

Term Information

Effective Term Autumn 2019
Previous Value Autumn 2017

Course Change Information

What change is being proposed? (If more than one, what changes are being proposed?)

1. Change to a GE - Culture and Ideas (Included GE learning goals/outcomes/assessment)
2. Increase from 2 hours to 3 credit hours
3. Mode of delivery changed to 100% online (incorporated ODEE criteria)
4. Updated course learning outcomes
5. Updated Course topic list

What is the rationale for the proposed change(s)?

1. Students will analyze Latino culture, what affects Latino culture and how Latino culture influences human thought and beliefs.
2. Curriculum has been expanded with additional subject matter
3. Changed to 100% online to increase flexibility for students

What are the programmatic implications of the proposed change(s)?

(e.g. program requirements to be added or removed, changes to be made in available resources, effect on other programs that use the course)?

None

Is approval of the request contingent upon the approval of other course or curricular program request? No

Is this a request to withdraw the course? No

General Information

Course Bulletin Listing/Subject Area Horticulture and Crop Science
Fiscal Unit/Academic Org Horticulture & Crop Science - D1127
College/Academic Group Food, Agric & Environ Science
Level/Career Undergraduate
Course Number/Catalog 3380
Course Title The Latino Workforce in Land Based Industries
Transcript Abbreviation Lat Wrkfrc Lnd Ind
Course Description Current issues faced by immigrant workers in agriculture and the cultural, historical and legal context affecting work relations with their American supervisors.
Au Sem; even years.
Semester Credit Hours/Units Fixed: 3
Previous Value Fixed: 2

Offering Information

Length Of Course 14 Week, 12 Week, 8 Week, 7 Week
Previous Value 14 Week, 12 Week
Flexibly Scheduled Course Never
Does any section of this course have a distance education component? Yes
Is any section of the course offered 100% at a distance

Previous Value	<i>Yes, Greater or equal to 50% at a distance</i>
Grading Basis	Letter Grade
Repeatable	No
Course Components	Lecture
Previous Value	<i>Recitation, Lecture</i>
Grade Roster Component	Lecture
Credit Available by Exam	No
Admission Condition Course	No
Off Campus	Never
Campus of Offering	Columbus

Prerequisites and Exclusions

Prerequisites/Corequisites	None
Previous Value	
Exclusions	
Previous Value	Not open to students with credit for 380.
Electronically Enforced	No

Cross-Listings

Cross-Listings

Subject/CIP Code

Subject/CIP Code	01.0104
Subsidy Level	Baccalaureate Course
Intended Rank	Freshman, Sophomore, Junior, Senior
Previous Value	<i>Sophomore, Junior, Senior</i>

Requirement/Elective Designation

General Education course:
Culture and Ideas
The course is an elective (for this or other units) or is a service course for other units

[Previous Value](#)

The course is an elective (for this or other units) or is a service course for other units

Course Details

Course goals or learning objectives/outcomes

- Understand and evaluate the extent of the Latin American work force in Ohio and the US. How many are there? Where do they work? From where are they coming?
- Become proficient with the meaning of the most frequently used terms in this course.
- Understand who are the Latinos in the US.
- Have a clear picture of their geographical origin.
- Evaluate the impact of the Latino workforce in US economy
- Appreciate the magnitude of the presence of Latinos in the US.
- Understand how the numbers of Latinos has grown and how the Latino population has moved to different parts of the country over the years.
- Analyze the social and cultural backgrounds of Latino migrants and immigrants.
Why do they come?
- Overview the socio-economic situation of Central America countries and Mexico.
- Understand the concepts of communication and culture
- Recognize different types of communication.
- Recognize barriers to communication that can decrease the quality of communication.
- Analyze and synthesize different definitions of culture.
- Understand the effect of culture on communication on the workplace.
- Discuss cultures and stereotypes.
- Gain respect for the culture of Latin America with emphasis on Mexico and Central America.
- Have a brief review of the pre-Colombia cultures of Mesoamerica.
- Have an overview of the most significant events of Mexican history.
- Study the structure of the Latino family and its importance in everyday life
- Learn about the importance of religion, language, and education in Latino culture
- Study the time perception, sense of space, and language effects on culture and vice versa.
- Recognize the contributions of the people of Mesoamerica to world agriculture and cuisine.
- Learn and understand how Latino culture affects behavior and communication in the workplace.
- Learn the structure of the names in many Latino countries.
- Compare and contrast the characteristics of Individualistic vs. Collectivistic societies
- Understand Latino's workforce dynamics.
- Learn techniques for attracting, hiring, training, and firing Latino employees
- Become familiar with the basics of the legal framework related with Latin American immigrants.
- Have an overview of the most basic regulations regarding hiring employees with an emphasis on Latinos.
- Learn how to establish H-2A and H-2B temporary visa programs.

Previous Value

- *Understand the extent of Latin American work force in land-based industries in Ohio.*
- *Understand the social and cultural backgrounds of Latino migrants and immigrants.*
- *Gain an appreciation for the culture of Latin America with emphasis on Mexico & Central America: some geography, history, ethnicity.*
- *Become familiar with the legal framework related with Latin American immigrants.*
- *Migrant labor camps for migrants and/or temporary workers.*
- *Learn more about Latin America and the Spanish language through courses taught by The OSU Spanish & Portuguese Department.*
- *Understand the the fundamentals of successful bussiness.*
- *Develop an appreciation of and respect for diversity.*
- *Understand the importance of social responsibility.*

Content Topic List

- Terminology used in this course
- Who Are the Latinos? From where are they coming?
- Latino demographics in the US and Ohio
- Communication – Definition, types and importance
- El Norte – The movie El Norte, tells the story of a brother and sister from Guatemala (during the late eighties) who escape the civil war violence in their country to come illegally to the US.
- Culture - Part 1: Understanding the concept of culture is essential because it will be used a lot in this course, for example when the American and Mexican cultures are compared and contrasted.
- Culture - Part 2: This module explains the concept of culture “as an iceberg” and what to do when working with people from other cultures.
- Stereotype – What is it? – How to avoid stereotyping This module covers the topic of stereotype: what it is, what kind of stereotypes can be found, disadvantages of stereotyping, and some advantages of making valid assumptions about cultural traits.
- Pre-Columbian Cultures - 1
This module is a bird’s eye view of the pre-Columbian cultures. The idea is to see what influence these ancient cultures have had on the inhabitants of those lands today.
- Pre-Columbian Cultures - 2
The previous module described the most influential of the pre-Columbian cultures that evolved in Mesoamerica. This module explores their achievements and challenges.
- Fall of the Aztec empire
This module covers briefly the complex history of the fall of the Aztec Empire.
- The rise of the Mexican nation : The effects of the Aztec defeat against the Spaniards were cataclysmic and most likely continue to be felt by numerous generations after its occurrence. This module covers some of the most important milestones
- Religion in Mexico and Central America: This module tackles another important cultural force that shapes Latino behavior. That is religion.
- Family in the Latino culture: This module discusses the Latino family, a force that has a very strong influence in Latino culture.
- Latino language, education, and leisure: This module describes other important aspects of Mexican every-day life: language, education, and leisure. Numerous examples are given that should provide students a sense of Latino life.
- Time perception: Different cultures have different perceptions of time. Countries like Mexico and the US represent good examples of two very different perceptions.
- Sense of space: People of different cultures respond in different ways when it comes to personal distance. Each person has a territory with specific, unwritten rules of physical distance from others.
- Language: Language is more than just a way of transmitting words, it influences culture and even the way people think. Language can be viewed as a verbal expression of culture. It is used to maintain and convey culture and cultural ties.
- Agriculture and food - Part 1 – Pre-Columbian
Food is on the visible part of the iceberg that is culture. In the US, there are plenty of Mexican restaurants, so most if not all students have some familiarity with the typical Mexican dishes

- Agriculture and food - Part 2 – Contemporary
This module shows how the people of Mesoamerica overcame, in part, the limitations imposed by the environment and why the world owes a debt of gratitude to the pre-Columbian culture's contribution
- Names – How Latinos write their names: It is fundamental that students understand and learn how to handle the names of Hispanics from some Latin American countries because names can be the source of confusion and costly bureaucratic errors
- Individualistic vs. group oriented cultures: Group and individual identity is the topic of this module. It explores how societies are influenced by how individuals see themselves in relation to a group.
- Communication Latino style: Miscommunications occur in cross-cultural exchanges because expectations may not be met. To improve communication in the workplace, understanding the various communication styles in Latino and US cultures is key
- Latino's workplace dynamics: This module deals on how Latinos respond to certain motivators in the workplace. It also describes some challenges that may influence their behavior in the workplace.
- Latinos as supervisors, workers, colleagues: What can be expected when an American worker has a Latino as a supervisor? What if an American has to supervise Latino workers? And how about if American employees have Latino co-workers?
- Attracting, Hiring, Training Latinos: Students will learn in this module that hiring, supervising, and if necessary, firing Latinos may have to be done differently than with US workers.
- Comparative study - Part 1 - Cultural and personal traits: A comparative study of US and Mexican cultures.
- Comparative Study Part - 2: Cultural and personal traits
- Comparative Study Part 3: Management styles: This module examines more closely the most important aspects of the American and Mexican management styles that result from the personal and cultural traits learned in the previous modules.
- Employment and immigration issues with a Latino workforce – Part 1
Employment and immigration issues with a Latino workforce – Part 2
H2A, H-2B temporary via programs and more.
- A Grower's Perspective: Guest speaker Emily Showalter, from Willoway Nursery, shares with the students her experiences of managing the paper work of over 200 temporary visa workers from Latin America.
- Common questions and final thoughts: In this module, the course instructor shares with students some common questions asked by employers/managers of Latino workers as presented by Louis Nevaer in his book "Managing Hispanic and Latino Employees"

Previous Value

- *The Latin American Worker in the U.S. and Ohio*
- *Statistics*
- *Definitions of Hispanic, Latino, and Chicano*
- *Watch and discuss the movie EL NORTE*
- *Supervising a Latino workforce*
- *Mexico: Individual, family and community*
- *Social "aspects" of Mexico: What compels them to leave?*
- *Pre-Columbian Cultures*
- *Social consequences of the Spanish conquest of Meso-America*
- *Common customs of the Latino immigrants: Life styles and traditions*
- *Language & Culture*
- *Different type of Spanish: Spanish & "Spanglish" and indigenous languages*
- *Traditional foods of Mexico: a manifestation of human adaptation to a protein starved environment*
- *Comparative study: Cultural and personal traits and management styles*
- *The economy of immigration*
- *Culture: American vs. Mexican Culture*
- *A sense of time and space for Mexicans and Americans*
- *Working with Mexicans: Individual vs. group oriented styles*
- *Latino Workforce Immigration and Labor Issues*
- *"Archeology of the Mexican Mind" as described by Ned Crouch*

Sought Concurrence

Yes

Previous Value

No

Attachments

- HCS3380 Cover letter.pdf: Cover Letter and Informtaion
(Cover Letter. Owner: Luikart,Meredith Marie)
- ConcurrenceLetter.pdf: Concurrence email
(Concurrence. Owner: Luikart,Meredith Marie)
- Latino-Course_Blueprint-Weeks-6.pdf: Course Blueprint
(GEC Model Curriculum Compliance Stmt. Owner: Luikart,Meredith Marie)
- HCS-3380-Syllabus-GE 6.docx: Syllabus
(Syllabus. Owner: Luikart,Meredith Marie)

Comments

- see 11/21 email *(by Violet,Cynthia Alma on 11/21/2018 08:42 AM)*
- Please make changes requested by COAA *(by Lyvers Peffer,Pasha A on 04/18/2018 09:43 AM)*

COURSE CHANGE REQUEST
3380 - Status: PENDING

Last Updated: Violet,Cynthia Alma
12/06/2018

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Luikart,Meredith Marie	03/29/2018 09:56 AM	Submitted for Approval
Approved	Barker,David John	03/29/2018 10:03 AM	Unit Approval
Revision Requested	Lyvers Pepper,Pasha A	04/12/2018 11:31 AM	College Approval
Submitted	Luikart,Meredith Marie	04/12/2018 01:48 PM	Submitted for Approval
Approved	Barker,David John	04/12/2018 01:50 PM	Unit Approval
Revision Requested	Lyvers Pepper,Pasha A	04/18/2018 09:43 AM	College Approval
Submitted	Luikart,Meredith Marie	11/08/2018 03:52 PM	Submitted for Approval
Approved	Metzger,James David	11/08/2018 04:58 PM	Unit Approval
Revision Requested	Violet,Cynthia Alma	11/21/2018 08:42 AM	College Approval
Submitted	Luikart,Meredith Marie	11/26/2018 09:13 AM	Submitted for Approval
Approved	Metzger,James David	11/26/2018 02:37 PM	Unit Approval
Approved	Violet,Cynthia Alma	12/06/2018 11:08 AM	College Approval
Pending Approval	Nolen,Dawn Vankeerbergen,Bernadette Chantal Oldroyd,Shelby Quinn Hanlin,Deborah Kay Jenkins,Mary Ellen Bigler	12/06/2018 11:08 AM	ASCCAO Approval



April 12, 2018

Dr Lyvers Peffer,
Acting Assistant Dean for Academic Affairs & College Secretary
CFAES, 100E Agricultural Administration,
2120 Fyffe Road,
Columbus, OH 43210

Dear Dr Lyvers Peffer

The Department of Horticulture and Crop Science requests the following changes to HCS3380 The Latino Workforce in Land Based Industries:

- 1) Listing as a General Education (GE) course – Culture and Ideas. The revised syllabus includes the Learning Goals and Outcomes that are required for a Culture and Ideas GE course. In addition, the syllabus includes the assessment plan for the Culture and Ideas Learning Goals.
- 2) Increase from 2 to 3 credit hours. The curriculum has been expanded to meet the expectations for a 3 hr course.
- 3) Mode of delivery changed to 100% online. Topics will be presented as videos and reading materials posted on Canvas. The course comprises 32 modules, with a typical module will have the components: Video, Read, Script, PDF, and Quiz. The proposed course has been developed within a Carmen shell, and this has been evaluated according to ODEE criteria, the “Arts and Sciences Distance Learning Course Component Technical Review Checklist” is attached. Those recommendations have been included into the course/syllabus.

