

CCPA 2327: Communication Theory class
April 28, 2025
Prof. Zoe Carney
Librarian Naomi Schemm – [Contact me for further help!](#)

Articles to analyze

Article 1: [Online dating profiles, first-date interactions, and the enhancement of communication satisfaction and desires for future interaction](#)

Step 1: Big Idea

Online dating profiles serve as a tool to reduce uncertainty when going on first dates.

Step 2: Theory

Written: June 2021

Theories used: Uncertainty Reduction Theory

Step 3: Structure & Methodology

Structure: To see if reading a person's dating profile beforehand makes the first date less awkward and more fulfilling

Methodology: The methodology is a study/investigation of social judgments in first interactions when meeting with a potential dating party.

Step 4: Major Points

One interesting finding from this research is that women are more selective than men, showing fewer signs of wanting to communicate.

Step 5: Critique

It seems to me that the only variable taken into account is selectivity, rather than other factors. People have different outlooks on first-dates, and therefore the data is skewed.

Article 2: [“**it Rolls Downhill” and Other Attributions for Why Adult Bullying Happens in Organizations From the Human Resource Professional's Perspective](#)

Step 1: Adult Bullying has a real effect in organizations understood through the lens of HR

Step 2: attribution Theory and grounded theory

Step 3: uncovering 5 causes of bullying from the HR perspective. These findings are discussed along with implications, limitations, and future research.

Method: The study used purposive and snowball sampling to recruit 36 HR professionals from a large HRM association. Most were midlevel managers in small to medium-sized companies, with a majority being women. Participants were assured confidentiality, signed consent forms, and the research was approved by an institutional review board.

Data collection: One-on-one, semi-structured interviews were conducted, mostly face-to-face (26) and some by phone (10). Interviews lasted 45–90 minutes, focusing on participants' experiences with workplace bullying.

Step 4: Major Points

- Bullying is caused by different factors such as (an aggressive management style, deficient communication skills, organizational culture, and personality clashes)
- According to HR professionals there are both internal and external factors

Step 5: We think it's relevant and does a good job breaking down why adult bullying is a thing and it can still happen outside of the realm of growing up and we might engage or be happening around us every day.

Article 2: [“**it Rolls Downhill” and Other Attributions for Why Adult Bullying Happens in Organizations From the Human Resource Professional's Perspective](#)

Step 1: Big Idea: The reasonings for bullying in professional organizations.

Step 2: Theory: Attribution Theory

Step 3: Structure & Methodology: The usage of interviews and grounded theory data analysis techniques are used to reveal the 5 causes of bullying from the HR Perspective.

Step 4: Major Points:

HR Professionals seem to attribute bullying in both internal and external factors, all of which were seen as uncontrollable.

There are several different antecedentes of bullying, including motivating structures such as elements of the organizational culture.

Step 5: Critique

Questions/Critique would be where are the up front statistics categorizing and proving the means of these methods. Statistics that are separate maybe by years of experience within the workplace and more.

Article 3: [Using the communication theory of identity to examine identity negotiation among LGBTQ+ college students with multiple conflicting salient identities](#)

Step 1: Big Idea

How college LGBTQ+ students understand their identity and how it affects their life socially, mentally, and psychologically.

Step 2: Theory

Communication Theory of Identity

Written in 2023

Step 3: Structure & Methodology

- Interviews of 20 college students from different backgrounds and sexualities.
- What you exactly identify as and which degree of conflict has the individual experienced due to their identity.
- How they combat this conflict

Step 4: Major Points

- It is possible for multiple social identities to intersect within people (ex: being gay and Jewish), and these overlaps may further affect how these people are viewed/affected both socially and within themselves.
- The Communication Theory of Identity was used to emphasize the prevalence of communication within intersecting identities
- During the study, participants engaged in identity compartmentalization (concealing certain identities and prioritizing others), gap reconciliation (communicating multiple identities as normal), and ignoring the gap (not negotiating a gap between two or more identities)

Step 5: Critique

- They discuss that the study did not consider the support groups around each participant.
- They critique that the study should have had more diversity, did not observe the gaps of other LGBTQ identity gaps of people of color.

