# Agriculture 201- Communicating Across Cultures

**Fall 2018**

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| **Agriculture 201- Communicating Across Cultures**  **Fall 2018 Course Schedule** | | |
| **Course Topics & Date Range** | **Course Activities** | **Due Dates & Times for Course**  **Activities** |
| 1. **August 20 – August 26**   Start Here | * Section Overview * Getting Started Overview * Netiquette Guidelines * Academic Integrity * Syllabus Review * Cultural Center Directors Video * Cultural Immersion Plan Overview * Week 1 Introduction | Discussion Board: Introduction  *Due 8/24*  Complete the BEVI Assessment by August 31 |
| *Section 1: Developing Diversity Consciousness* | | |
| 1. **August 27 – September 2**   Diversity Overview | * Reading: Ch. 1- Diversity: An   Overview   * Lecture Video: “Diversity   Overview”   * Reading: Ch. 2- Diversity   Consciousness and Success   * Lecture Video: “Cycle of   Socialization/Perry’s Theory of  Moral Reasoning” | Discussion Board: Original Post  *Due 8/28*  Discussion Board: Counter Discussion  *Due 8/31*  Quiz: Chapters 1&2  *Due 8/31* |
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| 1. **September 3 - September 9**   Developing Diversity Consciousness | * Reading: Ch. 3- Developing   Diversity Consciousness   * Lecture Video: “Developing   Diversity Consciousness &Success”   * Reading: Ch. 4- Understanding   Cultures: Your Own and Others   * Lecture Video: “Understanding   Cultures: Your Own and Others”   * Videos: CIP plan | Discussion Board: Original Post  *Due 9/04*  Discussion Board: Counter Discussion  *Due 9/07*  Quiz: Chapters 3&4  *Due 9/07*  Ethnic Roots Essay #1  *Due 9/07* |

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| 1. **September 10 – September 16**   Importance of Culture & Communicating in a Diverse World | * Reading: Ch. 5- Communication,   Conflict, and Conflict Resolution   * Lecture Video: “Importance of   Culture ‘Real World Application’”   * Lecture Video: “Communicating in   a Diverse World” | Discussion Board: Original Post  *Due 9/111* Discussion Board: Counter Discussion  *Due 9/14*  CIP Plan  *Due 9/14* |
| 1. **September 17 – September 23**   Intercultural Communication & Conflict Resolution | * Lecture Video: “Conflict: An   Opportunity for Learning” | Discussion Board: Original Post  *Due 9/18*  Discussion Board: Counter Discussion  *Due 9/21*  Quiz: Chapter 5  *Due 9/21*  Reflection 1  *Due 9/21* |
| *Section 2: Interpersonal Relations: Understanding Ourselves & Others* | | |
| 1. **September 24 – September 30**   Dealing with Bias | * Reading: Ch. 6- Understanding   Ourselves and Others: Clarifying  Values and Language”   * Lecture Video: “Understanding   Ourselves and Others”   * Reading: Ch. 7- Dealing with   Bias   * Lecture Video: “Dealing with   Bias/Example:  Native Americans”   * Video: Crash | Discussion Board: Original Post  *Due 9/25*  Discussion Board: Counter Discussion  *Due 9/28*  Quiz: Chapters 6&7  *Due 9/28* |
| 1. **October 1 – October 7**   Pluralism in Society/ Affirmative Action | * Reading: Ch. 8- Workplace   Discrimination: Its Effects and  Remedies   * Lecture Video: “Workplace   Discrimination”   * Lecture Video: “Ostracism: The   Power of Silence”   * Lecture Video: “Affirmative   Action”   * Reading: Affirmative Action Article * Reading: Micro aggression Articles | Discussion Board: Original Post  *Due 10/02*  Discussion Board: Counter Discussion  *Due 10/05*  Quiz: Chapter 8  *Due 10/05*  Reflection 2  *Due 10/05* |
| 1. **October 8 – October 14**   10-12 FALL BREAK  Working with Older & Younger Persons | * Reading: Ch. 15- Working with Older & Younger Persons * Lecture Video: “Working with Older and Younger Persons ” | Midterm  *Due 10/12*  CIP Progress Report  *Due 10/12* |

