do list and I often complete assignments ahead of time.
 - I'm a procrastinator—I work better under the pressure of a deadline and often wait till the last minute.
 - I'm somewhere in between—I usually get my work done on time without being rushed, but it's not done early.
 - It varies by assignment and what is going on in the rest of my life.
- G. What is one thing a teacher *has* done or *could* do to make the classroom a positive experience for you?
- H. What is one thing you *have* done or *could* do to make the classroom a positive experience for your teacher and classmates?
- I. What are your expectations of your classmates/peers in this class? What do you think their expectations are of you?
- J. This class will be best if you are actively participating. How do you feel about speaking up in class? What is one thing I can do to encourage you to voice your opinions? What's your preference about cell phone use during class?
- K. What is one question you have for me (about the class, personally, professionally, etc.)?
- L. Your tests' structure will be based on the preferences of your class. Indicate your favorite question types by indicating what percentage of your total test you prefer to be that type of question. For example, if you equally and only like true-false and short answer questions, put 50% in #2 and 50% in #5.
1. Multiple Choice: _____
 2. True-False: _____
 3. Fill-in-the-Blank (no answer bank): _____
 4. Matching (statement=answer bank): _____
 5. Short Answer: _____
 6. Essay: _____

4B: Attributional Complexity Assessment

Attributional Complexity

To assess your own attributional complexity, consider how much you agree with the statements that follow. There are no right or wrong answers, so just focus on your own perceptions as you respond to each statement. Try to respond to each item as honestly and accurately as you can, but don't spend too much time thinking about each answer.

- 3 strongly disagree
- 2 moderately disagree
- 1 slightly disagree
- 0 neither agree nor disagree
- 1 slightly agree
- 2 moderately agree
- 3 strongly agree

1. I have thought a lot about the family background and personal history of people who are close to me, in order to understand why they are the sort of people they are.	
2. I usually make an effort to analyze and explain people's behavior.	
3. I believe that to understand a person you need to understand the people who that person has close contact with.	
4. When I analyze a person's behavior, I often find the causes form a chain that goes back in time, sometimes for years.	
5. I prefer complex rather than simple explanations for people's behavior.	
6. I believe it is important to analyze and understand our own thinking processes.	
7. When the reasons I give for my own behavior are different from someone else's, this often makes me think about the thinking processes that lead to my explanations.	
8. To understand a person's personality/behavior, I have found it is important to know how that person's attitudes, beliefs, and character traits fit together.	
9. I have found that the causes for people's behavior are usually complex rather than simple.	
10. I have thought a lot about the way that different parts of my personality influence other parts (e.g., beliefs affect attitudes or attitudes affecting character traits).	
11. I really enjoy analyzing the reasons or causes for people's behavior.	
12. I think a lot about the influence that I have on other people's behavior.	
13. I think a lot about the influence that society has on my behavior and personality.	
14. When I try to explain other people's behavior, I concentrate on the existing external factors that might be affecting them and don't put it down to the person being strange or unusual alone.	
Total:	

The sum of responses to these fourteen items can range from -42 to +42, with higher scores representing more complex attribution patterns. Among the college students in the sample when Fletcher et al. developed this scale, the average responses to these items added up to 22. How does your own attributional complexity score compare to that benchmark?

[Source: Fletcher, G. J. O., Danilovics, P., Fernandez, G., Peterson, D., & Reeder, G. D. (1986). Attributional complexity: An individual differences measure. *Journal of Personality of Social Psychology*, 51, 875-884.]

4C: I Am From Poem Activity

I Am From Poem

I am from _____

(specific ordinary item)

From _____ and _____

(product name) (product name)

I am from the _____

(home description)

_____, _____, _____

(adjective) (adjective) (sensory detail)

I am from _____,

(plant, flower, natural item)

(description of above item)

I'm from _____ and _____

(family tradition) (family trait)

From _____ and _____

(name of family member) (another family name)

I'm from the _____ and _____

(description of family tendency) (another one)

From _____ and _____

(something you were told as a child) (another)

I'm from _____,

(representation of religion or lack of), (further description)

I'm from _____

(place of birth and family ancestry)

_____, _____

(a food item that represents your family) (another one)

From the _____

(specific family story about a specific person and detail)

The _____

(another detail of another family member)

(location of family pictures, mementos, archives)

_____ (line explaining the importance of items)

Model Poem:

Where I'm From

By George Ella Lyon

I am from clothespins, from Clorox and carbon-tetrachloride. I am from the dirt under the back porch.

(Black, glistening, it tasted like beets.) I am from the forsythia bush the Dutch elm whose long-gone limbs I remember as if they were my own.