Article 4 (kate emily mckenna ashley): [Managing anxiety and uncertainty: applying anxiety/uncertainty management theory to university health professionals and students' communication](#)

Step 1: Big Idea

Students underutilize campus health services due to uncertainty and anxiety, so the theory helps them implement strategies that allow them to improve trust and communication with university health professionals

Step 2: Theory

Anxiety/Uncertainty Management Theory

- That when people communicate with others especially across different cultures or in new situations they experience anxiety and uncertainty.

Step 3: Structure & Methodology

- 184 participants (over the age of 18) answered an online open ended questionnaire.
 - “Extra credit for communication courses was offered to participants as an incentive”

Step 4: Major Points

- Managing this anxiety is the key to good communication
- Too much anxiety can block good communication

- Students backgrounds and past experiences will/can affect their anxiety and uncertainty levels
- The theory isn't just cultural differences it applies to any situation where someone feels uncertain or stressed while communicating

Managing anxiety and uncertainty is essential for clear communication, since too much anxiety can make it hard for people to express themselves or understand others. Students' backgrounds and past experiences can raise their anxiety levels and while the theory originally focused on cultural differences it applies to any situation where someone feels uncertain or stressed during communication.

-Depending on how interactions between patients and their physicians turn out, anxiety and uncertainty are likely to change.

Step 5: Critique x

The article does a good job presenting and explaining the theory clearly. As well as connecting the theory to real world problems which makes it feel relevant and not just abstract. Some weakness thought would be that the article does not use original research like interviews. It relies heavily on assumption, and notes that further research should incorporate focus group discussions for richer data.

Article 5: [Registered Nurses' Metamorphosed "Real Job" Experiences and Nursing Students' Vocational Anticipatory Socialization](#)

Step 1: Big Idea

To understand the motivations and experiences of nurses after going through all of the schooling and socialization to adapt to the new working environment

Step 2: Theory

Organizational and anticipatory socialization. Organizational socialization helps to communicate the expectations and communication for what the role entails. There are four major aspects of this socialization: anticipatory socialization, encounter, metamorphosis, and exit. Anticipatory socialization is broken into two parts: vocational anticipatory socialization and organizational anticipatory socialization. This socialization helps nurses understand their career goals and communication with loved ones.

Step 3: Structure & Methodology

Exploratory study that is based on interviewing registered nurses and nursing students asking them questions about different socialization stages. The criteria for the nursing students was focused on the experience before and after nursing school as well as their experience as a registered nurse. The interview protocol for nursing students focused

on their experience before and after nursing school. There were 20 registered nurses and 5 nursing students interviewed.

Step 4: Major Points

- One interesting finding about the study is that the main motivators of nurses is to Make a Difference and Endless Learning Opportunities and Work Options
- It's important to understand how socialization affects the career choices of nursing students and registered nurses.

Step 5: Critique

They should have used more participants, especially more nursing students in their interview process to garner a wider array of data. They also didnt mention gender of the participants.

Article 6: [Irony and Language Expectancy Theory: Evaluations of Expectancy Violation Outcomes](#)

Step 1: Big Idea - reactions derived from LET

Provides the basis for a study of the relationship between messages in terms of persuasiveness and expectedness.

Step 2: Theory

Language Expectancy Theory

- Addresses expectations in language patterns

Step 3: Structure & Methodology

Method:

- Participants
 - 201 undergrad students
- Procedures
- Message construction
- Dependant variable
- Covariates

Collected data through a study at a large Midwestern university constructed online vis a online data collection site. The experimental design was a 2x2 factor design, (ironic vs literal) (compliment vs criticism)

Step 4: Major Points

Hypothesis one predicted that the participants would perceive ironic messages and more negative messages.

Hypothesis two predicted that compliments compared to criticisms, would more likely be attributed to the source, viewed as less important

Hypothesis three predicted an inverse relationship between effectiveness and valencing.