Development of this course has occurred over the last 12 months. A brief timeline is:

- May 2017. Approval for these changes was approved by HCS Academic Affairs Committee.
- June 2017. Draft syllabus revised by Dr Pasion
- June 28, 2017. Email correspondence from Dr Aski, with feedback on the course, and criteria described in the ASCC operations manual. (copy attached)
- July-December 2017. Curriculum developed by Dr Pasion.
- February 2018. “Arts and Sciences Distance Learning Course Component Technical Review Checklist” completed by Timothy Lombardo, ODEE
- February 2018. Course and syllabus revisions completed following ODEE report.
- February 13, 2018 Concurrence sought from Department of Spanish and Portuguese

Sincerely,

Dr David Barker
Associate Chair

From: [Aski, Janice](#)
To: [Barker, David](#)
Cc: [Luikart, Meredith](#); [Pasian, Claudio](#); [Metzger, James](#); [Neal, Steve](#); [Vankeerbergen, Bernadette](#)
Subject: RE: Proposed Cultures and Ideas GE Course
Date: Wednesday, June 28, 2017 10:52:55 AM
Attachments: [image001.png](#)
[image002.png](#)
[image003.png](#)

Dear David,

I have (finally...sorry) had a chance to look through your syllabus and I have a series of comments for you. I suggest that you familiarize yourself with the ASCC operations manual, which can be found here: https://asccas.osu.edu/sites/asccas.osu.edu/files/ASC_CurrAssess_Operations_Manual.pdf. In the comments that follow, I direct you to the pages of that manual.

1. Please look at p.13 for the requirement elements of a syllabus. You will need to update your statements of academic misconduct and disability services (simply cut and paste the information from the manual into your syllabus and feel free to add additional information if you like).
2. I suggest that you talk to ODEE about the structure of your syllabus since this is an online course. There is a lot of information missing that a student would need to navigate the course. You will also have to have the syllabus approved by Mike Kaylor (pp. 27-28)
3. There will need to be more information about the workload for the committee to confirm the credit hours. The contents of each module will need to be explained (e.g. how long are the video lectures? What is a script (only for the hearing impaired?), a PDF of...?)
4. More information is needed regarding the quizzes and exams (length, content, are they given in a proctored environment, if not, how does that impact the course...)
5. You will need a letter of concurrence from SPPO (p. 17)
6. Your GE rationale is incomplete. (p. 48)
7. And you will need an assessment plan for the GE course (see the description of the Cultures and Ideas GE on page 48).

This looks like a wonderful course that would be a great addition to the GE. As for the future of the GE, we are informing everyone to continue proposing courses since we have no idea what the new GE will look like and this won't be resolved at least until the end of next semester or next year (depending on how things go). So you can wait, or you can start the process. Regarding the timing of the process, see p. 16 of the manual.

I hope that this has been helpful. If you would like me to look at the next version, I would be happy to.

Best,
Janice

From: Barker, David
Sent: Wednesday, June 14, 2017 10:04 AM

To: Aski, Janice <aski.1@osu.edu>

Cc: Afanasyeva, Sonya <afanasyeva.1@osu.edu>; Luikart, Meredith <luikart.6@osu.edu>; Pasian, Claudio <pasian.1@osu.edu>; Metzger, James <metzger.72@osu.edu>; Neal, Steve <neal.2@osu.edu>

Subject: RE: Proposed Cultures and Ideas GE Course

Janice

Many thanks for considering our course revisions.

I attach the draft syllabus

Changes we'll need to submit thru 'curriculum' include:

- i) Increase from 2 to 3 hrs
- ii) Change to 'online' delivery
- iii) Request GE approval (Culture and Ideas).

Dr Pasion has taught this class 3-4 times over recent years, and is proposing a number of revisions.

We seek your input on:

- a) 'fit' to the Culture and Ideas GE
- b) Suitability of subject matter/Anything missing?
- c) Process & timeline for a GE course request.
- d) Potential impact from the GE Review that's in progress.

Please let me know if it will be possible (or necessary) to visit with you for a short meeting.

Regards

Dave



Dr David Barker

Professor and Associate Chair

Dept of Horticulture and Crop Science

202 Kottman Hall, 2021 Coffey Rd, Columbus OH 43210

Ph: 614-247-6258 Fax: 614-292-7162

Email: barker.169@osu.edu

From: Aski, Janice

Sent: Friday, June 09, 2017 11:35 AM

To: Barker, David <barker.169@osu.edu>
Cc: Afanasyeva, Sonya <afanasyeva.1@osu.edu>
Subject: RE: Proposed Cultures and Ideas GE Course

Hello Dr. Barker,

Thanks for your message. Instead of meeting, it would probably be more efficient if you sent me the syllabus first so that I can review it. Then, if we need to meet we can do so.

Does that sound okay?

Best,

Janice

From: Barker, David
Sent: Thursday, June 8, 2017 5:13 PM
To: Aski, Janice <aski.1@osu.edu>
Cc: Pasion, Claudio <pasian.1@osu.edu>; Neal, Steve <neal.2@osu.edu>
Subject: FW: Proposed Cultures and Ideas GE Course

Dr Aski

I was forwarded your information by Bernadette Vankeerbergen.

Would you be available to meet briefly (30 min) on one of the following dates:

June 13

June 14

June 15

June 23

June 26

Briefly, one of our faculty (Dr Pasion) teaches a course HCS3380 "The Latino Workforce in Land-based Industries". The purpose of this course is to give students a better appreciation and understanding of Latinos.. in agriculture (horticulture especially) many of our students are employed alongside Latino employees. This course has many aspects in common with a Culture and Ideas GE. We have been suggested to meet with you (as Chair of one of the GE Committees) to determine if this course might be a suitable option within the GE. Dr Pasion is proposing revisions to his course, and among those revision might be aspects to accommodate the learning goals and objectives for the Culture and Ideas GE.

Regards



Dr David Barker

Professor and Associate Chair

Dept of Horticulture and Crop Science

202 Kottman Hall, 2021 Coffey Rd, Columbus OH 43210

Ph: 614-247-6258 Fax: 614-292-7162
Email: barker.169@osu.edu

From: Vankeerbergen, Bernadette
Sent: Thursday, June 08, 2017 11:31 AM
To: Barker, David <barker.169@osu.edu>
Cc: Neal, Steve <neal.2@osu.edu>; Pasian, Claudio <pasian.1@osu.edu>
Subject: RE: Proposed Cultures and Ideas GE Course

Dear David (if I may),

There is no Cultures and Ideas committee. Requests for the GE Cultures and Ideas status go to one of our two Arts and Humanities panels. (We have two panels due to the large workload in the Arts and Humanities.) If you wish to communicate with either one of the panel chairs, here is the necessary information: Janice Aski.1 (Professor; Dept of French & Italian) chairs the Arts and Humanities 1 Panel & Richard Fletcher (Associate Professor; Dept of Classics) chairs the Arts and Humanities 2 Panel.

Hope this helps.

Best,



THE OHIO STATE UNIVERSITY

Bernadette Vankeerbergen, Ph.D.
Program Director, Curriculum and Assessment
College of Arts and Sciences
154D Denney Hall, 164 Annie & John Glenn Ave.
Columbus, OH 43210
Phone: 614-688-5679 / Fax: 614-292-6303
<http://ascas.osu.edu>

From: Barker, David
Sent: Thursday, June 08, 2017 11:23 AM
To: Vankeerbergen, Bernadette <vankeerbergen.1@osu.edu>
Cc: Neal, Steve <neal.2@osu.edu>; Pasian, Claudio <pasian.1@osu.edu>
Subject: FW: Proposed Cultures and Ideas GE Course

Bernadette Vankeerbergen,

I was forwarded your information by Dr Neal, CFAES.

Please can you let me know the Chair of the Culture/Ideas GE committee.

Briefly, one of our faculty (Dr Pasion) teaches a course HCS3380 "The Latino Workforce in Land-based Industries". The purpose of this course is to give students a better appreciation and understanding of Latinos.. in agriculture (horticulture especially) many of our students are employed alongside Latino employees. This course has many aspects in common with a Culture and Ideas GE. Dr Pasion and I met with Dr Neal this morning, and he suggested we meet with the Chair of the Culture and Ideas committee to determine if this course might be a suitable option within the GE. Dr Pasion is proposing revisions to his course, and among those revision might be aspects to accommodate the learning goals and objectives for the Culture and Ideas GE.

Regards



Dr David Barker

Professor and Associate Chair

Dept of Horticulture and Crop Science

202 Kottman Hall, 2021 Coffey Rd, Columbus OH 43210

Ph: 614-247-6258 Fax: 614-292-7162

Email: barker.169@osu.edu

From: Neal, Steve

Sent: Friday, June 02, 2017 1:47 PM

To: Barker, David <barker.169@osu.edu>

Subject: FW: Proposed Cultures and Ideas GE Course

Thank you Bernadette. This is very helpful.

Steve



Steven M. Neal, Ph.D.

Professor and Assistant Dean for Academic Affairs

College of Food, Agricultural, and Environmental Sciences

100E Agricultural Administration, 2120 Fyffe Rd. Columbus, OH 43210

Office: 614-292-1734

Fax: 614-292-1218

neal.2@osu.edu

From: Vankeerbergen, Bernadette

Sent: Friday, June 02, 2017 1:34 PM
To: Neal, Steve <neal.2@osu.edu>
Subject: RE: Proposed Cultures and Ideas GE Course

Dear Steve,

I don't really have any particular advice, except for reminding the dept to go by the guidelines in our operations manual

https://ascas.osu.edu/sites/ascas.osu.edu/files/ASC_CurrAssess_Operations_Manual.pdf pp. 48-49.

Here are a couple of good examples of full proposals:

Philosophy 2340 <http://crmtview.asc.ohio-state.edu/currofc/docs/3757/Philosophy%202340%20New%20Course.pdf> (just got approved this Spring)

Pharmacy 3420 <http://crmtview.asc.ohio-state.edu/currofc/tracking.cfm?TrackingID=3687> (was approved early in the Spring; it is also a distance learning course—which may be useful to you)

If you/the dept have/has specific questions later on, please let me know. We can talk.