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| *Section 3: Oppression in the U.S.: A Historical Perspective* | | |
| 1. **October 15 – October 21**   Immigration & Global Competency | * Reading: Ch. 10- Immigration   And Oppression: The Assault on  Cultural and Language Diversity   * Lecture Video: “Immigration” * Lecture Video: “Global   Competency”   * Reading: Immigration Article | Discussion Board: Original Post  *Due 10/16*  Discussion Board: Counter Discussion  *Due 10/19*  Quiz: Chapter 10  *Due 10/19*  Reflection 3  *Due 10/19* |
| 1. **October 22 – October 28**   Race and Oppression: The Assault on Cultural and Language Diversity | * Reading: Race and Oppression chapter on Blackboard * Lecture Video: “Race” * Lecture Video: “Race Relations/Privilege” * Read Article: “Invisible Knapsack” * Micro aggression articles | Discussion Board: Original Post  *Due 10/23*  Discussion Board: Counter Discussion  *Due 10/26*  Quiz: Race Chapter and article  *Due 10/26* |
| 1. **October 29 – November 4**   Classism: Misperceptions and Myths About Income Wealth and Poverty | * Reading: Ch. 16- Classism: Misperceptions and Myths About Income Wealth and Poverty * Lecture Video: “Classism Myths and Misconceptions” * Lecture Video: “Social Stratification” | Discussion Board: Original Post  *Due 10/31*  Discussion Board: Counter Discussion  *Due 11/02*  Quiz: Chapter 16  *Due 11/02* |
| *Section 4: Intergroup Relations: Dilemmas and Opportunities* | | |
| 1. **November 5 – November 11**   Gender & Heterosexism: Transforming Homosexuality from Deviant to Different | * Reading: Ch. 13- Gender * Reading: Ch. 14- Heterosexism: Transforming Homosexuality * Lecture Video: “Men & Women: Parallel Cultures” * Lecture Video: “Sexual Orientations” –Guest panel * Gender Articles * Assignment Prep: CIP Presentation | Discussion Board: Original Post  *Due 11/06*  Discussion Board: Counter Discussion  *Due 11/9*  Reflection #4  *Due 11/9*  Quiz: Chapter 13 & 14  *Due 11/9* |
| 1. **November 13 – November 19**   Religion & Multiple Beliefs and Non Beliefs | * Reading: Ch. 11- Religion * Lecture Video: “Religion” * Lecture Video: “Multiple Beliefs and Non-Beliefs” | Discussion Board: Original Post  *Due 11/13*  Discussion Board: Counter Discussion  *Due 11/16*  Cultural Immersion Group Presentations  *Due 11/16*  Last Day for Extra Credit  *Due 11/16* |
| 1. **November 19 – November 25**   **23-26 THANKSGIVING BREAK**  Working with Persons all Sizes and Shapes | * Reading: Ch. 9- Working with   Persons of All Sizes and Shapes   * Lecture Video: “Working with   Persons all Sizes and Shapes” | Presentation Peer Evaluation  *Due 11/20*  Ethnic Roots Essay #2  *Due 11/23*  Quiz: Chapter 9  *Due 11/23* |
| 1. **November 26 – December 2**   Ableism: Disability Does Not Mean Inability | * Reading: Ch. 12- Ableism: Disability Does Not Mean Inability * Lecture Video: “Ableism/Disability” * Lecture Video: “Understanding Disabilities” | Discussion Board: Original Post  *Due 11/27*  Discussion Board: Counter Discussion  *Due 11/30*  Research Paper  *Due 11/30* |
| 1. **December 3 – December 9**   Geography | * Reading: Ch. 17- Geography * Lecture Video: “Geography” * Lecture Video: “Cycle of Liberation” * Review | Paper Peer Evaluation  *Due 12/03*  Reflection 5  *Due by 12/07*  Complete the BEVI Assessment by December 7 |
| 1. **December 10 – December 14**   Finals Week | * Final Exam Ch. 9-17 | Final Exam  *TBA* |