The results suggest ironic messages are more negative, unexpected, and, in some instances, more effective than literal ones, in that they foster greater intentions to alter one's behavior.

The difference between compliments and criticism were minimal.

Step 5: Critique

A critique to this article could be that the claims presented, since they were only tested in one situation, have limited generalizability. Therefore replication should be done to make the claims and findings more valid and reliable.

Article 7: [Testing the Role of Attachment Styles in Advice Response Theory](#)

Step 1: Big Idea

The study is trying to link different attachment styles and whether or not a person will implement advice given by a romantic partner.

ART says that there are perceived advisor characteristics that affect advice outcomes.

Step 2: Theory

Advice Response Theory

Step 3: Structure & Methodology

307 participants were surveyed online of 18+ individuals who had been in their current romantic relationship for at least three months and who had received advice from their romantic partner within the last three months. They were then asked to rate their relationship and recall a situation where they were given advice from their partner, then rated their advice perceptions.

Step 4: Major Points

A person with a higher-attachment style is more likely to implement advice from a partner. A more anxious person is more strongly impacted by negative facework and perceived confirmation.

Step 5: Critique

One critique could be that the study should have considered relationship quality as more of a factor. To ensure accurate results, future researchers should suggest recording advice situations as they happen.

Article 8: [The Impact of Religion in Situational Crisis Communication Theory: An Examination of Religious Rhetoric and Religiosity](#)

Step 1: Big Idea: Although many crisis communication scholars have looked at different types of organizational crisis, many believe that they have overlooked the crisis inside of religious organizations and this study will use survey experiment to assess recommended crisis response strategies.

Step 2: Theory

- Situational Crisis Communication Theory
- Published in April-June 2022

Step 3: Structure & Methodology

- Design: Survey experiment
- Focus: Tested SCCT strategies with and without religious rhetoric
- Measures: Stakeholder skepticism, attitudes, trust, and supportive intentions
- Variables: Presence of religious rhetoric and stakeholder religiosity

Step 4: Major Points

- Discussion: Rebuild strategies worked best, especially because apology aligns with Christian values. No religious rhetoric was preferred by general audiences.
- Conclusions: SCCT strategies are effective but should adjust for religious contexts. High religiosity made people more forgiving.
- Implications: Religious organizations should tailor crisis messages, avoid religious language for general audiences but use it carefully for internal groups.

Step 5: Critique

- What kind of crises were tested
 - ex: moral failure, financial scandal, abuse cases
- Different types of crises might interact differently with religious rhetoric.
- Who were the participants?
- Could there have been any negative effects?
- Was there group bias involved?
- Learn from other critiques: Other scholars warn survey experiments limit real world application. A deeper qualitative study could add more insight.
- Limitations: Conducted the study explores only one group instead of multiple.

Article 9: [Online dating profiles, first-date interactions, and the enhancement of communication satisfaction and desires for future interaction](#)

Step 1: Big Idea: This study shows an experimental design to show the uncertainty-reducing effect of online dating profiles on initial first-date interactions.

Step 2: Theory: Uncertainty Reduction Theory

- Published in September 4, 2019

Step 3: Structure & Methodology: The study collected data by observing 108 pairs of strangers from a large U.S. public university, and it was advertised as an investigation of social judgments in initial interactions that would involve meeting and interacting with a potential dating partner. Methodology was a focus group.

Step 4: Major Points

- People who saw a profile before meeting felt more open and satisfied with their conversations
- Nonverbal behaviors (body language) mattered more when profiles were viewed beforehand
- Women showed signs of being more selective than men, as they were significantly lower on eagerness to communicate

Step 5: Critique

- Question: Whether profiles are changing the way partners meet and get to know each other in person
- What was surprising is that results showed that profile viewing amplified the actor effects of eagerness to communicate, as well as the partner effect of nonverbal affiliation on the first date. This is interesting cause we see this in day to day life when people interact.
- Profiles also weakened disclosure on the desire for future interaction, and they strengthened or diminished the partner effect of information seeking depending on sex.