My best,
Bernadette



Bernadette Vankeerbergen, Ph.D.
Program Director, Curriculum and Assessment
College of Arts and Sciences
154D Denney Hall, 164 Annie & John Glenn Ave.
Columbus, OH 43210
Phone: 614-688-5679 / Fax: 614-292-6303
<http://ascas.osu.edu>

Arts and Sciences Distance Learning Course Component Technical Review Checklist

Course: HCS 3380 Latino Workforce in Land Based Industries Communication and Culture

Instructor: Meredith Luikart

Summary: Distance Learning Course (DL)

Standard - Course Technology	Yes	Yes with Revisions	No	Feedback/ Recomm.
6.1 The tools used in the course support the learning objectives and competencies.	X			
6.2 Course tools promote learner engagement and active learning.		X		I would recommend adding in some discussion in to promote learner engagement and active learning.
6.3 Technologies required in the course are readily obtainable.	X			
6.4 The course technologies are current.	X			
6.5 Links are provided to privacy policies for all external tools required in the course.				It looks like all internal to Carmen(Canvas) tools so this is not applicable.
Standard - Learner Support				
7.1 The course instructions articulate or link to a clear description of the technical support offered and how to access it.		X		<p>I would recommend adding the following:</p> <p>Course technology</p> <p>For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at https://ocio.osu.edu/help/hours, and support for urgent issues is available 24x7.</p> <ul style="list-style-type: none"> • Self-Service and Chat support: http://ocio.osu.edu/selfservice • Phone: 614-688-HELP (4357) • Email: 8help@osu.edu

- **TDD:** 614-688-8743

**BASELINE
TECHNICAL
SKILLS FOR
ONLINE
COURSES**

- Basic computer and web-browsing skills
- Navigating Carmen

**TECHNOLOGY
SKILLS
NECESSARY
FOR THIS
SPECIFIC
COURSE**

- CarmenConnect text, audio, and video chat
- Collaborating in CarmenWiki
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

**REQUIRED
EQUIPMENT**

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone

				<p>REQUIRED SOFTWARE</p> <p>Microsoft Office 365: All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found https://ocio.osu.edu/kb04733</p>
7.2 Course instructions articulate or link to the institution's accessibility policies and services.				a
7.3 Course instructions articulate or link to an explanation of how the institution's academic support services and resources can help learners succeed in the course and how learners can obtain them.				b
7.4 Course instructions articulate or link to an explanation of how the institution's student services and resources can help learners succeed and how learners can obtain them.				c
Standard – Accessibility and Usability				
8.1 Course navigation facilitates ease of use.				<p>Recommend using the Carmen Distance Learning "Master Course" template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.</p>
8.2 Information is provided about the accessibility of all technologies required in the course.				<p>Recommend adding: Accessibility of course technology</p> <p>This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please</p>

				<p>request accommodations with your instructor.</p> <ul style="list-style-type: none"> • Carmen (Canvas) accessibility • Streaming audio and video <p>Synchronous course tools</p>
8.3 The course provides alternative means of access to course materials in formats that meet the needs of diverse learners.				<p>Recommend that resources be developed to address any requests for alternative means of access to course materials.</p>
8.4 The course design facilitates readability				<p>Recommend using the Carmen Distance Learning “Master Course” template developed by ODEE and available in the Canvas Commons to provide student-users with a consistent user experience in terms of navigation and access to course content.</p>
8.5 Course multimedia facilitate ease of use.				<p>All assignments and activities that use the Carmen LMS with embedded multimedia facilitates ease of use. All other multimedia resources facilitate ease of use by being available through a standard web browser.</p>

Reviewer Information

- Date reviewed:
- Reviewed by:

Notes:

^aThe following statement about disability services (recommended 16 point font):
 Students with disabilities (including mental health, chronic or temporary medical conditions) that have been certified by the Office of Student Life Disability Services will be

appropriately accommodated and should inform the instructor as soon as possible of their needs. The Office of Student Life Disability Services is located in 098 Baker Hall, 113 W. 12th Avenue; telephone 614- 292-3307, slds@osu.edu; slds.osu.edu.

^bAdd to the syllabus this link with an overview and contact information for the student academic services offered on the OSU main campus.

<http://advising.osu.edu/welcome.shtml>

^cAdd to the syllabus this link with an overview and contact information for student services offered on the OSU main campus. <http://ssc.osu.edu>. Also, consider including this link in the “Other Course Policies” section of the syllabus.

Subject: FW: Concurrence request HCS 3380 "Latino Workforce in Land-Based Industries: Communication and Culture"
Date: Wednesday, March 28, 2018 at 9:44:15 AM Eastern Daylight Time
From: Metzger, James
To: Luikart, Meredith
Attachments: HCS-3380-Syllabus-GE 4.docx, image001.png

From: Metzger, James
Sent: Tuesday, February 13, 2018 7:45 AM
To: Podalsky, Laura <podalsky.1@osu.edu>
Subject: Concurrence request HCS 3380 "Latino Workforce in Land-Based Industries: Communication and Culture"

Dear Dr. Podalsky

We are proposing changes to **HCS 3380 Latino Workforce in Land-Based Industries: Communication and Culture**, which require concurrence from the Department of Spanish and Portuguese. The original version of this course received concurrence from your department in 2009 and since that time the course has been part of the basket of electives (HCS 380, quarters; HCS 3380, semesters) for the Sustainable Plant Systems major. The proposed course revisions include conversion to a 100% online format and to be included as a Cultures and Ideas GE course. We ask that you review the attached syllabus and indicate whether or not your department supports the proposed changes by providing a response and any comments via email no later than **February 27, 2018**. After this date, concurrence is assumed.

Sincerely,

Jim



James D. Metzger, PhD
Professor and Chair
Department of Horticulture & Crop Science
202C Kottman Hall
2021 Coffey Road
Columbus, OH 43210
Ph: 614-292-3854
FAX: 614-292-7162

SYLLABUS: HCS 3380

LATINO WORKFORCE IN LAND BASED INDUSTRIES COMMUNICATION AND CULTURE

AUTUMN 2018

Course overview

Instructor

Instructor: Dr. Claudio Pasian
Office: 249B Howlett Hall
Email address: pasian.1@osu.edu
Office hours: By appointment

Meeting Times

This is a 100% online course. Lectures and course materials will be presented on Canvas.

Credit Hours

3 credit hours

Prerequisites

None

Course overview

*A course designed to introduce American students to current issues in the workplace where Latino immigrant workers and their American supervisors and co-workers interact. Topics cover cultural, historical and legal aspects. This course was developed keeping in mind students who may, some day, work next to, supervise, or be supervised by Latino workers in most any industry, not just Land Based Industries. **No Spanish will be taught in this class** although some Spanish words will be used.*

Land Based Industries refers to all agriculture industries that deal with plants and animals. This terminology was chosen to avoid the wrong perception by many people that agriculture refers only to corn, soybeans and cows.

However, the principles we will learn are applicable to Latinos working in any other industry and should benefit students from colleges other than the Food, Agriculture, and Environmental Sciences.

Course-specific learning outcomes and supporting objectives

1. Understand and evaluate the extent of the Latin American work force in Ohio and the US. How many are there? Where do they work? From where are they coming?
 - a. Become proficient with the meaning of the most frequently used terms in this course.
 - b. Understand who are the Latinos in the US.
 - c. Have a clear picture of their geographical origin.
 - d. Evaluate the impact of the Latino workforce in US economy.
 - e. Appreciate the magnitude of the presence of Latinos in the US.
 - f. Understand how the numbers of Latinos has grown and how the Latino population has moved to different parts of the country over the years.
2. Analyze the social and cultural backgrounds of Latino migrants and immigrants. Why do they come?
 - a. Overview the socio-economic situation of Central America countries and Mexico.
3. Understand the concepts of communication and culture
 - a. Recognize different types of communication.
 - b. Recognize barriers to communication that can decrease the quality of communication.
 - c. Analyze and synthesize different definitions of culture.
 - d. Understand the effect of culture on communication on the workplace.
 - e. Discuss cultures and stereotypes.
4. Gain respect for the culture of Latin America with emphasis on Mexico and Central America.
 - a. Have a brief review of the pre-Colombia cultures of Mesoamerica.
 - b. Have an overview of the most significant events of Mexican history.
 - c. Study the structure of the Latino family and its importance in everyday life
 - d. Learn about the importance of religion, language, and education in Latino culture
 - e. Study the time perception, sense of space, and language effects on culture and vice versa.
 - f. Recognize the contributions of the people of Mesoamerica to world agriculture and cuisine.
5. Learn and understand how Latino culture affects behavior and communication in the workplace.
 - a. Learn the structure of the names in many Latino countries.
 - b. Compare and contrast the characteristics of *Individualistic vs. Collectivistic* societies
 - c. Understand Latino's workforce dynamics.
 - c. Learn techniques for attracting, hiring, training, and firing Latino employees
6. Become familiar with the basics of the legal framework related with Latin American immigrants.
 - a. Have an overview of the most basic regulations regarding hiring employees with an emphasis on Latinos.
 - b. Learn how to establish H-2A and H-2B temporary visa programs.

Course Structure

This is a **100 % online** course. Topics are presented as videos and reading materials posted on Canvas. When students select the “*Modules*” section in Canvas, they will find 32 modules. A typical module will have the following components: Video, Read, Script, PDF, and Quiz. (See list of modules with videos, reading materials, and quizzes at the end of this syllabus.)

VIDEO – Each course topic is offered as video with PowerPoint slides and pictures appropriate for the topic presented. As an average, each video is 15.9 minutes long. Students will have to dedicate 8.5 hours watching all videos. (It has to be noted that in the videos information is transferred more efficiently than in the classroom, e.g. no interruption by students, no computer or board writhing, etc. One hour of video can represent several hours of classroom time.)

READ – Each READ section contains reading materials selected by the instructor which are related to the topic presented in the VIDEO – section. The readings can range from a few paragraphs or pages from a book to full articles found in the internet.

SCRIPT – These files contain the words of the narrator in the videos. The script was added to facilitate students who prefer to study by reading rather than listening but also may benefit students who have a hearing impediment.

PDF – The PowerPoint slides used in the videos are presented in separate PDF files. These PDF files plus the scripts will allow students to study even without a computer.

QUIZ - Quizzes are simple multiple choice answers and are evaluated by Canvas. Students cannot advance to the next module until they answer correctly 80% of the questions. Quizzes will not be graded by the instructor, can be taken multiple times, are open-book, and **do not contribute to students’ final grade**. However, Canvas only tells students how many correct and incorrect questions they have answered. It will be the responsibility of the students to find the questions they answered incorrectly and to retake the quiz.

DISCUSSION SESSIONS – On pre-determined dates and times (See “List of modules with videos, reading materials, discussions, and quizzes” at the end of this syllabus), virtual discussion sessions will be scheduled using Zoom as a mean of communication. These discussion sessions will give the instructor a sense of progress students are making and will give students the opportunity to ask the instructor questions. To minimize student’s schedule conflicts, more than one session at different times of the day will be scheduled.

Each student can advance in the course at his/her own pace. After the first day of class (when modules on Canvas become available), students can watch (and study) as many modules as they deem appropriate.

General Education rationale for HCS-3380: *The Latino Workforce in Land Based Industries*

GE Category: Culture and Ideas

- **Goal:** Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetics and historical response and judgement; and interpretation and evaluation.
- **Learning outcomes:**
 1. Students analyze and interpret major forms of human thought, culture, and expression.
 2. Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms, which guide human behavior.

A. How will the GE-expected learning outcomes match with the course-specific outcomes?

- Understand and evaluate the extent of the Latin American work force in Ohio and the US. How many are there? Where do they work? From where are they coming?
- Analyze the social and cultural backgrounds of Latino migrants and immigrants. Why do they come?
- Understand the concepts of communication and culture.
- Gain respect for the culture of Latin America with emphasis on Mexico and Central America.
- Learn and understand how Latino culture affects behavior and communication in the workplace.
- Become familiar with the basics of the legal framework related with Latin American immigrants.

B. How will the GE-expected learning outcomes be met in the readings?

- The readings contain major ideas and practical examples about culture and communication. In addition, readings complement the basic concepts with geographical and historical facts that have affected the Latino culture.
- Substantial portions of the readings are devoted to and provide practical examples of communication in the work place both in the US and in Latino countries.