I'm from fudge and eyeglasses, from Imogene and Alafair. I'm from the know-it-alls and the pass-it-ons, from Perk up! and Pipe down! I'm from He restoreth my soul with a cottonball lamb and ten verses I can say myself.

I'm from Artemus and Billie's Branch, fried corn and strong coffee. From the finger my grandfather lost to the auger, the eye my father shut to keep his sight.

Under my bed was a dress box spilling old pictures, a sift of lost faces to drift beneath my dreams. I am from those moments-- snapped before I budded -- leaf-fall from the family tree.

4D: Gendered Communication Assessment

Is Your Conversation Style More Feminine or Masculine?

Put yes (Y) or no (N) for the sentences below.

Generally speaking, when I converse with people I know:

1. I am a blunt person
2. I tend to criticize people
3. I am a little sarcastic
4. I ask a lot of questions in a conversation, to find out about people, their thoughts, etc.
5. I rarely admit I am wrong about something when I am in a conversation
6. I make eye-contact and use body language in conversations
7. I get personal with people in conversations; I may even gossip about a mutual friend
8. I compliment people spontaneously
9. I use four-letter words, coarse language
10. I like to talk about myself
11. I am a good listener
12. I prefer to talk about non-personal topics, such as unemployment, the economy, current affairs
13. I usually talk about personal problems, people, their way of being, hopes, desires, my family
14. I get personal when I write a letter to someone, but not face to face in a conversation
15. I help to keep a conversation flowing, I am not provocative, controversial, confrontational
16. I like to get my say, get in a few comments, no matter what the topic
17. I don't assert something, but I might preface a comment with "I think...", "Maybe...", "I'm not sure but..."
18. If I ask a question, it is generally a yes-no answer I am looking for
19. I don't mind talking about a situation where I was embarrassed or humiliated
20. I tend to include a lot of specific details in my conversations

Feminine Communication Style – Yes for 4, 6, 7, 8, 11, 13, 15, 17, 19 and 20

Masculine Communication Style – Yes for 1, 2, 3, 5, 9, 10, 12, 14, 16 and 18

Compare how many “Yes” answers you have for each set of numbers above to determine whether tend to communicate more through a feminine or masculine communication style (the higher number will be the style you tend to use).

4E: Division of Household Labor Assessment

How Much Do You and Your Partner Contribute to the Division of Labor?

Think about a relationship you have with a person with whom you live. It could be a romantic relationship, a roommate relationship, a family relationship, or something else. (If you are currently living alone, you can report on a past relationship.)

What percentage of the time, from 0% to 100% do you do the following things? If you and your partner do a particular chore separately, mark 50%. For example, you and your roommate might each do your own laundry. If something is not relevant to your relationship, leave it blank.

	% of time I do this	% of time they do this	Total %
1. Dishes			
2. Household laundry			
3. Paying the bills			
4. Contributing money to pay for the bills and household expenses			
5. Cleaning the bathroom(s)			
6. Vacuuming the floors			
7. Cleaning non-carpeted floors			
8. Going grocery shopping			
9. Dusting the furniture and other household goods			
10. Taking care of pets			
11. Taking out the trash			
12. Cooking meals			
13. Setting and clearing the table			
14. Going out and getting prepared meals (e.g. a restaurant)			
15. Mowing lawns and landscaping			
16. Doing maintenance on cars (including washing and repairs)			
17. Helping children with homework			
18. Taking basic care of family members, such as getting them dressed and brushing their teeth			
19. Driving family members places			
20. Purchasing clothing and supplies for people in the household			

Adapted from Guerrero, et al. (2011) Close Encounters

4F: Ethnic Identity Salience Assessment

Ethnic Identity Salience Scale

The following scale will help you understand to what degree your ethnic identity is important to you. Indicate the extent to which you agree with each statement, using the scale 1 = strongly disagree and 5 = strongly agree.

1. I have spent time trying to figure out more about my own ethnic group(s).	1	2	3	4	5
2. I think a lot about how my life will be affected by my ethnic group membership.	1	2	3	4	5
3. I participate in cultural practices of my own ethnic group(s).	1	2	3	4	5
4. I am increasing my involvement in activities with my ethnic group(s).	1	2	3	4	5
5. I feel an overwhelming attachment to being a member of my ethnic group(s).	1	2	3	4	5
6. I am determined to find my ethnic identity.	1	2	3	4	5
7. I think a lot about how my life will be affected by my ethnic group membership.	1	2	3	4	5
8. The ethnic group(s) I belong to is/are an important reflection of who I am.	1	2	3	4	5
9. Belonging to my ethnic group(s) is an important part of my self-image.	1	2	3	4	5
10. I feel good about the ethnic group(s) that I belong to.	1	2	3	4	5

To find your score, add your responses for each item.