Article 10: [“**it Rolls Downhill” and Other Attributions for Why Adult Bullying Happens in Organizations From the Human Resource Professional's Perspective](#)

Step 1: Big Idea

This article touches upon the topics of adult bullying in workplaces.

Step 2: Theory

Step 3: Structure & Methodology

They used one on one interviews to fully understand what the dynamics of the workplace is. They also only asked open ended questions.

Step 4: Major Points

Bullying in the workplace is a result of “uncontrollable factors,” and not under the violation of neither bully or victim.

Step 5: Critique

Is this a result of the company they chose to follow? Could this be the result of changing the work environments of corporations/

Article 11: [Using the communication theory of identity to examine identity negotiation among LGBTQ+ college students with multiple conflicting salient identities](#)

Step 1: Big Idea

Explores how LGBTQ+ college students manage conflicts between their identities through different strategies, highlighting ways to better support their psychological well being.

Step 2: Theory

The study is grounded in Communication Theory of Identity (CTI).

- CTI explains how individuals' identities are formed, expressed, and negotiated across four layers: personal, relational, communal, and enacted.

- It particularly focuses on identity gaps (when these layers clash) which can cause stress, confusion, or internal conflict.

published on October 28, 2022

Step 3: Structure & Methodology

Structure: The article reviews literature on identity conflict, introduces CTI, and then analyzes students' experiences.

Methodology:

- Qualitative study using in-depth interviews.
- Participants: LGBTQ+ college students who self-identified as having conflicting identities (e.g., religion vs. sexuality, race vs. gender expression).
- Analysis focused on identifying common strategies students use to negotiate conflicts and the outcomes on their mental health.

Step 4: Major Points

- Identity Compartmentalization as a Coping Strategy: LGBTQ+ college students often manage conflicting identities, by compartmentalizing them, expressing different aspects of their identity in separate social contexts to reduce tension.
- Development of an Identity Negotiation Model: The study introduced a model illustrating how LGBTQ+ students navigate identity conflicts through strategies like reconciliation or avoidance.

Step 5: Critique

Strengths:

- Deep, rich qualitative insights from student experiences.
- Clear use of CTI to frame complex identity issues.
- Practical implications for improving campus mental health services.

Weaknesses:

- Small, non-random sample limits generalizability.
- Experiences might vary widely based on geographic region, which was not deeply analyzed.
- Focused only on college students — results may not apply to LGBTQ+ youth outside the college environment.

Article 12: [Managing anxiety and uncertainty: applying anxiety/uncertainty management theory to university health professionals and students' communication](#)

Step 1: Big Idea Managing uncertainty and anxiety and implementing the theory of anxiety/uncertainty management in the communication between students and university health experts.

Step 2: Theory anxiety and uncertainty management theory

Step 3: Structure & Methodology

Step 4: Major Points

Step 5: Critique

Article 13: [Registered Nurses' Metamorphosed "Real Job" Experiences and Nursing Students' Vocational Anticipatory Socialization](#)

Step 1: Big Idea: Metamorphosed “Real Job” Experiences, Vocational Anticipatory Socialization

Step 2: Theory

- Occupational Socialization Theory
- Role Theory

- Social Cognitive Theory
- Cognitive Dissonance Theory

Step 3: Structure & Methodology

1. Research Design
2. Study Participants
3. Data Collection Methods
4. Data Analysis Methods
5. Ethical Considerations
6. Limitations and Delimitations
7. Reporting the Findings

Step 4: Major Points

- Vocational Anticipatory Socialization of Nursing Students
- Metamorphosis of Registered Nurses (RNs)
- Challenges Faced by New Nurses
- Educational Gaps and Recommendations
- The Role of Socialization in Professional Identity Development
- Impact on Retention and Career Longevity
- Recommendations for Practice and Policy

Step 5: Critique

- Discrepancy Between Expectations and Reality
- They were self-reports
- Impact of Real Job Experiences
- Suggestions for Improvement
- Coping Mechanisms and Adjustment

Article 14: [Irony and Language Expectancy Theory: Evaluations of Expectancy Violation Outcomes](#)

Step 1: Big Idea - reactions derived from LET

Step 2: Theory

Step 3: Structure & Methodology

Step 4: Major Points

Step 5: Critique

Article 15: [Testing the Role of Attachment Styles in Advice Response Theory](#)

Step 1: Big Idea

How attachment styles affect advice communication in romantic relationships.