Milestone definitions:

	Capstone (4)	Milestone (3)	Milestone (2)	Benchmark (1)
<p>(ELO1) Students analyze and interpret major forms of human thought, culture and expression.</p>	<p>Student demonstrates a superior ability to analyze and interpret most forms of human thought and aspects of Latino culture. Student demonstrates a superior ability in linking communication and culture.</p>	<p>Student effectively analyzes and interprets most form of human thought and makes a satisfactory connection between communication and Latino culture.</p>	<p>Student is able to analyze and interpret some forms of human thought and begins to make the connection between communication and Latino culture.</p>	<p>Student demonstrates limited ability to analyze major forms of human thought and aspects of culture and communication of the Latino workforce in the US. Student demonstrates limited ability to make a clear connection between culture and communication.</p>
<p>(ELO2) Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms which guide human behavior</p>	<p>Student demonstrates a superior ability to evaluate how ideas and culture influence behavior and communication in the workplace.</p>	<p>Student effectively evaluates how ideas and culture influence intercultural communication and behavior in the workplace.</p>	<p>Student is able to evaluate how some ideas and some aspects of culture influence communication between Latinos and culturally American workers.</p>	<p>Student demonstrates limited ability to evaluate how ideas and culture influence communication of a US/Latino workforce.</p>

Methods of assessment of each milestone:

GE Expected Learning Outcomes	Methods of Assessment	Level of student achievement expected for the GE ELO.	What is the process that will be used to review the data and potentially change the course to improve student learning
<p>ELO 1 Students analyze and interpret major forms of human thought, culture, and expression.</p>	<p>a) Quizzes¹ b) Standardized exams²</p>	<p>100% of students meeting milestone 2. 60 % of students meeting milestone 3. 5% of students meeting milestone 4.</p>	<p>The instructor will meet with the chair of the Department of Horticulture and Crop Science Academic Affairs committee to review the assessment for the first 2 years and less frequently thereafter. Peer reviews will be also sought.</p>
<p>ELO 2 Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms, which guide human behavior.</p>	<p>a) Quizzes³ b) Standardized exams⁴</p>	<p>100% of students meeting milestone 2. 60 % of students meeting milestone 3. 5% of students meeting milestone 4.</p>	

¹Quizzes in modules 3, 6, 7, 8, 16, and 24 will address ELO 1. (Appendix A. Part 1)

²Several questions in the exams will address ELO 1

³Quizzes in modules 11, 14, 15, 17, 18, 23, 25, 26, and 27, will address ELO 2 (Appendix A. Part 2)

⁴Several questions in the exams will address ELO 2

After each exam, the instructor will determine how many students have achieved each milestones for each ELO using questions designed with such purpose. (i.e., 11% of students reached level (4); 21% of students did not go beyond level (3); 54% of students did not go beyond level (2); 14% of students did not go beyond level (1). (These percentages are hypothetical and will change year after year.)

Course materials

No textbook required.

Highly recommended readings:

- Crouch, Ned. 2004. *Mexicans & Americans. Cracking the Cultural Code*. Nicholas Brealey Publishing. London. 260 pp.
- Kras, Eva S. 1989. *Management in Two Cultures. Bridging the gap between U.S. and Mexican Managers*. Intercultural Press. Maryland. 104 pp.
- Riding Alan. 1984. *Distant Neighbors. A Portrait of the Mexicans*. Vintage Books. New York. 417 pp.
- Nevaer, Louis E. 2010. *Managing Hispanic and Latino Employees*. Berrett-Koehler Publishers, Inc. San Francisco, San Francisco.

Other sources of information:

- Gonzalez, Manuel G. 1999. *Mexicanos. A history of Mexicans in the United States*. Indiana University Press. Bloomington, IN.
- Holben, Jason, and Dominic Arbini. 2001. *Spanish Phrases for Landscaping Professionals*. Stock Pot Publishing. Denver Colorado.
- Mad Coyote Joe. 2001. *A Gringo's Guide to Authentic Mexican Cooking*. Northland Publishing.
- Maloney Thomas R., 2003. *Succesful Multicultural management*. In: *Managing the Hispanic Workforce. A conference for Agricultural and Horticultural Employers*.
<http://www.ansci.cornell.edu/dm/cds/hispanic.html>
- Merrell, Floyd. 2003. *The Mexicans. A Sense of Culture*. Westview Press.
- Merrill, Tim L., and Ramon Miro. 1997. *Mexico. A country Study*. Library of Congress.
- Pasian, Claudio Carlos. 2002. *Spanish for Greenhouse Supervisors*. Bulletin 900. The Ohio State University.
- Pella Clough, James C. Comegys, and James K.M. Saddler. 1983. *Spanish in the Field*. agAccess. Davis, California.
- Reilly, Mary Jo and Leslie Jermyn. 2002. *Cultures of the World - MEXICO*. Benchmarks Books. Second Edition. Marshall Cavendish. New York.
- Ross, John. 2003. *MEXICO - A Guide to the People, Politics, and Culture*. Interlinks Books Publishing Group Inc.
- Smith, Bill, Ann W. Miller, Thomas Archer, and Carla Hague. *Working With Diverse Cultures*. Ohio State University Fact Sheet. CDFS-14.
- Smith, Vinton E., and Rafael ramos. 2003. *Communicating with Hispanic Workers*. In: *Managing the Hispanic Workforce. A conference for Agricultural and Horticultural Employers*. <http://www.ansci.cornell.edu/dm/cds/hispanic.html>
- Thomas, Jennifer. 2001. *Spanish for the Green Industry*. Prentice Hall. Upper Saddle River New Jersey.

Accessibility of course technology

This online course requires use of Carmen (Ohio State's learning management system) and other online communication and multimedia tools. If you need additional services to use these technologies, please request accommodations with your instructor.

- [Carmen \(Canvas\) accessibility](#)
- Streaming audio and video

Course technology

For help with your password, university e-mail, Carmen, or any other technology issues, questions, or requests, contact the OSU IT Service Desk. Standard support hours are available at <https://ocio.osu.edu/help/hours>, and support for urgent issues is available 24x7.

- **Self-Service and Chat support:** <http://ocio.osu.edu/selfservice>
- **Phone:** 614-688-HELP (4357)
- **Email:** 8help@osu.edu
- **TDD:** 614-688-8743

Baseline technical skills for online courses

- Basic computer and web-browsing skills
- Navigating Carmen

Technology skills necessary for this specific course

- CarmenConnect text, audio, and video chat
- Collaborating in CarmenWiki
- Recording a slide presentation with audio narration
- Recording, editing, and uploading video

Required equipment

- Computer: current Mac (OS X) or PC (Windows 7+) with high-speed internet connection
- Webcam: built-in or external webcam, fully installed and tested
- Microphone: built-in laptop or tablet mic or external microphone

Required software

[Microsoft Office 365](#): All Ohio State students are now eligible for free Microsoft Office 365 ProPlus through Microsoft's Student Advantage program. Full instructions for downloading and installation can be found <https://ocio.osu.edu/kb04733>

Grading and faculty response

Grades

Evaluation of student learning will be made using two online midterm exams, and an online final exam. Exams will consist of a mix of multiple choice questions and short paragraph answers. Exams will be taken by students **online and from any location** during a previously specified day and time. All exams will be “open book” and students will have a limited time to answer questions. (Students will not be able to answer all questions unless they have previously studied the subject.)

Exam	Points
First Midterm	30
Second Midterm	30
Final	40
Quizzes	0
Total	100

Bonus points. TBD. The instructor will announce each time the course is taught some activities that will allow students to earn extra (bonus) points.

Make-up Exams

Students will be allowed to take any of the midterms and/or final exam at alternative times **ONLY under acceptable and extenuating circumstances that can be verified**. Unless there is a very compelling reason acceptable to the instructor why the deadline cannot be met, the exam must be completed before the professor hands back (electronically) the graded item – generally 1 week after taken/due.

Grading scale

This course will be graded using the OSU Standard format:

93 – 100: A	73 – 76.9: C
90 – 92.9: A-	70 – 72.9: C-
87 – 89.9: B+	67 – 69.9: D+
83 – 86.9: B	60 – 66.9: D
80 – 82.9: B-	Below 60: E
77 – 79.9: C+	

Faculty feedback and response time

Grading and feedback

For graded work, students can generally expect feedback within **7 school days**.

E-mail: The instructor will reply to student's e-mails within 24 hours on school days.

Other course policies

Academic integrity policy

"It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term "academic misconduct" includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5- 487). For additional information, see the Code of Student Conduct <http://studentlife.osu.edu/csc/>."

If I suspect that a student has committed academic misconduct in this course, I am obligated by University Rules to report my suspicions to the Committee on Academic Misconduct. If COAM determines that you have violated the University's *Code of Student Conduct* (i.e., committed academic misconduct), the sanctions for the misconduct could include a failing grade in this course and suspension or dismissal from the University.

Other sources of information on academic misconduct (integrity) to which you can refer include:

- The Committee on Academic Misconduct web pages ([COAM Home](#))
- *Ten Suggestions for Preserving Academic Integrity* ([Ten Suggestions](#))
- *Eight Cardinal Rules of Academic Integrity* (www.northwestern.edu/uacc/8cards.htm)

Accommodations for accessibility

The University strives to make all learning experiences as accessible as possible. If you anticipate or experience academic barriers based on your disability (including mental health, chronic or temporary medical conditions), please let me know immediately so that we can privately discuss options. To establish reasonable accommodations, I may request that you register with Student Life Disability Services. After registration, make arrangements with me as soon as possible to discuss your accommodations so that they may be implemented in a timely fashion. SLDS contact information: slds@osu.edu; 614-292-3307; slds@osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. The Ohio State University offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, you can learn more about the broad range of confidential mental health services available on campus via the Office of Student Life's Counseling and Consultation Service (CCS) by visiting ccs.osu.edu or calling 614-292-5766. CCS is located on the 4th Floor of the Younkin Success Center and 10th Floor of Lincoln Tower. You can reach an on call counselor when CCS is closed at 614-292-5766 and 24 hour emergency help is also available through the 24/7 National Suicide Prevention Hotline at 1-800-273-TALK or at suicidepreventionlifeline.org.

For information about student services offered on the OSU main campus, please contact Buckey Link: <http://ssc.edu>

Undergraduate student advising at OSU can be contacted at this link: <http://advising.osu.edu/welcome.shtml>

List of modules with videos, reading materials, discussions, and quizzes

(The following list of modules posted on Canvas is the equivalent to a calendar of activities for an in-class course.)

Module 1

VIDEO – *Introduction to the course (18 minutes)*

- SCRIPT - Class-Intro (*Scripts have the words of the narrator in the video.*)
- PDF - Class-Intro (*The PDF files contain all slides of the PowerPoint presentation used in the videos.*)
- SYLLABUS - HCS-3380

Module 2

VIDEO - *Terminology used in this course (9 minutes)*

In order to communicate, students and the instructor have to be "on the same page." To do so, this video defines some terms that will be used in this course. Two large groups of Latinos in the US are also described.

- READ - Hispanic Day
- READ - Hispanic vs Latino
- SCRIPT - Terminology
- PDF - Terminology
- QUIZ - Terminology Module (*Quizzes are simple multiple choice answers and are evaluated by*

Canvas. Students cannot advance to the next module until they answer correctly 100% of the questions. Quizzes can be retaken multiple times and are open-book and do not contribute to students' final grade. However, Canvas only tells students how many correct and incorrect questions they have answered. It will be the responsibility of the students to find the questions they answered incorrectly and retake the quiz.)

Module 3

VIDEO - *Who Are the Latinos? From where are they coming?* (13 minutes)

This video discusses who the Latinos in the US are. It describes what acculturation is and presents two points of view (one positive, one negative) regarding the Latino impact in the US.

- READ - Mexican Immigrant Labor History
- READ – Latinos' role in US economy
- SCRIPT - Who are the Latinos
- PDF - Who are the Latinos?
- QUIZ - Who are the Latinos?

DISCUSSION – *Introducing Ourselves*

Students get together via Zoom and introduce themselves and get to know each other as a class. Students will share why are taking this course and what kind of previous experience they have with Latinos. General information about the course and the topics of the first four videos will follow.

Module 4

VIDEO – *Latino demographics in the US and Ohio* (15 minutes)

This video covers the topic of demographics of the Latino population in the US. The presentation was prepared by Mr. Victor Mora, former Associate Director of the Office of Enrollment Services at The Ohio State University. Prior to retirement, he was one of the guest lecturers in this course.

- SCRIPT - Demographics
- PDF - Demographics
- QUIZ - Demographics

Module 5

VIDEO - *Communication – Definition, types and importance* (11 minutes)

One of the objectives of any business or governmental agency is – or should be - to deliver a high-quality product to the public. Whether the product is an artifact or a service, quality and customer satisfaction are paramount. This cannot be achieved without good communication between management and employees and among employees themselves. This module explores the topic of communication and some of the barriers that can decrease the quality of communication.

VIDEO – *Nonverbal Communication and Culture* A video by SAGE Publications. (20 minutes).

