

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/>

Engaging Face-to-Face Co-Cultural Dialogue (Module X)
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Module X: 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 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 the Core Module 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 (Due: ^t).

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

Week 1: Dis/Ability and Aging & Generation Dialogue

Overview:

This week you are expected to participate in co-cultural dialogues focusing on identities of **Dis/ability** and **Generation & Aging**. Both sessions listed below require you to follow specific "dialogue guides" tailored for each T/Th conversation. Each dialogue guide: (1) provides a "case study" as a starting point for conversation, (2) integrates and build upon topics and issues we've previously discussed regarding Dis/ability and Generation & Aging, and (3) requires you to complete a critical self-reflection after each assigned class dialogue.

Tuesday:

- Read the instructions explained on "[Engaging Co-Cultural Dialogue: Dis/ability](https://www.youtube.com/watch?v=GGQ2yBXm8pM)" guide *before* class.
- Watch the following case study and prepare THREE discussion prompts *before* class: <https://www.youtube.com/watch?v=GGQ2yBXm8pM>
- Actively listen and engage in the assigned dialogue.
- Complete the post-dialogue *after* class.

Thursday:

- Read the instructions explained on "[Engaging Co-Cultural Dialogue: Generation & Aging](https://www.youtube.com/watch?v=xrypU9uL5fg)" guide *before* class.
- Watch the following case study and prepare THREE discussion prompts *before* class: <https://www.youtube.com/watch?v=xrypU9uL5fg>
- Actively listen and engage in the assigned dialogue.
- Complete the post-dialogue *after* class.

Objectives:

- 1.) Actively engage and build co-cultural competence skills though both Tuesday and Thursday class dialogues.
- 2.) After engaging with others in each T/Th dialogue, develop skills of self-reflexivity and complete the post-dialogue reflection assignments.

Assignments:

Tuesday and Thursday Reflections:

After the dialogue, complete a brief self-reflection assessment (~250 words) on Canvas before the given due date. Reflect on your individual experience with the dialogue. To help guide your response consider:

What new perspectives emerged in dialogue with your peers? Did these perspectives change any of your previous thoughts, beliefs, and/or opinions about difference?

You are encouraged to reflect on aspects of the dialogue related to dis/ability you found difficult, challenging, or you wished we discussed deeper. Be honest and transparent. YOUR VOICE AND LISTENING MATTERS.

Week 2: Gender & Sexuality & Social Class Dialogues

Overview:

This week you are expected to participate in co-cultural dialogues focusing on identities of **Gender and Sexuality** and **Social Class**. Both sessions listed below require you to follow specific "dialogue guides" tailored for each T/Th conversation. Each dialogue guide: (1) provides a "case study" as a starting point for conversation, (2) integrates and build upon topics and issues we've previously discussed regarding Gender and Sexuality and Social Class, and (3) requires you to complete a critical self-reflection after each assigned class dialogue.

Tuesday:

- Read the instructions explained on "Engaging Co-Cultural Dialogue: Gender & Sexuality" guide *before* class.
- Watch the following case study and prepare THREE discussion prompts *before* class: <https://www.youtube.com/watch?v=cuIkLNsRtas>
- Actively listen and engage in the assigned dialogue.
- Complete the post-dialogue reflection *after* class.

Thursday:

- Read the instructions explained on "Engaging Co-Cultural Dialogue: Social Class" guide *before* class.
- Watch the following case study and prepare THREE discussion prompts *before* class: <https://www.youtube.com/watch?v=5cWkKwGUt3g>
- Actively listen and engage in the assigned dialogue.
- Complete the post-dialogue reflection *after* class.

Objectives:

- 1.) Actively engage and build co-cultural competence skills though both Tuesday and Thursday class dialogues.
- 2.) After engaging with others in each T/Th dialogue, develop skills of self-reflexivity and complete the post-dialogue reflection assignments.