Step 2: Theory

Attachment theory, Advice response theory

Step 3: Structure & Methodology

Step 4: Major Points

Step 5: Critiques ue

Article 16: [The Impact of Religion in Situational Crisis Communication Theory: An Examination of Religious Rhetoric and Religiosity](#)

Step 1: Big Idea

Religious rhetoric in crisis communication does not always help. Rather, organizations often get better support from people when they avoid using religious language after a crisis, even though stakeholders own level of religiosity matters. Thus, religious messaging can backfire in crises unless the audience is also highly religious.

Step 2: Theory

Situational Crisis Communication Theory: This theory says the way an organization responds to a crisis depends on how responsible the public thinks they are for causing it.

Step 3: Structure & Methodology:

- The article uses an experiment.
- Participants read different fake crisis apology statements: some had religious words (like "pray," "blessings"), others didn't.
- Researchers measured:
 - How much the participants blamed the organization
 - How trustworthy they thought the organization was
 - How religious the participants were personally (high or low religiosity)

Step 4: Major Points

- Religious language can help repair reputation — but only with people who are already highly religious.
- For less religious people, religious language in a crisis apology didn't really help and sometimes even felt weird or fake.
- Companies need to know their audience before using religious rhetoric after a crisis.

Step 5: Critique

Strength: It brings something new by adding religion into SCCT, which wasn't explored much before.

Weakness: The study used a fake scenario and only tested with college students, so it might not apply perfectly to real-world crises or to older/more diverse audiences.

Suggestion: Future research could test real crisis cases and different types of religious language (different religions, not just Christian-like language).

Article 1: Online dating profiles, first-date interactions, and the enhancement of communication satisfaction and desires for future interaction

Step 1: Big Idea: Improvement of communication satisfaction and increased motivation for future engagement.

Step 2: Theory: Uncertainty Reduction Theory is used in this article to help understand and perceive the different identities used in online dating.

Step 3: Structure & Methodology: Participants completed surveys, engaged in a 7-minute face-to-face interaction, and were assessed on communication-related measures using Actor-Partner Interdependence Moderation Models (APIMoMs) to analyze the effects.

Step 4: Major Points: Viewing a partner's dating profile strengthened eagerness to communicate, enhanced disclosure and nonverbal affiliation during the date, shaped post-date perceptions by increasing similarity and reducing uncertainty, and showed that online impressions continue to influence face-to-face interactions.

- Profiles Amplify Both Positive and Negative Effects During First Dates
- Profiles Create an "Informational Advantage" but Don't Replace Face-to-Face Connection

Step 5: Critique: In future studies, there should be more diverse samples explored to better understand online dating examples in the real world. Researchers should utilize more variables (i.e, relationship goals) rather than solely basing conclusions and studies off of convenience.

Article 2: ["**it Rolls Downhill" and Other Attributions for Why Adult Bullying Happens in Organizations From the Human Resource Professional's Perspective](#)

Step 1: Investigates how HR professionals explain why workplace bullying occurs. It focuses specifically on the causes HR professionals attribute to bullying and the implications of these beliefs for organizational action.

Step 2: Attribution Theory

Step 3: The researchers collected their data through one-on-one, semi-structured interviews with 36 human resource professionals, either conducted face-to-face or by telephone

Step 4:

- HR professionals often see bullying as caused by uncontrollable factors like organizational culture and personality clashes, which may lead them to respond more fairly rather than blaming individuals
- The study suggests that real progress against workplace bullying requires top management commitment to changing organizational culture, not just individual-level solutions

Step 5: How exactly do HR professionals' attributions affect the specific actions they take in bullying cases?