- READ - What is Communication?
- SCRIPT - Communication
- PDF - Communication
- QUIZ - Communication

Module 6

VIDEO - *El Norte – The movie.* (90 minutes)

The movie El Norte, tells the story of a brother and sister from Guatemala (during the late eighties) who

escape the civil war violence in their country to come illegally to the US.

- SCRIPT - El Norte
- PDF - El-Norte
- QUESTIONS - El-Norte
- Watch the movie El Norte

Module 7

VIDEO - *Culture - Part 1 (13 minutes)*

Understanding the concept of culture is essential because it will be used a lot in this course, for example when the American and Mexican cultures are compared and contrasted.

- READ - Understanding-Culture
- READ - Culture Reading
- SCRIPT - Culture Part 1
- PDF - Culture Part - 1

Module 8

VIDEO - *Culture - Part 2 (14 minutes)*

This module explains the concept of culture "as an iceberg" and what to do when working with people from other cultures.

- READ - The Cultural Iceberg
- READ - Differences in Cultures
- SCRIPT - Culture Part 2
- PDF - Culture Part 2
- Quiz - Culture Parts 1 & 2

Module 9

VIDEO – *Stereotype – What is it? – How to avoid stereotyping (14 minutes)*

This module covers the topic of stereotype: what it is, what kind of stereotypes can be found, disadvantages of stereotyping, and some advantages of making valid assumptions about cultural traits. How to avoid stereotyping will also be discussed.

- READ - Cultural Stereotypes
- SCRIPT - Stereotype
- PDF - Stereotype
- QUIZ - Stereotype

DISCUSSION - Communication and Culture

Students get together via Zoom and review the most important points of videos 7, 8, and 9.

Instructor will ask questions about the required reading materials and will ask students whether they have experienced intercultural communication/miscommunication issues.

Module 10

VIDEO - *Pre-Columbian Cultures - 1 (19 minutes)*

This module is a bird's eye view of the pre-Columbian cultures. The idea is to see what influence these ancient cultures have had on the inhabitants of those lands today. The first part describes some important civilizations of what is called Mesoamerica.

- READ - Mesoamerica Reading

- SCRIPT - Pre-Columbian Cultures - 1
- PDF - Pre-Columbian Cultures-1

Module 11

VIDEO - *Pre-Columbian Cultures - 2 (15 minutes)*

The previous module described the most influential of the pre-Columbian cultures that evolved in Mesoamerica. This module explores their achievements and challenges.

- READ - Aztec-Culture
- SCRIPT – Pre-Columbian Cultures - 2
- PDF - Pre-Columbian Cultures-2
- QUIZ – Pre-Columbian cultures

Module 12

VIDEO - *Fall of the Aztec empire (11 minutes)*

This module covers briefly the complex history of the fall of the Aztec Empire.

- READ - Aztecs and Spaniards
- SCRIPT - Fall of the Aztecs empire
- PDF - Fall of the Aztec empire
- QUIZ - Fall of the Aztec empire

Module 13

VIDEO - *The rise of the Mexican nation (15 minutes)*

The effects of the Aztec defeat against the Spaniards were cataclysmic and most likely continue to be felt by numerous generations after its occurrence. This module covers some of the most important milestones in post Aztec Mexico history.

- READ - Land-Tenure
- READ - History of Mexico
- READ - The-French-Invasion
- SCRIPT - Raise of the Mexican nation
- PDF - The raise of the Mexican nation
- QUIZ - Rise of the Mexican nation

DISCUSSION – Pre-Columbian Cultures and *History of Mexico*

Students get together via Zoom and review the most important points of videos 12 and 13.

Instructor will ask questions about the required reading materials and will ask students to speculate on how the most important historical events may had influenced the collective Mexican psyche and memory.

Module 14

VIDEO - *Religion in Mexico and Central America (7 minutes)*

This module tackles another important cultural force that shapes Latino behavior. That is religion.

- READ - Religion in Mexico
- SCRIPT - Religion
- PDF - Religion
- QUIZ - Religion

Module 15

VIDEO - *Family in the Latino culture (12 minutes)*

This module discusses the Latino family, a force that has a very strong influence in Latino culture.

- READ-Formation of Families in the New World
- READ - Familismo
- SCRIPT - Family
- PDF - Family
- QUIZ - Family

Module 16

VIDEO – *Latino language, education, and leisure (18 minutes)*

This module describes other important aspects of Mexican every-day life: language, education, and leisure. Numerous examples are given that should provide students a sense of Latino life.

- READ - Customs and traditions
- SCRIPT - Language education - and leisure
- PDF -Language education and leisure
- QUIZ - Language-Education-Leisure

Module 17

VIDEO - *Time perception (10 minutes)*

Different cultures have different perceptions of time. Countries like Mexico and the US represent good examples of two very different perceptions. This difference has the potential of causing friction between the people of the two cultures. Understanding these differences is not easy but it is important to make a genuine effort to successfully work with a Latino workforce.

- READ - The stuff of time
- SCRIPT - Time perception
- PDF - Time perception
- Quiz - Time perception

Module 18

VIDEO - *Sense of space (8 minutes)*

People of different cultures respond in different ways when it comes to personal distance. Each person has a territory with specific, unwritten rules of physical distance from others. These distance rules are learned in the culture where people grew up and live. This module explores the relationship between culture and personal space.

- READ - Sense of space
- SCRIPT - Sense of space
- PDF - Sense of space
- QUIZ - Sense of space

Module 19

VIDEO - *Language (18 minutes)*

Language is more than just a way of transmitting words, it influences culture and even the way people think. Language can be viewed as a verbal expression of culture. It is used to maintain and convey

culture and cultural ties.

- READ-About language
- SCRIPT - Language
- PDF - Language
- Quiz - Language

Module 20

VIDEO - *Agriculture and food - Part 1 – Pre-Columbian (11 minutes)*

Food is on the visible part of the iceberg that is culture. In the US, there are plenty of Mexican restaurants, so most if not all students have some familiarity with the typical Mexican dishes. This module takes a different angle and looks at some of the historical reasons for the uniqueness of the Mexican diet.

- READ - A Brief History of Chocolate
- READ - Evolution of Corn - 1
- SCRIPT - Agriculture and food - Part 1
- PDF - Agriculture and food - Part 1

Module 21

VIDEO - *Agriculture and food - Part 2 – Contemporary (10 minutes)*

This module shows how the people of Mesoamerica overcame, in part, the limitations imposed by the environment and why the world owes a debt of gratitude to the pre-Columbian culture's contribution to agriculture.

- READ - Mexico Agriculture
- READ - Mexican Food and Drink
- SCRIPT - Agriculture and food - Part 2
- PDF - Agriculture and food - Part 2
- QUIZ - Agriculture and Food Parts 1 & 2

DISCUSSION - Religion, Family, Agriculture and Food

Students get together via Zoom and review the most important points of videos 14 through 21. Instructor will also ask questions about the required reading materials. The instructor will ask students to share their experiences with the Mexican cuisine and will ask students to make any connections between contemporary cuisine and old diets and limitations.

Module 22

VIDEO – *Names – How Latinos write their names (6 minutes)*

It is fundamental that students understand and learn how to handle the names of Hispanics from some Latin American countries because names can be the source of confusion and costly bureaucratic errors.

- READ - Importance of using two last names
- SCRIPT - Names
- PDF - Names
- QUIZ - Names

Module 23

VIDEO - *Individualistic vs. group oriented cultures (19 minutes)*

Group and individual identity is the topic of this module. It explores how societies are influenced by how

individuals see themselves in relation to a group. Students will learn how this affects personality and a person's vision of the future. This module also makes a connection between vision of the future and safety on the job.

- READ-Group-Oriented
- SCRIPT - Individual vs. group
- PDF - Names-1
- QUIZ - Individual vs. group

Module 24

VIDEO - *Communication Latino style (6 minutes)*

Miscommunications occur in cross-cultural exchanges because expectations may not be met. To improve communication in the workplace, understanding the various communication styles in Latino and US cultures is key.

- READ - Latinos Communicate at a Spiritual Level
- SCRIPT - Communication-Latino-style
- PDF - Communication Latino style
- QUIZ - Communication Latino style

Module 25

VIDEO – *Latino's workplace dynamics (11 minutes)*

This module deals on how Latinos respond to certain motivators in the workplace. It also describes some challenges that may influence their behavior in the workplace. Understanding these dynamics will make it easier for students to respond in a fruitful way to Latinos as employees, as co-workers, and/or as managers.

- READ - Hispanic-Culture-At-Work
- SCRIPT - Workplace dynamics
- PDF - Workplace dynamics
- QUIZ - Workplace dynamics

Module 26

VIDEO – *Latinos as supervisors, workers, colleagues (11 minutes)*

What can be expected when an American worker has a Latino as a supervisor? What if an American has to supervise Latino workers? And how about if American employees have Latino co-workers? This is the topic of this module.

- READ - Hispanic-Culture-At-Work-1
- SCRIPT - Supervisors - Workers - Colleagues
- PDF - Supervisors - Workers - Colleagues
- QUIZ - Supervisors - Workers - Colleagues

DISCUSSION - *Names and Workplace Dynamics*

Students get together via Zoom and review the most important points of videos 22 through 27. Instructor will also ask questions about the required reading materials. The instructor will ask students to imagine working with Latinos as coworkers, bosses, or supervises based on what they have learned on the related videos and readings.

Module 27

VIDEO - *Attracting, Hiring, Training Latinos (14 minutes)*

In previous modules students have learned that culture influences the way all people behave. Students will learn in this module that hiring, supervising, and if necessary, firing Latinos may have to be done differently than with US workers.

- READ - Hispanic Worker Training
- READ - Training Your Hispanic Workers
- READ-8 Ways to Recruit Hispanic Workers-1
- SCRIPT - Attracting, Hiring, Training, Latinos
- PDF - Attracting-Hiring-Training-Latinos-1
- QUIZ - Attracting - Hiring - Training - Latinos

Module 28

VIDEO – *Comparative study - Part 1 - Cultural and personal traits (9 minutes)*

At this stage of the course it a good time to present a comparative study of US and Mexican cultures. A good portion of what is covered in this module should be known to students, so this is a good opportunity for review while there is also new ideas to learn. First in this module is a study presented in a book titled Management in Two Cultures. Bridging the gap between US and Mexican managers by author Eva Kras.

- SCRIPT - Comparative-Study-Part-1
- PDF - Comparative-Study-Part-1

Module 29

VIDEO - *Comparative-Study-Part - 2 – Cultural and personal traits (8 minutes)*

This module analyzes a few of the cultural traits described by Ms. Kras in her book. Afterward, students are expected to explore the rest of them on their own.

- SCRIPT-Comparative-Study-Part-2
- PDF - Comparative-Study-Part-2

Module 30

VIDEO - *Comparative-Study - Part 3 – Management styles (6 minutes)*

This module examines more closely the most important aspects of the American and Mexican management styles that result from the personal and cultural traits learned in the previous modules.

- SCRIPT-Comparative-Study-Part-3
- PDF - Comparative-Study-Part-3

Module 31

VIDEO – *Employment and immigration issues with a Latino workforce – Part 1 (40 minutes)*

VIDEO - *Employment and immigration issues with a Latino workforce – Part 2 (30 minutes)*

Mrs. Amanda Stacy Hartman (a lawyer specializing in agricultural law explains students the basic aspects of hiring any employee in general and Latino employees in particular. She also describes the H-2A and H-2B temporary visa programs.

- PDF - Employment and immigration issues with a Latino workforce
- PDF - Hiring forms

Module 32

VIDEO – *A Grower’s Perspective*

Guest speaker Emily Showalter, from Willoway Nursery, shares with the students her experiences of

managing the paper work of over 200 temporary visa workers from Latin America.

- PDF – A-Grower’s-Perspective

Module 33

VIDEO - *Common questions and final thoughts (12 minutes)*

In this module, the course instructor shares with students some common questions asked by employers/managers of Latino workers as presented by Louis Nevaer in his book “Managing Hispanic and Latino Employees”. Finally the instructor shares some final thoughts and take home messages.

- SCRIPT - Common questions final thoughts
- PDF - Common questions and final thoughts.pdf

DISCUSSION - *Wrapping up*

This session will be used to discuss legal issues presented by the guest speakers and as a final review of the course. Students will be also asked to shares their experiences, positive and negative, while taking this 100% online course.