A score that is greater than 30 indicates that your ethnic identity is highly salient to you.

A score that is less than 20 suggests that your ethnic identity is not a very salient part of how you see yourself.

[Source: Adapted from Ting-Toomey, S., Yee-Jung, K. K., Shapiro, R. B., Garcia, W., Wright, T. J., & Oetzel, J. G. (2000). Ethnic/cultural identity salience and conflict styles in four US ethnic groups. *International Journal of Intercultural Relations*, 24, 47-81.]

4G: Race and Privilege Assessment

RACIAL INVENTORY

Score **5** if statement is always true for you

Score **3** if the statement is sometimes true for you

Score **0** if the statement is seldom true for you

Because of my race or color ...

1. ____ I can be in the company of people of my race most of the time.
2. ____ If I should need to move, I can be pretty sure of renting or purchasing housing in an area in which I would want to live and which I can afford.
3. ____ I can turn on the television or open the front page of the paper and see people of my race widely and positively represented.
4. ____ When I am told about our national heritage or about "civilization," I am shown that my people made it what it is.
5. ____ I can be sure that curricular materials will testify to the existence of my race.
6. ____ I can go into most supermarkets and find the staple foods that fit with my cultural traditions.
7. ____ I can go into any hairdresser's shop and find someone who can cut my hair.
8. ____ Whether I use checks, credit cards or cash, I can count on my skin color not to work against the appearance of financial reliability.
9. ____ I can swear, dress in second hand clothes, or not answer letters, without having people attribute these choices to the bad morals, poverty or illiteracy of my race.
10. ____ I can do well in challenging situations without being called a credit to my race.
11. ____ I am never asked to speak for people of my race.
12. ____ I can criticize our government and talk about how much I fear its policies and behavior without being seen as a cultural outsider.
13. ____ I can be pretty sure that if I ask to talk to the "person in charge," I will be facing a person of my race.
14. ____ I can conveniently buy posters, postcards, picture books, greeting cards and children's magazines featuring people of my race
15. ____ If a traffic cop pulls me over, I can be sure I haven't been singled out because of my race.
16. ____ I can go home from most meetings of the organizations I belong to feeling tied in rather than isolated, out of place, outnumbered, unheard, feared, or hated.
17. ____ I can take a job with an affirmative action employer without having co-workers on the job suspect that I got it because of race.
18. ____ I can choose public accommodation without fearing that people of my race cannot get in or will be mistreated in the places I have chosen.
19. ____ I can be sure that if I need legal or medical help, my race will not work against me.
20. ____ If my week or year is going badly, I need not wonder if each negative episode or situation has racial overtones.
21. ____ I can comfortably avoid, ignore or minimize the impact of racism on my life.
22. ____ I can speak in public to a powerful group without putting my race on trial.
23. ____ I can choose blemish cover bandages in "flesh" color and have them more or less match my skin.

____ **TOTAL**

adapted from Peggy McIntosh "White Privilege: Unpacking the Invisible Knapsack" (whatsrace.org)

4H: Discussion: Carter's 15 Rules of Civility

Stephen Carter's "Rules of Civility"

(Civility: Manners, Morals, and the Etiquette of Democracy, pp. 279-85)

1. Our duty to be civil toward others does not depend on whether we like them or not.
2. Civility requires that we sacrifice for strangers, not just the people we know.
3. Civility has two parts: generosity, even when it is costly, and trust, even when there is risk.
4. Civility creates not merely a negative duty to do no harm, but an affirmative duty to do good.
5. Civility requires a commitment to live a common moral life, so we should try to follow the norms of the community if the norms are not actually immoral.
6. We must come into the presence of our fellow human beings with a sense of awe and gratitude.
7. Civility assumes that we will disagree; it requires us not to mask our differences but to resolve them respectfully.
8. Civility requires that we listen to others with knowledge of the possibility that they are right and we are wrong.
9. Civility requires that we express ourselves in ways that demonstrate our respect for others.
10. Civility requires resistance to the dominance of social life by the values of the marketplace. Thus, the basic principles of civility—generosity and trust—should apply as fully in the market and in politics as in every other human activity.
11. Civility allows for criticism of others, and sometimes even requires it, but the criticism should always be civil.
12. Civility discourages the use of legislation rather than conversation to settle disputes, except as a last, carefully considered resort.
13. Teaching civility, by word and deed, is an obligation of the family. The state must not interfere with the family's effort to create a coherent moral universe for its children.
14. Civility values diversity, disagreement, and the possibility of resistance, and therefore the state must not use education to try to standardize our children.
15. Religions do their greatest service to civility when they preach not only love of neighbor but resistance to wrong.