

## **Horticulture and Crop Science 3380: Latinos in Land Based Industries**

**Autumn 2021**

**Meeting Dates and Location:** This is a **100% online course**. Lectures and course materials will be presented on Canvas. No face to face (classroom) meetings will be required. Discussions will be done with students connecting via Zoom.

**Course Format:** Students will access pre-recorded lectures, posted on Canvas, at their convenience. Before each discussion session, the instructor will send by e-mail a link for students to connect using Zoom.

### **Instructor:**

Dr. Claudio Carlos Pasian  
[pasian.1@osu.edu](mailto:pasian.1@osu.edu), 614-209-5150

E-mail is preferred method of communication. Office hours: N/A. The instructor can meet with the student via Zoom with previous arrangement of day and time convenient for both.

**Course Coordinator:** N/A

**Credit Hours: Pace of online activities:** This course is divided into **modules**. Students are expected to keep pace with weekly deadlines for assignments and lectures but may schedule their efforts freely within the period stated in the calendar of activities in the syllabus.

**Credit hours and work expectations:** This is a **2-credit-hour 14-week course**. According to Ohio State policy, students should expect around 2 hours per week of time spent on direct instruction (instructor content and Carmen activities, for example) in addition to 3-4 hours of homework (reading and assignment preparation, for example) to receive a grade of (C) average.

**Prerequisites:** None

**Exclusions:** None

**Textbooks/Readings:** None

**Optional 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.

**Additional Required Materials:** None

**Other Fees or Requirements:** None

**Course Description:** 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, someday, 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.

**Goals and Outcomes:**

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 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 [OCIO Help Hours](#), and support for urgent issues is available 24x7.

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

## Baseline technical skills for online courses

- Basic computer and web-browsing skills
- Navigating Carmen: for questions about specific functionality, see the [Canvas Student Guide](#).

## Technology skills necessary for this specific course

- Zoom text, audio, and video chat
- 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

Alternatively, students can connect to Zoom using their smartphones.

## 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 is found <https://ocio.osu.edu/kb04733>.
- [Approved browsers](#)

## Carmen Access

You will need to use [BuckeyePass](#) multi-factor authentication to access your courses in Carmen. To ensure that you are able to connect to Carmen at all times, it is recommended that you take the following steps:

- Register multiple devices in case something happens to your primary device. Visit the [BuckeyePass - Adding a Device](#) help article for step-by-step instructions.
- Request passcodes to keep as a backup authentication option. When you see the Duo login screen on your computer, click "Enter a Passcode" and then click the "Text me new codes" button that appears. This will text you ten passcodes good for 365 days that can each be used once.
- Download the [Duo Mobile application](#) to all of your registered devices for the ability to generate one-time codes in the event that you lose cell, data, or Wi-Fi service.

If none of these options will meet the needs of your situation, you can contact the IT Service Desk at 614-688-4357 (HELP) and the IT support staff will work out a solution with you.

## Course Schedule:

The schedule below is a general outline of course activities.

WEEK	DATE	TOPICS <sup>1</sup>	COURSE LEARNINGS OUTCOMES <sup>2</sup>
1	8/24 – 8/27	Modules: 1, 2, 3	1
2	8/30 – 9/3	Modules: 4, 5, 6	1, 2, and 3
3	9/6 - 9/10	Modules: 7, 8, 9	4
4	9/13 – 9/17	Modules: 10, 11, 12	4
5	9/20 – 9/24	Modules: 13, 14, 15	1, 2, 4
6	9/27– 10/1	Modules: 16, 17, 18	5
7	10/4 – 10/8	1 <sup>st</sup> Midterm	4, 5
8	10/11 – 10/15	Modules:19, 20, 21	
9	10/18 – 10/22	Modules: 22, 23, 24	5
10	10/25 – 10/29	Modules: 25, 26, 27	5
11	11/1 – 11/5	Modules: 28, 29, 30	5
12	11/8 – 11/12	Modules: 31, 32	5, and 6
13	11/15 – 11/19	Modules: 33	1 through 6
14	11/22 – 11/26	Thanksgiving	
15	11/29 – 12/2	2 <sup>nd</sup> Midterm	

<sup>1</sup> See topics in each module below.