APPENDIX A

Example of questions assessing ELO 1:

The process of acculturation has three stages:

- A - Culture shock, avoidance, and rejection
- B - Acceptance, rebuff, and culture jolt
- C - Culture shock, rejection, and acceptance
- D – All of the above
- E – None of the above

Language barriers are harder to overcome than cultural barriers.

True

False

What is/are the characteristic/s of culture?

- A - Learned from generation to generation
- B - Based on symbols
- C - Historical
- D - Can be preserved
- E - Can be changed
- F – A through E are correct**
- G – None of the above
- H - A and B
- I – A, B, and C

Choose the correct statement/s regarding “culture.”

- A - The etymology of the word is “cult”
- B – Culture is often associated with the arts
- C – Culture is often associated with the behavior accepted by a particular society
- D - A and B only
- E – All of the above
- F - None of the above

Culture is genetically inherited.

True

False

The chances that Land Based Industries (LBIs) will have many workers with limited schooling is high because: (Select the true statement.)

- A – The Mexican school system is so different from the US school system.
- B – Most Mexicans working in LBIs in the US come from rural areas.
- C – Most Mexican states sending immigrants to the US also have higher numbers of school dropouts.
- D – All of the above

- E – None of the above
- F – A and C

Choose the correct statement:

- A - The culture of Mexico varies widely throughout the country.
- B - Many Mexicans live in cities.
- C - Smaller rural communities have a huge influence in determining the behavior of members of the community.
- D - The diets of middle- and upper-income Mexicans are aligned with diets of Americans and Europeans.
- E – All of the above
- F – A, B, and C

Select the **wrong** statement/s.

- A - Latinos go the extra mile to avoid the situations where disagreement will occur.
- B - A Latino's respect for hierarchy leads to showing deference to authority.
- C - For Latinos, small talk is not small at all.
- D - It is acceptable to change the personal distance when talking with a Latino as long as it is done subtly.
- E – All are wrong
- F – None is wrong
- G – B and D

Non-verbal nuances, like facial expressions and body language, are non-important in the indirect Latino-style of communication.

True False

For Latinos, sharing denotes adherence to collectivism, a value that is as important as *familism*.

True False

For Latinos, seeking harmony and showing respect is (choose the correct statement/s):

- A - Innate, learned by growing up in Latino culture
- B - Embedded in the world view that it is second nature
- C - Done unconsciously
- D – All of the above
- E – None of the above
- F – A and C

Example of questions assessing ELO 2:

Choose the correct statement:

- A - For the Nahuas, behavior was influenced by rewards and punishments
- B - For simple, minor infractions, Aztecs had local courts in every town
- C - The Aztecs, had a tradition of harsh prisons
- D – A and C
- E – B and C
- F – A and B

G – A, B, and C

Fill the blank with the correct word:

Fatalism is a philosophy stressing the subjugation of all events or actions to (A: fate)

The most famous Mesoamerican ball game was:

- A – The precursor of modern croquette
- B – A sport played for personal enjoyment
- C – A religious ceremony
- D – Played by mixed teams comprised of men, women, and children
- E – None of the above

Indicate the false statement.

- A - Religious symbols in Mexican life are openly displayed
- B - Religious beliefs are strong and religious festivities are very important
- C - Remote villages may still believe in pre-Columbian gods
- D - Other religions are also spreading in Mexico
- E – All of the above are false
- F – None of the above is false

Miscegenation:

- A – Refers to the marriage of two people of different races
- B – Refers to mixed-race couples
- C – Was an affront to the sensibilities of Puritans in North America
- D – All of the above
- E - None of the above
- F - A and C

Machismo describes a particular brand of patriarchy found only in Mexico.
True False

The Aztec calendar was circular because:

- A – They had a circular concept of time.
- B – It gave them hope that time will not end.
- C – It represented the sun which they adored.
- D – None of the above
- E – All of the above
- F – B and C
- G – A and B

More often than not, individuals around the world are motivated by a personal aspect of an upcoming event.

True False

Indicate the correct statement:

- A - People in Mexican culture place themselves inside a group bubble looking out.
- B - In US culture, individuals are oriented toward the members of the group.
- C - It has been found that there is a correlation between sense of space and behavior.
- D – All of the above
- E – None of the above

Each interaction distance is culturally based and is the same regardless of sex of the individual.

True False

For Latinos, competition between different groups may not work because it can encourage discord and singles out individuals.

True False

Select the correct statement/s:

- A - Collectivistic societies: Mexico, China, Spain, and Australia
- B - Individualistic societies are: US, China, Australia, Israel
- C - Collectivistic societies: Mexico, France, Spain, and Italy
- D - Individualistic societies: US, France, Italy, Israel
- E – All of the above
- F – None of the above
- G – A and C

Among Latinos, nepotism is a positive practice because they know what to expect from their relatives and friends and they trust their relatives and friends' commitment to the wellbeing of the group.

True False

Select the correct statement/s.

- A - Latinos are notoriously risk averse in daily life.
- B - Latinos have little appetite for inviting peril.
- C – For the benefit of family and friends, they tend to be more willing to take risks.
- D – At work, the Latino risk aversion may not produce the results that an employer wants.
- E – All of the above
- F – None of the above
- G – C and D

Select the correct statement/s.

- A - The family is the most important motivator for most Latinos.
- B - A common attitude for Latinos regarding conflict is to wait with the hope that it will resolve itself.
- C - With the objective of avoiding conflict, Latinos will avoid expressing opposing views.
- D - All of the above
- E – None of the above
- F – A and B

G – A and C

A Latino's promotion:

- A - Involves the family.
- B – Involves celebration with the family.
- C – Involves sharing part of the extra money.
- D – Results in the church receiving some of the extra money.
- E – All of the above
- F – None of the above
- G – A and B

Latino employees do not discuss the orders or requests they receive from a supervisor because they do not want to look like they are imposing their own opinions on their supervisor.

True False

Like people of many nationalities, Latinos tend to not disclose private matters in the workplace.

True False

Select the incorrect statement/(s):

- A - Latinos do not deal well with self-assessment.
- B - Young Latino candidates may come with little job experience.
- C - Latinos are willing and happy to share personal information.
- D – All of the above
- E – None of the above
- F – C and D

In order for a job offer to be an attractive job offer for a Latino, the job must satisfy the Latino collectivistic value system.

True False



THE OHIO STATE UNIVERSITY

Course Blueprint

Food, Agriculture and Environmental Sciences)
(HCS 3380 – The Latino Workforce in Lan Based Industries)

Program: Horticulture and Crop Science

<http://hcs.osu.edu> at OSU Online

Course Overview

Development details

Instructor	Claudio Carlos Pasian
Instructional designer(s)	N/A
Launch date	Spring 2019

Course context

Course description from catalogue

A course designed to introduce American students to current issues in the workplace where Latino immigrant workers and their American supervisors and co-workers interact. Topics cover cultural, historical and legal aspects. This course was developed keeping in mind students who may, some day, work next to, supervise, or be supervised by Latino workers in most any industry, not just Land Based Industries. No Spanish will be taught in this class although some Spanish words will be used.

Land Based Industries refers to all agriculture industries that deal with plants and animals. This terminology was chosen to avoid the wrong perception by many people that agriculture refers only to corn, soybeans and cows.

However, the principles we will learn are applicable to Latinos working in any other industry and should benefit students from colleges other than the Food, Agriculture, and Environmental Sciences.

Prerequisite courses and prerequisite knowledge

N/A

Next courses in sequence

N/A



Student characteristics (est. number of students, academic and professional experience, etc.)

None – relevant to any undergraduate interested in learning about the Latino culture and how to communicate with Latinos in the workplace.

Materials and technologies

Textbooks and readings

None required.

Articles from the primary literature and other media outlets.

Course technology (in addition to Carmen)

Access to the internet with a computer with a camera and a microphone.

Course Learning Outcomes

Course goal(s)

Students evaluate significant cultural phenomena and ideas in order to develop capacities for aesthetics and historical response and judgement; and interpretation and evaluation.

- Students will understand what culture is, what affects culture and how culture influences human thought and beliefs.
- Students will learn how humans communicate; will become familiar with different types of communication and factors affecting communication with an emphasis on the effect of culture on communication.
- Students will learn about the effect of culture on language and expression, on the perception of time, and the perception of space.

Major topics and essential questions

For major topics, please, see Syllabus of the course.

Major questions: Who are Latinos? Where do they come from? What is the extent of the Latino workforce in the US? What propels Latinos to leave their countries to come to the US? What is the Latino culture? How different is the Latino culture from the “American” culture? What is a multicultural workplace? What is culture? What is communication? What is a stereotype? How to avoid stereotyping?

Course learning outcomes and supporting objectives

1. Understand and evaluate the extent of the Latin American work force in Ohio and the US. How many are there? Where do they work? From where are they coming?
 - a. Become proficient with the meaning of the most frequently used terms in this course.
 - b. Understand who are the Latinos in the US.
 - c. Have a clear picture of their geographical origin.
 - d. Evaluate the impact of the Latino workforce in US economy.
 - e. Appreciate the magnitude of the presence of Latinos in the US.
 - f. Understand how the numbers of Latinos has grown and how the Latino population has moved to different parts of the country over the years.

2. Analyze the social and cultural backgrounds of Latino migrants and immigrants.
Why do they come?
 - a. Overview the socio-economic situation of Central America countries and Mexico.
3. Understand the concepts of communication and culture
 - a. Recognize different types of communication.
 - b. Recognize barriers to communication that can decrease the quality of communication.
 - c. Analyze and synthesize different definitions of culture.
 - d. Understand the effect of culture on communication on the workplace.
 - e. Discuss cultures and stereotypes.
4. Gain respect for the culture of Latin America with emphasis on Mexico and Central America.
 - a. Have a brief review of the pre-Colombia cultures of Mesoamerica.
 - b. Have an overview of the most significant events of Mexican history.
 - c. Study the structure of the Latino family and its importance in everyday life
 - d. Learn about the importance of religion, language, and education in Latino culture
 - e. Study the time perception, sense of space, and language effects on culture and vice versa.
 - f. Recognize the contributions of the people of Mesoamerica to world agriculture and cuisine.
5. Learn and understand how Latino culture affects behavior and communication in the workplace.
 - a. Learn the structure of the names in many Latino countries.
 - b. Compare and contrast the characteristics of *Individualistic vs. Collectivistic* societies
 - c. Understand Latino's workforce dynamics.
 - c. Learn techniques for attracting, hiring, training, and firing Latino employees
6. Become familiar with the basics of the legal framework related with Latin American immigrants.
 - a. Have an overview of the most basic regulations regarding hiring employees with an emphasis on Latinos.
 - b. Learn how to establish H-2A and H-2B temporary visa programs.



Assessments

Assessments and alignment to course learning outcomes

Course learning outcome(s): ELO 1

Students analyze and interpret major forms of human thought, culture, and expression.

Assessment title: Quizzes and standardized exams.

Quizzes in modules 3, 6, 7, 8, 16, and 24 will address ELO 1

Several questions in the exams will address ELO 1

Course learning outcome(s): ELO 2

Students evaluate how ideas influence the character of human beliefs, the perception of reality, and the norms, which guide human behavior.

Assessment title: Quizzes and standardized exams.