**COURSE DESCRIPTION**

AGR 201 “Communicating Across Cultures” provides an opportunity for students to understand their place and others in a multicultural, multiethnic, multinational country, the United States. It is designed to present an academic overview of the field of multicultural education as it has evolved to this day. The course offers a basic review of the great variety of differences that exist within all human beings. Because the variety among individuals is endless, we cannot study all differences, but will study a sampling such as race/ethnicity, gender identity, age, social class, disability, learning styles, and religion/spiritual orientation. Issues of poverty, language, and social justice may also be examined in relationship to the above major areas of emphasis.

The course consists of two weekly lectures and a weekly discussion board. Specific topics are introduced each week during the lecture and discussed on the discussion board with your peers. The following tools will be used to assist student learning: Guest lecturers, web-based curriculum including exercises, discussions, computer searches, demonstrations, simulations, readings, and tests.

**COURSE JUSTIFICATION**

Multicultural education is about understanding our culture and society as one composed of diverse backgrounds. It is about a legacy of discrimination issues and about attempts to overcome that legacy through law and reformation of attitudes. It is about understanding our inherited and imposed prejudices, our biases, and those associated behaviors that are incorporated into our daily life experiences. The lecture and lab/recitation sessions of this course will work in concert to help students recognize, respect, and embrace human diversity as a way of life.

**STUDENT OUTCOMES**

As a result of participating in this class, students will be able to:

* ***Examine*** one’s beliefs, values and assumptions regarding cultural differences and social group memberships and experiences
* ***Define*** the basics of culture
* ***Describe*** the categories of discrimination and their effects, including but not limited to gender, racism, sexism, heterosexism, classism, social stratification, and disabilities.
* ***Examine*** cultural differences in verbal and nonverbal communication within multicultural interactions and settings.
* ***Analyze*** differences in power and privilege related to social identity groups, i.e., but not limited to, race, gender, ethnicity, nationality, age, language, citizenship, religion, class, sexual orientation, or physical ability.
* ***Locate, organize, and synthesize*** modes of inquiry to retrieve, document, and cite credible sources of information appropriate for the cultural immersion research project scope and criteria.

Also, as a result of this course, it is hoped that students who have participated will in the future:

* Promote a more inclusive environment and foster a deeper understanding of diversity issues within the College of Agriculture and Purdue University.
* Advance democracy outcomes, including perspective taking, citizenship engagement, racial and cultural understanding, and judgment of compatibility among different groups in a democracy.

**DIVERSITY WELCOME STATEMENT**

In this course, each voice in the classroom has something of value to contribute. Please take care to respect the different experiences, beliefs and values expressed by students and staff involved in this course. We support Purdue's commitment to diversity, and welcome individuals of all ages, backgrounds, citizenships, disability, sex, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences.

**REQUIRED MATERIALS**

There will be one required text available for purchase at the bookstores:

* Textbook: Communicating Across Cultures, 10th edition: compiled by Pamala Morris, Ph.D. **[CAC]**
  + **ISBN #** 1323759379
* Online textbook option: [http://www.pearsoncustom.com/in/cop/](https://urldefense.proofpoint.com/v2/url?u=http-3A__secure-2Dweb.cisco.com_19STELVX6Jb94Z87o7Rp0SxCPohllk14dQj5C6F8H3sLrvmDVKib6V3Mz0eKFz3IzIRbHICCBonAil1-5F1xEOcF4rSrhyWTlSD4I4Mxpl5tspjctTRDCROIQgWvDQARtGp-5FDnpukjCwj-5FcE7HGW7MFn4Mnkgekb88isN9PlJj3YqSVAFO4mm-2DXb9Ntvl3H6rFFnVhWStVIuGcOKalzrrmT0OsCruQCT6NdSK7VQB9VbvnA2n2AZ8F6Omw-2DGWGecoUUbd8Lu64pRzEeYMzf-2DJ1-5FoKHPQ-2DIUIGOkiw8ChQmJwDLfTAEPTQcb64w30H-2D7ge5p3qzo-5FnhBJJ0WYHh-5FnyyvZwdrMRqdgrPklvngA7IAgnA_http-253A-252F-252Fwww.pearsoncustom.com-252Fin-252Fcop-252F&d=DwMGaQ&c=0YLnzTkWOdJlub_y7qAx8Q&r=-f9yailvaWYrgvKyTHT19kk2N2WV9rrWsfUH6YAPBsE&m=rqVIBVSbKXUZNrbQ1xUuFpNXe_yIOYqjVAHLWdJkrk8&s=YJfX6810ua3wgu5xFpE8InuWbizuwHx0H2p6Uct4VSU&e=)
* Library link: <http://guides.lib.purdue.edu/agriculture201>

Suggested list of recommended supplemental readings (On-line Journals):

Electronic Magazine of Multicultural Studies – <http://www.eastern.edu>

Multicultural Pavilion – <http://www.exchange.org/multicultural/>

Multicultural Education Internet Resource Guide -- <http://jan.ucc.nau.edu/~jar/Multi.html>

Harvard’s Online Implicit Association Test – <https://implicit.harvard.edu/implicit>

**EXTERNAL RESOURCES**

Any student that needs assistance on any paper can use the follow resources for guidance throughout this course:

* Nastasha Johnson; Department of Libraries; [nejohnson@purdue.edu](mailto:nejohnson@purdue.edu)
* Angela Holt; Asian Student Liaison; [angela.holt227@gmail.com](mailto:angela.holt227@gmail.com); 615-668-0120
* Purdue OWL: http://owl.english.purdue.edu/
* Writing Lab at Purdue University, Heavilon Hall 226; to make an appointment please call 756-494-3723

**TECHNICAL PROBLEMS**

In case of technical difficulties with technology (i.e. blackboard, email, etc.), students will not be penalized or deducted points.

**Teaching Assistant**

All questions and decisions will be handled through your TA: **Brandon Allen allen352@purdue.edu.**

**Please do not e-mail or call lecturer.**

**ACADEMIC INTEGRITY**

As with any and all courses at Purdue University, it is vitally important that each of you operate with complete academic integrity. Quotes from the written work of others should be appropriately cited, and all written work should be your own creation (except for citations). Failure to adhere to norms of academic integrity can lead to penalties such as failing the course or suspension from the university.

**Plagiarism**: <http://owl.english.purdue.edu/owl/resource/589/02/#resourcenav>

**ADAPTIVE PROGRAMS**

Any student with a documented disability needing academic adjustments or accommodations is requested to speak with the professor as soon as possible. All discussions will remain confidential.

<http://www.purdue.edu/odos/drc/accommodations.php>

**CAMPUS EMERGENCY**

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances. Here are ways to get information about changes in this course. Blackboard Learn web page, <http://mycourses.purdue.edu> ; instructors email address: [pmorris@purdue.edu](mailto:pmorris@purdue.edu) or mjfunk@purdue.edu and the office phone: 765-494-9586.