<sup>2</sup> See outcomes in the list of GOALS AND OUTCOMES presented above.

## Instructor's policy on late or make work:

The only way a lecture exam or the final exam may be taken at an alternative time (either earlier or later) is under extenuating circumstances after permission has been secured from the instructor at least two calendar days in advance of the scheduled exam date. Make-up exams, if given at all in well-justified cases, will be considerably different from the regularly administered exam.

All assignments are due by 11:59 pm on the designated due date. You can find the actual due dates in Carmen website under the syllabus/assignment sections. There are no extensions of due dates without documented, extenuating circumstances subject to the approval of the instructor. All requests for extensions must be received by the instructor no less than 1 week prior to the due date; in the case of a documented emergency, you must contact the instructor within 24 hours to request an extension. Make-up exams are permitted with permission of instructor. Students must communicate with instructor to establish a day/time for make-up exam.

The university strives to make all learning experiences as accessible as possible. In light of the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. 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](mailto:slds@osu.edu); 614-292-3307; slds.osu.edu; 098 Baker Hall, 113 W. 12th Avenue.

## Evaluation:

### How your grade is calculated

Evaluation of student learning will be made using two online midterms, and one online final exam.

**Exams:** two Midterm exams [25 points each], & one Take Home Final exam [40 points], answering the online **quizzes** [10 points].

***Midterm exams dates for AU 2021: Thursday October 7 and Thursday December 2.***

***Final Exam date for AU 2021: The questions for a take home final exam will be made available a week before the University determined date of the final exam.***

**Discussions** online (via Zoom), on **8/26**, 9/16, 9/30, **10/21**, and 11/18 at 7:00 PM. (Discussions on dates presented with bold numbers are MANDATORY. By missing these discussion sessions students will lose one point from their next midterm grade.) You are strongly encouraged to participate. It represents an opportunity to ask questions and discuss course topics with instructor and other students.

ASSIGNMENT CATEGORY	POINTS
<b>1<sup>st</sup> Midterm</b>	25
<b>2<sup>nd</sup> Midterm</b>	25
<b>Final</b>	40
<b>Quizzes</b>	10
Possible extra credits	10
<b>Total</b>	<b>100 (+10)</b>

**Grading Scale:** The standard grading scale is below. If deviating from the standard grade scale, the grade scale must be complete and span the total possible grades from A to E.

<u>Percentage</u>	<u>Grade</u>	<u>Percentage</u>	<u>Grade</u>
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-	<60	E
77-79.9	C+		

## COURSE POLICIES

### Faculty feedback and response time

My primary mode of communication with the class will be by e-mail  
[pasian.1@osu.edu]

Remember that you can call **614-688-HELP** at any time if you have a technical problem.

- **Grading and feedback:** For large weekly assignments, you can generally expect feedback within **7 days**.
- **E-mail:** I will reply to e-mails within **24 hours on school days**.

### Attendance Policy:

#### Student participation requirements

Because this is a distance-education course, your attendance is based on your online activity and participation. The following is a summary of everyone's expected participation:

- **Logging in:** ***AT LEAST ONCE PER WEEK AT STUDENT CONVENIENCE***  
Be sure you are logging in to the course in Carmen each week, including weeks with holidays. (During most weeks you will probably log in several times.)
- **Office hours and live sessions:**  
There are no office hours. Students need to contact the instructor and arrange an appointment via Zoom.
- **Participating in discussion forums:** Students will be informed about days and times of the required and optional discussion sessions. (Contact Dr. Pasian [[pasian.1@osu.edu](mailto:pasian.1@osu.edu)] for discussion days and times.)

### Tone and civility:

Let's maintain a supportive learning community where everyone feels safe and where people can disagree amicably. Remember that sarcasm doesn't always come across online.

### **Citing your sources:**

When we have academic discussions, please cite your sources to back up what you say. (For the textbook or other course materials, list at least the title and page numbers. For online sources, include a link.)

### **Backing up your work:**

Consider composing your academic posts in a word processor, where you can save your work, and then copying into the Carmen discussion.