Assignments:

Tuesday and Thursday Reflections:

After the dialogue, complete a brief self-reflection assessment (~250 words) on Canvas before the given due date. Reflect on your individual experience with the dialogue. To help guide your response consider: What new perspectives emerged in dialogue with your peers? Did these perspectives change any of your previous thoughts, beliefs, and/or opinions about difference?

You are encouraged to reflect on aspects of the dialogue related to gender/sexuality you found difficult, challenging, or you wished we discussed deeper. Be honest and transparent. YOUR VOICE AND LISTENING MATTER.

Week 3: Race/Ethnicity and Language/Nationality Dialogues

Overview:

This week you are expected to participate in co-cultural dialogues focusing on identities of **Race/Ethnicity** and **Language/Nationality**. Both sessions listed below require you to follow specific "dialogue guides" tailored for each T/Th conversation. Each dialogue guide: (1) provides a "case study" as a starting point for conversation, (2) integrates and build upon topics and issues we've previously discussed regarding Race/Ethnicity and Language/Nationality, and (3) requires you to complete a critical self-reflection after each assigned class dialogue.

Tuesday:

- Read the instructions explained on "Engaging Co-Cultural Dialogue: Race & Ethnicity" guide *before* class.
- Watch the following case study and prepare THREE discussion prompts *before* class: <https://www.youtube.com/watch?v=XvvMgujD4i8>
- Actively listen and engage in the assigned dialogue.
- Complete the post-dialogue reflection *after* class.

Thursday:

- Read the instructions explained on "Engaging Co-Cultural Dialogue: Language & Nationality" guide *before* class.
- Watch the following case study and prepare THREE discussion prompts *before* class: <https://www.youtube.com/watch?v=M5NZNlqmJ4k>
- Actively listen and engage in the assigned dialogue.
- Complete the post-dialogue reflection after class.

Objectives:

- 1.) Actively engage and build co-cultural competence skills though both Tuesday and Thursday class dialogues.
- 2.) After engaging with others in each T/Th dialogue, develop skills of self-reflexivity and complete the post-dialogue reflection assignments.

Assignments:

Tuesday and Thursday Reflections:

After the dialogue, complete a brief self-reflection assessment (~250 words) on Canvas before the given due date. Reflect on your individual experience with the dialogue. To help guide your response consider: What new perspectives emerged in dialogue with your peers? Did these perspectives change any of your previous thoughts, beliefs, and/or opinions about difference?

You are encouraged to reflect on aspects of the dialogue related to race/ethnicity you found difficult, challenging, or you wished we discussed deeper. Be honest and transparent. YOUR VOICE AND LISTENING MATTER.

Module X: Completion Reflection Paper

A downloadable PDF of this assignment is available in the Module X 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?

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 co-cultural dialogue experience has taught me that...
10. This experience has highlighted that I need to develop my skills in _____....

Assignment Goals:

- 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	Each group member is listed, given a complete/incomplete grade, and a thoughtful reason why is given. 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.	Missing group members, missing grades, or missing rationale why the grade was given.
Self-Disclosure	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. Risks asking probing questions about self and seeks to answer these.	<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.

Appendix: Face-to-Face Dialogue Guide Student Handouts

The following pages are hand-outs that can be printed out as Module X's student guides for "Engaging Co-Cultural Dialogue in Face-to-Face Communication" and include 1) General Overview Page, 2) Dis/ability, 3) Gender & Sexuality, 4) Generation & Aging, 5) Social Class, 6) Race & Ethnicity, 7) Nationality & Language, and 8) Politics & Religion.

Engaging Co-Cultural Dialogue

By: Mitch Combs, Elizabeth S. Parks, & Jesús Calderón

Introduction

We have discussed various forms and intersections of difference and how dialogue can be used to foster co-cultural understanding. It's time to apply this knowledge in skill-building dialogues!