Quizzes in modules 11, 14, 15, 17, 18, 23, 25, 26, and 27, will address ELO 2

4Several questions in the exams will address ELO 2

Week 1 - Introduction

Learning objectives

<p>Course learning outcomes & weekly objectives</p>	<p>Course Learning Outcome: Become familiar with the course structure, mechanics and expectations</p> <p>Overview of course structure, reading materials, and quizzes.</p> <p>Course Learning Outcome 1: Understand the extent of the Latin American work force in Ohio and the US.</p> <p>1a. Become proficient with the meaning of the most frequently used terms in this course.</p> <p>1b. Understand who the Latinos in the US are.</p> <p>1c. Have a clear picture from where they are coming.</p> <p>1d. Evaluate the impact of the Latino workforce in US economy.</p> <p>1e. Appreciate the magnitude of the presence of Latinos in the US.</p> <p>1f. Understand how the numbers of Latinos has grown and how the Latino population has moved to different parts of the country over the years.</p> <p>Course Learning Outcome 2: Understand the social and cultural backgrounds of Latino migrants and immigrants.</p> <p>2a. Overview the socio-economic situation of Central America countries and Mexico.</p>
<p>Course topics and essential questions</p>	<p>How to be successful in this course? Introduction to the Latino workforce.</p> <p>Who are the Latinos? Where are they coming from? What propels them to leave? What impact do they have in the US economy?</p> <p>How many are they? Where are they located? How have these number changed over the years?</p>
<p>Weekly introduction</p>	<p>Introduction to the Latino workforce.</p> <p>The instructor presents definitions of the most important terms used in the course, e.g. Latino, Hispanic, immigrant, migrant, “Pocho”, Latin, Blatino, ethnic group, Anglo, “gringo”, Central American Latinos, Mexican Latinos, etc.</p> <p>The instructor present the evolution of the demographics numbers in the last 40 years and expected trends in future years.</p>

Assessments

Quiz: Terminology, Who are the Latinos?, Demographics	Assesses: 1a through 1f
Students take Modules' 2, 3 and 4 quizzes after finishing watching the respective videos and completing the readings of such modules.	Carmen setup: -Quiz

Learning activities

Reading	Supports: 1a, 1c, 1.d
<p><i>Hispanic versus Latino</i> and <i>Hispanic Day</i> passages from the book "Managing Hispanic and Latino Employees" by Louis E.V. Nevaer.</p> <p><i>Mexican Immigrant Labor History (the beginnings)</i>. Article found on the PBS.org website.</p> <p><i>The role of Latinos in the US economy.</i> Excerpt from the book Latino Culture by Nilda Chong and Francia Baez.</p>	Carmen setup: -File with article

Videos: One through 4	Supports: 1a through 1f & 2a
Watch the introduction video, the terminology video, and the demographic videos and take the quiz after each video. Write down any questions you may have.	Carmen setup: -Document (embedded video)

Discussion: Introducing Ourselves	Supports: 1a through 1f & 2a
Students get together via Zoom and introduce themselves and get to know each other as a class. Students will share why are taking this course and what kind of previous experience they have with Latinos. General information about the course and the topics of the first four videos will follow.	Carmen setup: N/A -Discussion via Zoom



Week 2 - Communication

Learning Objectives

Course learning outcomes & weekly objectives	<p>Course Learning Outcome 3: Understand the concepts of communication and culture</p> <p>3a. Recognize different types of communication</p> <p>3b. Recognize barriers to communication that can decrease the quality of communication.</p>
Course topics and essential questions	What is communication? What are the different types of communication? Verbal and non-verbal communication. Are there any barriers to communication? The role of listening in communication. The effect of culture on communication.
Weekly introduction	The instructor gives an introduction to the topic of communication with an emphasis on barriers to communication, especially cultural barriers.

Assessments

Type: Communication	Assesses: 3a, 3b
Students take Module 5 quiz after finishing watching the respective video and completing the readings of such module.	Carmen setup: Quiz

Learning Activities

Reading	Supports: 3a
<p>What is Communication?</p> <p>https://www.skillsyouneed.com/ips/what-is-communication.html</p>	Carmen setup: Document (embedded file)

Movie "El Norte"	Supports: 3a, 3b
Watch the movie "El Norte" and answer all provided questions. Write down any questions you may have.	Carmen setup: Document (embedded video)

Video Five	Supports: 3a, 3b
Watch video five take the quiz on Canvas. Write down any questions you may have.	Carmen setup: Document (embedded video)

Week 3 - Culture

Learning Objectives

Course learning outcomes & weekly objectives	<p>Course Learning Outcome 3: Understand the concepts of communication and culture</p> <p>3c. Analyze and synthesize different definitions of culture.</p> <p>3d.. Understand the effect of culture on communication on the workplace.</p> <p>3e. Cultures and stereotypes.</p>
Course topics and essential questions	<p>What is culture? Is culture innate or learned? Has culture a genetic component? Do cultures change over time? What are core values, behaviors? What institutions and environmental factors can affect culture? Culture in the workplace – how it can affect communication. What is a stereotype?</p>
Weekly introduction	<p>The instructor gives an introduction to the topic of culture and how to differentiate from human nature and personality. The concept of culture as an iceberg. He explains what stereotypes are and how to avoid them.</p>

Assessments

Type: Culture	Assesses: 3c, 3d, 3e
Students take quizzes for Modules 7, 8, and 9.	Carmen setup: Quiz

Learning Activities

Reading	Supports: 3c, 3d, 3e
<p>Communication and Culture. Excerpts from “Understanding Intercultural Communication: An introduction and overview.” By L. Samovar and R. Porter.</p> <p>Excerpt from the book “Managing a Global Workforce. Challenges and opportunities in international human resources management.” Chapter 2. Cultural foundations of international human resources management. By Charles M. Vance and Yongsun Paik.</p> <p>The Cultural Iceberg. Excerpt from the book “Working Across Cultures” by John Hooker.</p>	<p>Carmen setup: Document (embedded file)</p>



Videos	Supports: 3c, 3d, 3e
<p>Watch video 7, 8, and 9 on Canvas.</p> <p>Watch video titled Non-verbal communication and culture. Write down any questions you may have.</p>	<p>Carmen setup: Document (embedded videos)</p>

Discussion: Week 3 Communication and Culture	Supports: 3c, 3d, 3e
<p>Students get together via Zoom and review the most important points of videos 7, 8, and 9. Instructor will ask questions about the required reading materials and will ask students whether they have experienced intercultural communication/miscommunication issues.</p>	<p>Carmen setup: N/A -Discussion via Zoom connection.</p>



Week 4 – Pre-Columbian Cultures

Learning Objectives

Course learning outcomes & weekly objectives	<p>Course Learning Outcome 4: Gain an appreciation for the culture of Latin America with emphasis on Mexico and Central America.</p> <p>4a. Have a brief review of the pre-Colombia cultures of Mesoamerica.</p>
Course topics and essential questions	Who inhabited Mesoamerica before the arrival of the Spaniards? What cultural level did they have? What were their achievements? What were their shortcomings in facing the Spaniards?
Weekly introduction	The instructor covers superficially the most important pre-Columbian cultures of Mesoamerica.

Assessments

Type: Pre-Columbian Cultures	Assesses: 4a
Students take quizzes for Modules 10 and 11.	Carmen setup: Quiz

Learning Activities

Reading	Supports: 4a
<p><i>Mesoamerica</i> From Wikipedia, the free encyclopedia</p> <p><i>Aztec culture.</i> Excerpted from http://www.aztec-history.com/</p>	Carmen setup: Document (embedded file)



Videos 10 and 11	Supports: 4a
Watch videos 10 and 11 then take the quiz on Canvas. Write down any questions you may have.	Carmen setup: Document (embedded video)
Discussion	Supports:
N/A.	N/A



Week 5 – The Rise of a Nation

Learning Objectives

Course learning outcomes & weekly objectives	<p>Course Learning Outcome 4: Gain an appreciation for the culture of Latin America with emphasis on Mexico and Central America.</p> <p>4b. Have an overview of the most significant events of Mexican history.</p>
Course topics and essential questions	What followed the Spanish conquest? How did the Mexican nation started? What are the most significant events of Mexican history?
Weekly introduction	The instructor gives an overview of Mexican history with an emphasis of those events that may had left a mark on Mexican collective psyche and memory.

Assessments

Type: The rise of the Mexican nation	Assesses: 4b
Students take quizzes for Modules 12 and 13.	Carmen setup: Quiz

Learning Activities

Readings	Supports: 4b
<p>Excerpt from the book <i>“Mexicans & Americans. Cracking the Cultural Code”</i>. By Ned Crouch. p. 189 -190.</p> <p><i>History of Mexico</i>. Excerpts taken from: http://www.lonelyplanet.com/mexico/history</p> <p><i>Land Tenure in Mexico</i>. http://countrystudies.us/mexico/70.htm</p> <p><i>The French Invasion</i>. Excerpt from the book “A Traveler’s History of Mexico by Kenneth Pierce and edited by Dennis Judd. Interlink Publishing Group.</p>	Carmen setup: Document (embedded file)



Videos 12 and 13	Supports: 4b
Watch video 12 and 13 on Canvas and write down any question you ma have.	Carmen setup: Document (embedded videos)

Discussion: History of Mexico	Supports: 4a, 4b
Students get together via Zoom and review the most important points of videos 12 and 13. Instructor will ask questions about the required reading materials and will ask students to speculate on how the most important historical events may had influenced the collective Mexican psyche and memory.	Carmen setup: N/A -Discussion via Zoom



Week 6 – Family, Religion and Education

Learning Objectives

Course learning outcomes & weekly objectives	<p>Course Learning Outcome 4: Gain an appreciation for the culture of Latin America with emphasis on Mexico and Central America.</p> <p>4c. Study the structure of the Latino family and its importance in everyday life</p> <p>4d. Learn about the importance of religion, language, and education in Latino culture</p>
Course topics and essential questions	<p>What is the importance of the family in a Latino culture? What is the typical structure of the Latino family? What are the religions most Latinos practice? How do Latinos manifest their religiosity? What is the structure of the educational system in Mexico?</p>
Weekly introduction	<p>The instructor presents to students some statistics about the religions most Mexicans practice and some changes occurred over the years. He also gives some examples of how Latinos from small towns interact with local churches. A description of the educational system in Latin America will be presented and compared to the American educational system.</p>

Assessments

Type: Family, Religion and Education	Assesses: 4c, 4d
Students take quizzes for Modules 14, 15, and 16.	Carmen setup: Quiz

Learning Activities

Reading	Supports: 4c, 4d
<p><i>Religion in Mexico</i> http://www.facts-about-mexico.com/mexican-religion.htm <i>Formation of Families Under Colonialism and Miscegenation</i> Excerpt from the book “Managing Hispanic and Latino Employees” by Louis E. V. Nevaer. Pages 32 - 35 <i>Familism</i></p>	<p>Carmen setup: Document (embedded file)</p>



<p>http://family.irank.org/pages/1041/Latin-America-Familism.html</p> <p>Mexican Culture: Customs & Traditions. By Kim Ann Zimmermann, Live Science Contributor.</p> <p>http://www.livescience.com/38647-mexican-culture.html</p>	
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Videos 14, 15, and 15	Supports: 4c, 4d
Watch videos 14, 15 and 16 then take the quiz on Canvas. Write down any questions you may have.	Carmen setup: Document (embedded video)
Discussion	Supports:
N/A.	N/A



Week 7 – Time, Space and Language

Learning Objectives

Course learning outcomes & weekly objectives	<p>Course Learning Outcome 4: Gain an appreciation for the culture of Latin America with emphasis on Mexico and Central America.</p> <p>4e. Study time perception, sense of space, and language in the Latino culture.</p>
Course topics and essential questions	<p>What are the two most common views (perceptions) of time? In what other ways can societies be divided regarding their perception of time? What characteristics do monochronic and polychronic societies have?</p> <p>What is proxemics? What is interpersonal distance? What is territory? What is the relationship between interpersonal distance and culture?</p> <p>What is the relationship between language and reality? What are low and high context communication?</p>
Weekly introduction	<p>The instructor presents to students three topics that are highly influenced by culture: time space and culture. Students will be encouraged and helped to view these three everyday life components from an angle they, most likely, are not accustomed.</p>

Assessments

Type: Time, space, and language	Assesses: 4c
Students take quizzes for Modules 17, 18, and 19.	Carmen setup: Quiz

Learning Activities

Reading	Supports: 4c
<p><i>The stuff of time.</i> Excerpts from the book “Mexicans & Americans. Cracking the Cultural Code”. By Ned Crouch.</p> <p><i>Sense of Space.</i> Excerpt from the book “Mexicans & Americans. Cracking the Cultural Code”. By Ned Crouch. p. 45-46</p> <p><i>Excerpts about language</i> from the book “Mexicans & Americans. Cracking the Cultural Code” by Ned Crouch.</p>	Carmen setup: Document (embedded file)



Videos 17, 18, and 19	Supports: 4c
Watch videos 17, 18 and 19 then take the quiz on Canvas. Write down any questions you may have.	Carmen setup: Document (embedded video)
Discussion	Supports:
N/A.	N/A



Week 8 – Agriculture and Food

Learning Objectives

Course learning outcomes & weekly objectives	<p>Course Learning Outcome 4: Gain an appreciation for the culture of Latin America with emphasis on Mexico and Central America.</p> <p>f. Recognize the contributions of the people of Mesoamerica to world agriculture and cuisine.</p>
Course topics and essential questions	<p>What factors were determinant on the diet of the people of Mesoamerica? How did they overcome their environmental limitations? What foods and agricultural products used today originated in the pre-Columbian era? What important contribution did the Nahuas made to world agriculture? What is the basic diet and typical cuisine of today's Mexicans?</p>
Weekly introduction	<p>The instructor will start by reviewing the concepts of nutritional needs, diet, and cuisine and will describe what the factors that affect diet and cuisine are. The environmental limitations affecting the diet of the Mesoamerica people will be analyzed and how those limitations were overcome will be discussed.</p> <p>The instructor will present the most important contribution of the Nahuas to world agriculture: corn. How these people overcome the nutritional limitations of corn will also be presented.</p>