**COURSE REQUIREMENTS**

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| **Assignments** | **Description** | **Due Date 2016** | **Points** |
| **Discussion board/participation score** | There will be 13 discussion board topics, worth 8 points each. You will be expected to participate in meaningful discussions with your classmates. The first one is an introduction and worth 4 points. | **Weekly** | 100 |
| **BEVI Assessment** | Students will complete the Beliefs, Events, and Values Inventory (BEVI) twice during the semester. Each assessment will take 30-45 minutes to complete. | **8/31**  **12/7** | 15  15 |
| **Midterm Exam** | Midterm Exam covers all content from:  [***Week #1 through #8. Total points = 100***]. | Midterm:  **10/12** | 100 |
| **Final Exam** | Final Exam covers all content from:  [***Week #9 through #15. Total points = 100***]. | Final:  **TBA** | 100 |
| **Weekly Quizzes** | Ten weekly quizzes worth **10pts** each administered during lab sessions; covers course lectures and assigned reading material from the required text and articles. | **Weekly** | 100 |
| **Reflections** | Students are required to complete ***five*** reflections throughout the semester. Reflections are your thoughts/perceptions on topics related to issues discussed in this course. Please submit via ***Blackboard*** (***20pts*** each). | **9/21**  **10/05**  **10/19**  **11/09**  **12/07** | 100 |
| **Ethnic Roots Essay** | Students describe their ethnic background. More specific information is provided in the Ethnic Roots Essay rubric. | **09/07**  **11/23** | 50  50 |
| **Cultural Immersion Group Project** | Student teams of 3-5 are engaged in an examination of the multicultural character of a local community. Community resources (e.g. people, places, things, and events) are incorporated into the classroom/field based investigation. This service learning project brings together the knowledge base obtained from this course and applies it to real world applications. (***50 pts project plan, 100 pts presentation)*** | Plan:  **09/14**  Progress Report  **10/12**  Presentations: **11/16** | 30  20  100 |
| **Group Research Paper** | This assignment is designed to help you develop critical thinking skills and articulate your cultural immersion experience. | Paper: **11/30** | 150 |
| **Peer Evaluation Presentation** | Completion of peer evaluations is required after the Cultural Immersion presentation. | Presentation: **11/19** | 50 |
| **Peer Evaluation Paper** | Completion of peer evaluations is required after the Cultural Immersion Research Paper is submitted. | Paper: **12/03** | 50 |
|  |  | **Total Points** | **1030** |
| ***\*Extra Credit*** | *Extra credit opportunities are awarded up to* ***50 points*** *throughout the semester for attendance and/or participation in cultural presentations and seminars on campus and throughout the community. Prior approval is needed from your Lab Instructor. All extra credit must be turned in no later than 1 week after the event takes place.* | **Varies**  Last Day:  **11/16** | \*50 |
| **\***Extra Credit Points are not included in the total 1000pts; Hence extra credit. | | |  |

**GRADING**

In addition to attendance, quizzes, the midterm, and final exam, the grading will also be based on your assigned written reflections, the group presentation and research paper, as well as all other assignments.  **NOTE: HANDWRITTEN ASSIGNMENTS WILL NOT BE ACCEPTED.**

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| **Grade** | **Percent** | **Points** |
| A+ | 97-100% | 999-1030 |
| A | 93-96.9% | 958-998 |
| A- | 90.0-92.9% | 927-957 |
| B+ | 87-89.9% | 896-926 |
| B | 83-86.9% | 855-895 |
| B- | 80-82.9% | 824-854 |
| C+ | 77-79.9% | 793-823 |
| C | 73-76.9% | 752-792 |
| C- | 70-72.9% | 721-751 |
| D+ | 67-69.9% | 690-720 |
| D | 63-66.9% | 649-689 |
| D- | 60-62.9% | 618-648 |
| F | 0-59.9% | 000-617 |

*It is often hard to learn from people who are just like you. Too much is taken for granted. Homogeneity is fine in a bottle of milk, but in the classroom it diminishes the curiosity that ignites discovery.*

--Vivian Gussin Paley (1979)

*Special Thanks to all who helped design and put this course together!*

Myron D. McClure, Assistant Director

Shalyse Iseminger, Post Doctorate

Mrs. Melissa Funk, OMP Administrative Assistant

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