Each weekly dialogue is accompanied by a downloadable guide that serves both as a conversational starting point through a case study and a reference key to engage weekly dialogues about *dis/ability, age & generation, gender & sexuality, social class, race & ethnicity, and language & nationality*. All students must:

- 1.) View or read the assigned case study **BEFORE** each dialogue. Take notes and come prepared to discuss your thoughts. Consider: *What is the verbal and nonverbal content being communicated? What are the people's standpoints, the context, or the audience to the case and how might that matter? How does this case compare to other related situations?*
- 2.) Before or after each dialogue, submit a **~250-word** reflection about how you will or did engage in the dialogue:
 - a. If reflecting before, consider questions such as: *Which of your thoughts, beliefs, or opinions about difference are you willing to change and how might that happen?*
 - b. If reflecting after, consider questions such as: *What new perspectives emerged in dialogue with your peers?*

Tips for Co-Cultural Dialogues

Engaging dialogue across difference can be challenging (especially online!). During our dialogue facilitation, work for open listening and to maintain a sense of multipartiality.

Remember: Multipartiality is a practice “that focuses on balancing social power, independent of and in contrast to dominant norms in society” (Zapella, 2007).

Each week we want to offer equal attention to the multiple identities, perceptions, experiences, and voices of all group members, while being mindful of power dynamics that can exploit and/or dismiss certain views.

Dialogue skills develop with practice, but below are helpful tips for enacting multipartiality in co-cultural dialogues:

- Actively listen to others and affirm them before responding, challenging, or posing a question. Avoid interrupting, even if feelings of disagreement arise. Don't dominate conversational space or engage apathetically.
- Reserve judgement and treat misinformation with compassionate understanding while seeking the truth of both dominant and marginalized groups.
- Challenge dominant ideologies and norms and confront oppressive behaviors.
- Discuss difference as complex, dynamic, and contextual rather than reducing it to a singular identity, stereotype, perspective, standpoint, or experience.
- Speak *with* others, not *for* others. We are creating meaning *with* each other, not *about* each other.
- Avoid perpetuating verbal and nonverbal microaggressions or creating a competitive tone of “who is wrong vs. who is right.”

Dis/ability

Remember & Understand: Key Dis/ability Concepts

- Disability
- Ability
- Ableism
- Ideology of Normality
- Medical Model of Disability
- Social Model of Disability
- “People First” Language
- “Identity First” Language
- Promising Practices
- Inter-ability / Intra-ability
- Accommodation
- Over/Under accommodation
- Accessibility

Case Application and Analysis: “Guess My Disability” by CUT

Before this topic’s group dialogue, please view and actively reflect on CUT’s video “Guess My Disability.”

<https://www.youtube.com/watch?v=GGQ2yBXm8pM>

While watching:

- Watch/listen so that you can recall the case’s content and context, illustrate your thoughts with specific instances from the case, identify patterns and organizations of ideas in the case, and compare/contrast with aspects of your own standpoint and experience.
- Write down at least THREE discussion prompts you would like to engage in your small group.

Reminders:

- As dialogue facilitators and participants, it’s our goal to guide and maintain multipartial conversations. It is your responsibility to engage with your classmates as a group about the case and create understandings together.
- Think about terms, concepts, and guiding questions listed on this guide and our previous readings/discussions about dis/ability and

attempt to integrate them into your conversations.

- Exercise co-cultural communication competence: Choose motivation. Grow your knowledge. Practice your skills.

Create: Co-cultural Dialogues

Use these questions as initial prompts to guide your discussion, but your conversations should uniquely build from the knowledge of your group members. Consider how this topic might be grappled with from the perspective of other standpoints. Dare to create, imagine, and design new knowledge together!

- *What is your first impression of how dis/ability is discussed in this video? What meanings about dis/ability did this case study uncover, create, or promote? What do you think or how do you feel about these meanings?*
- *How might power and context influence these meanings, understandings, and attitudes about dis/ability?*

Post Dialogue Reflection

After the dialogue, complete a brief self-reflection assessment (~250 words) on Canvas **before** the given due date.