Podcast to analyze

- a. Which podcast episodes did you listen to?
- b. Which podcasts did you watch?
- c. What did you like about the episodes?
- d. What did you not like about the episodes? I didn't like how they were kind of dragged out and needed to be shorter. It would have helped if they stuck more to a script.
- e. What elements do you want to carry over to your podcast? I want to carry over that same open and honest tone because it makes the conversation more entertaining and easier to watch.

Today, I want to explore how we can better understand and engage across cultural differences by drawing connections between two compelling studies. One focuses on the lived experiences of multicultural families in South Korea, and the other looks at a classroom-based civic engagement model here in the United States. Both provide powerful insights into the realities of co-cultural communication, systemic power imbalances, and the role of allyship and intercultural competence.

[Section 1 – Co-Cultural Theory in Practice: Multicultural Families in Korea]

In the first study by Han and Price, we see how co-cultural theory—developed by Mark Orbe—plays out in a global context. Their ethnographic research explores Korean husbands and immigrant wives from countries like China, Japan, and the Philippines. While they share family ties, these couples do not share equal access to power, capital, or societal acceptance.

What's striking is how Bourdieu's four types of capital—economic, social, cultural, and symbolic—directly influenced communication strategies. Korean husbands, though part of the majority ethnic group, found themselves marginalized due to low economic or symbolic capital. Meanwhile, immigrant wives often leaned on cultural and symbolic capital as they navigated language barriers, societal discrimination, and Confucian patriarchal norms.

This study challenges us to think beyond binary power dynamics. Even those within a majority group can be co-cultural members, depending on how power operates within specific contexts. Communication, in these cases, becomes a survival tool—an act of resistance, negotiation, and sometimes, painful assimilation.

[Section 2 – Intercultural Engagement in the Classroom: From Theory to Action]

The second article by Rebecca Kuehl shifts our attention to a Midwestern U.S. university classroom. Faced with a largely White, rural student population unfamiliar with cultural diversity, Kuehl developed a powerful solution: partnering intercultural communication students with co-cultural student groups on campus.

Over the semester, students researched, interviewed, and presented on how these groups—such as the Black Student Alliance or ASL Club—negotiate identity within a predominantly White institution. Through these partnerships, students developed:

- Intercultural competence: understanding communication beyond surface-level differences.
- Curiosity: the intellectual humility to learn from others without judgment.
- Allyship: moving from performative solidarity to authentic, risk-taking advocacy.

This pedagogy is important not just because it educates—it transforms. It builds relationships across campus lines and disrupts political and cultural polarization with human connection.

[Synthesis – Theoretical Bridge Between Both Studies]

While the settings—rural Korea vs. rural America—are vastly different, both studies show how co-cultural members employ adaptive strategies to navigate systems that weren't designed for them. In Korea, immigrant wives and Korean husbands use a mix of accommodation and separation strategies depending on what types of capital they have. In the U.S. classroom, students must confront their own privilege and learn to communicate ethically with marginalized peers.

Both reinforce the idea that intercultural competence isn't just a skill—it's a responsibility. It demands empathy, self-awareness, and a willingness to challenge dominant norms, whether you're in a family setting or a university classroom.

[Conclusion – Personal Reflection and Call to Action]

Reading these works, I was reminded that bridging difference requires more than good intentions—it requires informed, intentional communication. As we move forward—whether in professional spaces, family systems, or education—we must ask ourselves:

“How can I use my capital—my privilege, my voice, my access—not to speak for others, but to amplify those who are so often silenced?”

In this polarized world, both research and real-life practice show us that allyship, curiosity, and co-cultural awareness are not only possible—they are necessary.

Good [morning/afternoon], everyone.

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Closing: What were your major takeaways from this class? What questions might you still have?

([Email me](#) if you'd like a response, as this Google Doc is anonymous!)