Assessments

Type: Agriculture and food	Assesses: 4f
Students take quizzes for Modules 20 and 21.	Carmen setup: Quiz

Learning Activities

Readings	Supports: 4f
<p><i>A Brief History of Chocolate.</i> Uncover the bittersweet story of this ancient treat. By Amanda Fiegl.</p> <p>http://www.smithsonianmag.com/arts-culture/a-brief-history-of-chocolate-21860917</p>	Carmen setup: -Checklist



<p>Evolution of Corn. http://learn.genetics.utah.edu/content/selection/corn/</p> <p>Mexico Agriculture. http://www.nationsencyclopedia.com/economies/Americas/Mexico-AGRICULTURE.htm</p> <p>Mexican Food and Drink. http://www.facts-about-mexico.com/mexican-food.html</p>	
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Videos	Supports: 4f
Watch video 20 and 21 on Canvas.	Carmen setup: Document (embedded videos)

Discussion: Religion, Family, Agriculture and Food	Supports: 4f
Students get together via Zoom and review the most important points of videos 14 through 21. Instructor will also ask questions about the required reading materials. The instructor will ask students to share their experiences with the Mexican cuisine and will ask students to make any connections between contemporary cuisine and old diets and limitations.	Carmen setup: N/A -Discussion via Zoom



Week 9 – Communication Latino Style

Learning Objectives

Course learning outcomes & weekly objectives	<p>Course Learning Outcome 5: Learn and understand how Latino culture affects behavior and communication in the workplace.</p> <p>5a. Learn the structure of the names in many Latino countries.</p> <p>5b. Compare and contrast the characteristics of <i>Individualistic vs. Collectivistic</i> societies</p>
Course topics and essential questions	<p>Why is important to learn the structure of the names used in some Latino countries? What are the components of the name of a Latino? Why do they seem to be longer than those of Americans?</p> <p>What individualistic or collectivistic societies? What are their characteristics? How the American society does compare to Latin American societies? What is <i>Future vs. Present Orientation</i>?</p> <p>Is Latino communication direct or indirect? Do Latinos offer more or less information when communicating? What is the role of non-verbal communication among Latinos?</p>
Weekly introduction	<p>The instructors start by indicating the importance of understanding the structure of name of Latinos – how to avoid bureaucratic and legal mistakes. Then, the instructor presents to students the structure of Latino names.</p> <p>Students analyze characteristics of individualistic or collectivistic societies and try to determine where American and Latino societies belong.</p> <p>An analysis of the direct vs. indirect approaches to communication will be presented and students will apply the concepts to America and Latino communication.</p>

Assessments

Type: Communication Latino Style	Assesses: 5a, 5b
Students take quizzes for Modules 22, 23, and 24.	Carmen setup: Quiz

Learning Activities

Readings	Supports: 5a, 5b
<p>Importance of using two last names. Excerpt from the book “The Hispanic Way” by Judith Noble and Jaime Lacasa.</p> <p>Employment Forms. Excerpt from the booklet “Working with Hispanics”. By Neal Holladay, USDA.</p> <p>VIGNETTE. Excerpt from the book Latino Culture by Nilda Chong and Francia Baez.</p> <p>Latinos Communicate at a Spiritual Level by Ricardo A. López http://www.latinoopinion.com/category/language-and-communication</p>	<p>Carmen setup: Document (embedded file)</p>
Videos 22, 23, 24	Supports: 5a, 5b
<p>Watch videos 22, 23 and 24 then take the quiz on Canvas. Write down any questions you may have.</p>	<p>Carmen setup: Document (embedded video)</p>
Discussion	Supports:
N/A.	N/A



Week 10 – Latino Workforce Dynamics

Learning Objectives

Course learning outcomes & weekly objectives	<p>Course Learning Outcome 5: Learn and understand how Latino culture affects behavior and communication in the workplace.</p> <p>c. Understand Latino’s workforce dynamics.</p>
Course topics and essential questions	<p>What motivate Latinos at work? How do Latinos manage conflict at work? Are Latinos risk takers or risk avoiders?</p> <p>Do Latinos have a different management style? How “el jefe” does compare with the American boss? What the incentives that make Latinos work hard and be happy at work?</p> <p>Are techniques to attract and hire Latinos different from those used with American workers? Is nepotism an issue for Latinos?</p>
Weekly introduction	The instructor will present to students with examples from real life on the behavior of Latinos in the workplace. Comparisons and contrast with a “typical” American workforce will be made and discussed.

Assessments

Type: Latino Workforce dynamics	Assesses: 5c
Students take quizzes for Modules 25, 26, and 27.	Carmen setup: Quiz

Learning Activities

Readings	Supports: 5c
<p><i>Hispanic culture at work - understanding and managing Hispanic employees.</i> Excerpts from an article by Juan Guillermo Tornoe http://learn.latpro.com/hispanic-culture-at-work/</p> <p><i>Hispanic Worker Training - ¿Habla Español? Training a Multilingual Audience.</i> http://www.blr.com/trainingtips/Hispanic-Training</p>	Carmen setup: Document (embedded file)



<p><i>Training Your Hispanic Workers. Regardless of any language barriers, OSHA requires safety training.</i> By Gustavo A. Gonzales http://precast.org/2010/05/training-your-hispanic-workers/</p> <p><i>Eight ways to recruit Hispanic workers.</i> By Jeffrey Scott http://landscapemanagement.net/8-ways-to-recruit-hispanic-workers/</p>	
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Videos 25, 26, and 27	Supports: 5c
Watch video 25, 26, and 27 on Canvas. Write down any question you may have.	Carmen setup: Document (embedded videos)

Discussion: Names and Workplace Dynamics	Supports: 5a, through 5c
Students get together via Zoom and review the most important points of videos 22 through 27. Instructor will also ask questions about the required reading materials. The instructor will ask students to imagine working with Latinos as coworkers, bosses, or supervises based on what they have learned on the related videos and readings.	Carmen setup: N/A -Discussion via Zoom



Week 11 – Comparative Study

Learning Objectives

Course learning outcomes & weekly objectives	<p>Course Learning Outcome 5: Learn and understand how Latino culture affects behavior and communication in the workplace.</p> <p>b. Compare and contrast the characteristics of <i>Individualistic vs. Collectivistic</i> societies</p> <p>c. Understand Latino’s workforce dynamics.</p>
Essential questions	What are some of the cultural traits we have seen during the course that can influence management styles at the workplace?
Weekly introduction	The instructors presents a study done by Eva Kras in order to define cultural traits and management styles of both Mexican and American managers. In order to better understand the study, the instructor will review and expand the concept of “ <i>Preponderance of Belief</i> ”.

Assessments

Type: Comparative study	Assesses: N/A
N/A. These three modules represent a review of many topics covered during the course so far.	Carmen setup: N/A

Learning Activities

Readings	Supports: N/A
N/A. These three modules represent a review of many topics covered during the course so far.	Carmen setup: N/A

Videos 28, 29, and 30	Supports: 5b, 5c
Watch videos 28, 29 and 30. Write down any questions you may have.	Carmen: Document (embedded video)
Discussion	Supports: N/A
N/A.	N/A



Week 12 – Legal Issues

Learning Objectives

Course learning outcomes & weekly objectives	<p>Course Learning Outcome 6. Become familiar with the basics of the legal framework related with Latin American immigrants.</p> <p>a. Have an overview of the most basic regulations regarding hiring employees with an emphasis on Latinos.</p> <p>b. Learn how to establish H-2A and H-2B temporary visa programs.</p>
Course topics and essential questions	<p>What are the obligations of an employer when hiring a worker in general and a Latino in particular? Recruiting, applications, and interviews. What is the I-9 Employment Verification process? Workers compensation and Unemployment Compensation. Fair Labor standard Act. Employing Migrant/ Seasonal workers. What are the H-2A and H-2B temporary visa programs? What are their fundamentals?</p>
Weekly introduction	<p>This topic will be covered by a lawyer, Amanda Stacy Hartman, who works for a law studio specializing on farm labor issues.</p>

Assessments

Type: Legal Issues	Assesses: 6a, 6b
Students take quiz for Module 31.	Carmen setup: Quiz

Learning Activities

Readings	Supports: N/A
N/A.	Carmen setup: N/A

Videos 31	Supports: 6a, 6b
Watch video 31. Write down any questions you may have.	Carmen: Document (embedded video)
Discussion	Supports: N/A
N/A.	N/A



Week 13 – A Grower’s perspective

Learning Objectives

Course learning outcomes & weekly objectives	<p>Course Learning Outcome 1: Understand and appreciate the extent of the Latin American work force in Ohio and the US.</p> <p>c. Have a clear picture of from where they coming. d. Evaluate the impact of the Latino workforce in US economy.</p> <p>Course Learning Outcome 5:</p> <p>c. Learn techniques for attracting, hiring, training, and firing Latino employees.</p>
Course topics and essential questions	The guest lecturer will describe the business and the number and type of employees they hire every year, with an emphasis on the Latino workforce they bring mainly from Mexico.
Weekly introduction	This topic will be covered by a nursery grower, Emily Showalter, who works for the largest nursery in Ohio, Willoway Nurseries, Inc. which brings every year, at least, 200 Latino workers with temporary visas. She will also describe the company’s experience with the H-2A temporary visas for agriculture programs.

Assessments

Type: A grower’s perspective	Assesses: N/A
N/A	Carmen setup: N/A

Learning Activities

Readings	Supports: N/A
N/A.	Carmen setup: N/A

Video 32	Supports: 1c, 1d, 5c
Watch video 32. Write down any questions you may have.	Carmen Document (embedded video)
Discussion	Supports: N/A
N/A	N/A



Week 14 – Common Questions and Final Thoughts

Learning Objectives

Course learning outcomes & weekly objectives	<p>Course Learning Outcome 5. Learn and understand how Latino culture affects behavior and communication in the workplace.</p> <p>b. Understand Latino’s workforce dynamics.</p> <p>c. Learn techniques for attracting, hiring, training, and firing Latino employees</p>
Course topics and essential questions	The instructor will present to students a list of common questions asked by Latino employers with the expectation that students will answer them based on the topics covered during the course.
Weekly introduction	This last module represent a review of the course before the final exam.

Assessments

Type: Common questions and final thoughts	Assesses: 5b, 5c
Students take quiz for Module 33.	Carmen setup: N/A

Learning Activities

Readings	Supports: N/A
N/A.	Carmen setup: N/A

Video 33	Supports: 5b, 5c
Watch video 33. Write down any questions you may have.	Carmen setup: Document (embedded video)
Discussion – Wrapping up	Supports: N/A
This session will be used to discuss legal issues presented by the guest speakers and as a final review of the course. Students will be also asked to shares their experiences, positive and negative, while taking this 100% online course.	N/A



Subject: FW: Concurrence request HCS 3380 "Latino Workforce in Land-Based Industries: Communication and Culture"
Date: Wednesday, March 28, 2018 at 9:44:15 AM Eastern Daylight Time
From: Metzger, James
To: Luikart, Meredith
Attachments: HCS-3380-Syllabus-GE 4.docx, image001.png

From: Metzger, James
Sent: Tuesday, February 13, 2018 7:45 AM
To: Podalsky, Laura <podalsky.1@osu.edu>
Subject: Concurrence request HCS 3380 "Latino Workforce in Land-Based Industries: Communication and Culture"

Dear Dr. Podalsky

We are proposing changes to **HCS 3380 Latino Workforce in Land-Based Industries: Communication and Culture**, which require concurrence from the Department of Spanish and Portuguese. The original version of this course received concurrence from your department in 2009 and since that time the course has been part of the basket of electives (HCS 380, quarters; HCS 3380, semesters) for the Sustainable Plant Systems major. The proposed course revisions include conversion to a 100% online format and to be included as a Cultures and Ideas GE course. We ask that you review the attached syllabus and indicate whether or not your department supports the proposed changes by providing a response and any comments via email no later than **February 27, 2018**. After this date, concurrence is assumed.

Sincerely,

Jim



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