- Reflect on your individual experience with the dialogue. To help guide your response consider: *What new perspectives emerged in dialogue with your peers? Did these perspectives change any of your previous thoughts, beliefs, and/or opinions about difference? You are encouraged to reflect on aspects of the dialogue related to dis/ability you found difficult, challenging, or you wished we discussed deeper.*
- **Be honest and transparent. YOUR VOICE AND LISTENING MATTERS.**

**How to Reference: Combs, M., Parks, E.S., and Calderón, J. (2021). “Engaging Co-Cultural Dialogue: Dis/ability.” Mountain Scholar: Digital Collections of Colorado & Wyoming.*

Gender & Sexuality

Remember and Understand: Key Gender & Sexuality Concepts

- Gender and Sexuality
- Sexual Orientation
- Sexual Harassment
- Homosexuality
- Heteronormativity
- Transgender
- Transsexual
- Non-binary
- Asexuality
- Transphobia / Homophobia
- Queer/Queerness
- Feminism

Case Application and Analysis: “A Trans Girl Growing Up in Texas”

Before this topic’s group dialogue, please view and actively reflect on the short film by Them. “A Trans Girl Growing Up in Texas.”

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

While watching:

- Watch/listen so that you can recall the case’s content and context, illustrate your thoughts with specific instances from the case, identify patterns and organizations of ideas in the case, and compare/contrast with aspects of your own standpoint and experiences.
- Write down at least THREE discussion prompts you would like to engage in your small group.

Reminders:

- As dialogue facilitators and participants, it’s our goal to guide and maintain multipartial conversations. It is your responsibility to engage with your classmates as a group about the case and create understandings together.
- Think about terms, concepts, and guiding questions listed on this guide and our previous readings/discussions about gender and

sexuality and attempt to integrate them into your conversations.

- Exercise co-cultural communication competence: Choose motivation. Grow your knowledge. Practice your skills.

Create: Co-cultural Dialogues

Use these questions as initial prompts to guide your discussion, but your conversations should uniquely build from the knowledge of your group members. Consider how this topic might be grappled with from the perspective of other standpoints. Dare to create, imagine, and design new knowledge together!

- What is your first impression of how gender and sexuality are discussed in this video? What meanings about age and generation did this video uncover, create, or promote? What do you think or how do you feel about these meanings?
- How might power and context influence these meanings, understandings, and attitudes about gender and sexuality?

Post-Dialogue Reflection

After the dialogue, complete a brief self-reflection assessment (~250 words) on Canvas **before** the given due date.

- Reflect on your individual experience with the dialogue. To help guide your response consider: *What new perspectives emerged in dialogue with your peers? Did these perspectives change any of your previous thoughts, beliefs, and/or opinions about difference?* You are encouraged to reflect on aspects of the dialogue related to gender/sexuality you found difficult, challenging, or you wished we discussed deeper.
- Be honest and transparent. **YOUR VOICE AND LISTENING MATTER.**

*How to Reference: *Combs, M., Parks, E.S., and Calderón, J. (2021). “Engaging Co-Cultural Dialogue: Gender & Sexuality.” Mountain Scholar: Digital Collections of Colorado & Wyoming.*

Generation & Aging

Remember and Understand: Key Generation and Aging Concepts

- Age Identity
- Generation Identity
- Political Economy of Aging
- Intergenerational solidarity
- Cohort effect
- Developmental effect
- Off-target Verbosity
- Alzheimer's Disease/Dementia
- Lucidity
- Indirect repair
- Over/under accommodation
- Elderspeak
- Filial piety
- Green lighting

Case Application and Analysis: "Things Not to Say to An Old Person"

Before this topic's group dialogue, please view and actively reflect on BBC's video "Things Not to Say to An Old Person."

<https://www.youtube.com/watch?v=xrypU9uL5fg>

While watching:

- Watch/listen so that you can recall the case's content and context, illustrate your thoughts with specific instances from the case, identify patterns and organizations of ideas in the case, and compare/contrast with aspects of your own standpoint and experiences.
- Write down at least **THREE** discussion prompts you would like to engage in your small group.

Reminders:

- As dialogue facilitators and participants, it's our goal to guide and maintain multipartial conversations. It is your responsibility to engage with your classmates as a group about the case and create understandings together.
- Think about terms, concepts, and guiding questions listed on this guide and our previous

readings/discussions about generation and aging and attempt to integrate them into your conversations.

- Exercise co-cultural communication competence: Choose motivation. Grow your knowledge. Practice your skills.

Create: Co-cultural Dialogues

Use these questions as initial prompts to guide your discussion, but your conversations should uniquely build from the knowledge of your group members. Consider how this topic might be grappled with from the perspective of other standpoints. Dare to create, imagine, and design new knowledge together!

- *What is your first impression of how generation and aging are discussed in this video? What meanings about age and generation did this video uncover, create, or promote? What do you think or how do you feel about these meanings?*
- *How might power and context influence these meanings, understandings, and attitudes about generation and aging?*

Post-Dialogue Reflection

After the dialogue, complete a brief self-reflection assessment (~250 words) on Canvas **before** the given due date.

- Reflect on your individual experience with the dialogue. To help guide your response consider: *What new perspectives emerged in dialogue with your peers? Did these perspectives change any of your previous thoughts, beliefs, and/or opinions about difference? You are encouraged to reflect on aspects of the dialogue related to age/generation you found difficult, challenging, or you wished we discussed deeper.*
- **Be honest and transparent. YOUR VOICE AND LISTENING MATTERS.**

*How to Reference: Combs, M., Parks, E.S., and Calderón, J. (2021). "Engaging Co-Cultural Dialogue: Generation & Aging." *Mountain Scholar: Digital Collections of Colorado & Wyoming.*

Social Class

Remember and Understand: Key Social Class Concepts

Use the following list of course concepts as a quick reference to help guide/expand on conversations in dialogue.

- Social class
- Classism
- Myth of “Classless Society”
- Social Mobility
- Social Competition
- Class consciousness
- Class Culture
- Meritocracy
- Income vs wealth
- Power of Property
- Redlining
- Status Inconsistency
- Occupation

Case Application and Analysis: Ghetto Gastro

Before this topic’s group dialogue, please view and actively reflect on Jon Gray’s TED TALK about *Ghetto Gastro*.

<https://www.youtube.com/watch?v=5cWkKwGUt3g>

While watching:

- Watch/listen so that you can recall the case’s content and context, illustrate your thoughts with specific instances from the case, identify patterns and organizations of ideas in the case, and compare/contrast with aspects of your own standpoint and experiences.
- Write down at least THREE discussion prompts you would like to engage in your small group.

Reminders:

- As dialogue facilitators and participants, it’s our goal to guide and maintain multipartial conversations. It is your responsibility to engage with your classmates as a group about the case and create understandings together.

- Think about terms, concepts, and guiding questions listed here and our previous readings/discussions about social class and attempt to integrate them into your conversations.
- Exercise co-cultural communication competence: Choose motivation. Grow your knowledge. Practice your skills.

Create: Co-cultural Dialogues

Use these questions as initial prompts to guide your discussion, but your conversations should uniquely build from the knowledge of your group members. Consider how this topic might be grappled with from the perspective of other standpoints. Dare to create, imagine, and design new knowledge together!

- What is your first impression of how social class is discussed in this video? What meanings about social class did this case study uncover, create, or promote? What do you think or how do you feel about these meanings?
- How might power and context influence these meanings, understandings, and attitudes about social class?

Post Dialogue Reflection

After the dialogue, complete a brief self-reflection assessment (~250 words) on Canvas **before** the given due date.

- Reflect on your individual experience with the dialogue. To help guide your response consider: *What new perspectives emerged in dialogue with your peers? Did these perspectives change any of your previous thoughts, beliefs, and/or opinions about difference?* You are encouraged to reflect on aspects of the dialogue related to social class you found difficult, challenging, or you wished we discussed deeper.
- Be honest and transparent. **YOUR VOICE AND LISTENING MATTER.**

*How to Reference: Combs, M., Parks, E.S., and Calderón, J. (2021). “Engaging Co-Cultural Dialogue: Social Class.” *Mountain Scholar: Digital Collections of Colorado & Wyoming*.

Race & Ethnicity

Remember & Understand: Key Race & Ethnicity Concepts

- Critical Race Theory (CCT)
- Race and Ethnicity
- Ethnocentrism/Eurocentrism
- Racialization
- Indigeneity
- Whiteness
- Colonialism vs Decolonialism
- Erasure
- Intersectionality*
- Hybridity
- Liminality
- Race/Ethnicity as “Otherness”
- Racism vs Post Racism

Case Application and Analysis: “Why Ethnic Studies Matters”

Before this topic’s group dialogue, please view and actively reflect on Dr. Ron Espiritu’s TED TALK “Why Ethnic Studies Matters”:

<https://www.youtube.com/watch?v=XvvMgujD4i8>

While watching:

- Watch/listen so that you can recall the case’s content and context, illustrate your thoughts with specific instances from the case, identify patterns and organizations of ideas in the case, and compare/contrast with aspects of your own standpoint and experiences.
- Write down at least THREE discussion prompts you would like to engage in your small group.

Reminders:

- As dialogue facilitators and participants, it’s our goal to guide and maintain multipartial conversations. It is your responsibility to engage with your classmates as a group about the case and create understandings together.

- Think about terms, concepts, and guiding questions listed here and our previous readings/discussions about race and ethnicity and attempt to integrate them into your conversations.
- Exercise co-cultural communication competence: Choose motivation. Grow your knowledge. Practice your skills.

Create: Co-cultural Dialogues

Use these questions as initial prompts to guide your discussion, but your conversations should uniquely build from the knowledge of your group members. Consider how this topic might be grappled with from the perspective of other standpoints. Dare to create, imagine, and design new knowledge together!

- *What is your first impression of how race and ethnicity are discussed in this video? What meanings about race and ethnicity did this video uncover, create, or promote? What do you think or how do you feel about these meanings?*
- *How might power and context influence these meanings, understandings, and attitudes about race and ethnicity?*

Post-Dialogue Reflection

After the dialogue, complete a brief self-reflection assessment (~250 words) on Canvas **before** the given due date.

- Reflect on your individual experience with the dialogue. To help guide your response consider: *What new perspectives emerged in dialogue with your peers? Did these perspectives change any of your previous thoughts, beliefs, and/or opinions about difference?* You are encouraged to reflect on aspects of the dialogue related to race/ethnicity you found difficult, challenging, or you wished we discussed deeper.
- Be honest and transparent. **YOUR VOICE AND LISTENING MATTER.**

*How to Reference: *Combs, M., Parks, E.S., and Calderón, J. (2021). “Engaging Co-Cultural Dialogue: Race & Ethnicity.” Mountain Scholar: Digital Collections of Colorado & Wyoming.*

Language & Nationality

Remember & Understand: Key Language/Nationality Concepts

- Linguistic Determinism
- Linguistic Relativity
- Code-switching
- Language vs. Dialect
- Multilingual / Bilingual
- Nationality
- Citizenship
- Naturalization
- Indigenous/Native
- Immigrant Identity
- Status
- Nationalism
- Assimilation
- Statelessness
- Diaspora
- Refugee

Case Application and Analysis: “First Gen American Issues”

Before this topic’s group dialogue, please view and actively reflect on IDENTITY’s video “First Gen American Issues.”

<https://www.youtube.com/watch?v=M5NZNIqmJ4k>

While watching:

- Watch/listen so that you can recall the case’s content and context, illustrate your thoughts with specific instances from the case, identify patterns and organizations of ideas in the case, and compare/contrast with aspects of your own standpoint and experiences.
- Write down at least THREE discussion prompts you would like to engage in your small group.

Reminders:

- As dialogue facilitators and participants, it’s our goal to guide and maintain multipartial conversations. It is your responsibility to engage with your classmates as a group about the case and create understandings together.

- Think about terms, concepts, and guiding questions listed here and our previous readings/discussions about language and nationality and attempt to integrate them into your conversations.
- Exercise co-cultural communication competence: Choose motivation. Grow your knowledge. Practice your skills.

Create: Co-cultural Dialogues

Use these questions as initial prompts to guide your discussion, but your conversations should uniquely build from the knowledge of your group members. Consider how this topic might be grappled with from the perspective of other standpoints. Dare to create, imagine, and design new knowledge together!

- What is your first impression of how language and nationality are discussed in this video? What meanings about language and nationality did this video uncover, create, or promote? What do you think or feel about these meanings?
- How might power and context influence these meanings, understandings, and attitudes about language and nationality?

Post-Dialogue Reflection

After the dialogue, complete a brief self-reflection assessment (~250 words) on Canvas **before** the given due date.

- Reflect on your individual experience with the dialogue. To help guide your response consider: *What new perspectives emerged in dialogue with your peers? Did these perspectives change any of your previous thoughts, beliefs, and/or opinions about difference?* You are encouraged to reflect on aspects of the dialogue related to language/nationality you found difficult, challenging, or you wished we discussed deeper.
- Be honest and transparent. **YOUR VOICE AND LISTENING MATTERS.**

*How to Reference: Combs, M., Parks, E.S., and Calderón, J. (2021). “Engaging Co-Cultural Dialogue: Language & Nationality.” *Mountain Scholar: Digital Collections of Colorado & Wyoming.*

Bonus: Politics & Religion

Remember & Understand: Key Politics and Religion Concepts

- Political Identity
- Political Affiliation
- Polarization
- Democracy
- Civic/Civil Society
- De-alignment
- Populism
- Ideology
- Theology
- Liberal/Moderate/Conservative
- Religiosity
- Theism/Atheism
- Agnostic
- Belief/Belief System
- Worship
- Denomination
- Sect

Case Application and Analysis: “Why Religion Influences Politics”

Before this topic’s group dialogue, please view and actively reflect on Big Think’s video “Why Religion Influences Politics.”

<https://www.youtube.com/watch?v=RQcL6AFbWsY>

While watching:

- Watch/listen so that you can recall the case’s content and context, illustrate your thoughts with specific instances from the case, identify patterns and organizations of ideas in the case, and compare/contrast with aspects of your own standpoint and experience.
- Write down at least THREE discussion prompts you would like to engage in your small group.

Reminders:

- As dialogue facilitators and participants, it’s our goal to guide and maintain multipartial

conversations. It is your responsibility to engage with your classmates as a group about the case and create understandings together.

- Think about terms, concepts, and guiding questions listed on this guide and our previous readings/discussions about politics and religion and attempt to integrate them into your conversations.
- Exercise co-cultural communication competence: Choose motivation. Grow your knowledge. Practice your skills.

Create: Co-cultural Dialogues

Use these questions as initial prompts to guide your discussion, but your conversations should uniquely build from the knowledge of your group members. Consider how this topic might be grappled with from the perspective of other standpoints. Dare to create, imagine, and design new knowledge together!

- What is your first impression of how politics and religion are discussed in this video? What meanings about politics and religion did this case uncover, create, or promote? What do you think or how do you feel about these meanings?
- How might power and context influence these meanings, understandings, and attitudes about politics and religion?

Post Dialogue Reflection

After the dialogue, complete a brief self-reflection assessment (~250 words) on Canvas **before** the given due date.

- Reflect on your individual experience with the dialogue. To help guide your response consider: What new perspectives emerged in dialogue with your peers? Did these perspectives change any of your previous thoughts, beliefs, and/or opinions about difference? You are encouraged to reflect on aspects of the dialogue related to politics and religion you found difficult, challenging, or you wished we discussed deeper.
- Be honest and transparent. **YOUR VOICE AND LISTENING MATTERS.**

*How to Reference: Combs, M., Parks, E.S., and Calderón, J. (2021). “Engaging Co-Cultural Dialogue: Politics & Religion.” *Mountain Scholar: Digital Collections of Colorado & Wyoming*.