**Tardiness: N/A**

**Technology Devices: N/A**

### **E-Mail Etiquette:**

For example, Professional relationships should be maintained when using e-mail for a class. Below I have included guidelines from Bloomsbury's guide on email etiquette that you should follow when drafting your e-mail. I will not respond to e-mails that I consider inappropriate. I will respond to appropriate emails in a timely manner, do not expect an immediate reply. If you require an immediate response, consider visiting with me in person or via Zoom.

#### DO

- Include a descriptive statement in the subject line.
- Use proper salutations when beginning an e-mail.
- Be concise in the body of the e-mail, use complete sentences and proper grammar.
- Use an appropriate closure at the end of each e-mail followed by your first and last name.
- If replying to an e-mail, reference the original e-mail and its content.
- Be selective of your choice of words. Emotions are difficult to convey in text and without the benefit of facial expressions your sentiment can be lost in the words you choose to write.

#### DON'T

- Use all capital letters; this conveys a tone of ANGER.
- Use e-mail as a format to criticize other individuals.
- Ask for your grade via e-mail. Grades will not be discussed by e-mail. If you need to discuss a graded item make an appointment to do so in my office.
- E-mail to inquire when grades will be posted. We will work toward submitting grades promptly, however, recognize that grading assignments and exams requires considerable time to ensure uniformity and fairness.



- Send an e-mail out of frustration or anger. Learn to save the e-mail as a draft and review at a later time when emotions are not directing the content.

## **Exams:**

The exams are timed. Collaboration with classmates or other individuals on the exams is strictly forbidden. Taking an exam with another person, communicating with another person during an exam by any means, receiving any form of assistance from others during an exam, or using another student's computer account will be considered academic misconduct and will be dealt with according to the procedures established by The Ohio State University.

## **Written assignments:**

Your written assignments, including discussion posts, should be your own original work. In formal assignments, you should follow [\[MLA/APA\]](#) style to cite the ideas and words of your research sources. You are encouraged to ask a trusted person to proofread your assignments before you turn them in--but no one else should revise or rewrite your work.

## **Reusing past work:**

In general, you are prohibited in university courses from turning in work from a past class to your current class, even if you modify it. If you want to build on past research or revisit a topic you've explored in previous courses, please discuss the situation with me.

## **Falsifying research or results:**

All research you will conduct in this course is intended to be a learning experience; you should never feel tempted to make your results or your library research look more successful than it was.

## **Collaboration and informal peer-review:**

The course includes many opportunities for formal collaboration with your classmates. While study groups and peer-review of major written projects is encouraged, remember that comparing answers on an exam or assignment is not permitted. If you're unsure about a particular situation, please feel free just to ask ahead of time.

**UNIVERSITY POLICIES** see: <https://ugeducation.osu.edu/faculty-and-staff-resources> for current versions

**Academic Misconduct:** 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 at [Student Life](http://studentconduct.osu.edu) <http://studentconduct.osu.edu>.

## Ohio State's academic integrity policy

Academic integrity is essential to maintaining an environment that fosters excellence in teaching, research, and other educational and scholarly activities. Thus, The Ohio State University and the Committee on Academic Misconduct (COAM) expect that all students have read and understand the University's *Code of Student Conduct*, and that all students will complete all academic and scholarly assignments with fairness and honesty. Students must recognize that failure to follow the rules and guidelines established in the University's *Code of Student Conduct* and this syllabus may constitute "Academic Misconduct."

The Ohio State University's *Code of Student Conduct* (Section 3335-23-04) defines academic misconduct as: "Any activity that tends to compromise the academic integrity of the University, or subvert the educational process." Examples of academic misconduct include (but are not limited to) plagiarism, collusion (unauthorized collaboration), copying the work of another student, and possession of unauthorized materials during an examination. Ignorance of the University's *Code of Student Conduct* is never considered an "excuse" for academic misconduct, so I recommend that you review the *Code of Student Conduct* and, specifically, the sections dealing with academic misconduct.

**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. If you have any questions about the above policy or what constitutes academic misconduct in this course, please contact me.

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](http://www.northwestern.edu/uacc/8cards.htm))

## Copyright disclaimer

The materials used in connection with this course may be subject to copyright protection and are only for the use of students officially enrolled in the course for the educational purposes associated with the course. Copyright law must be considered before copying, retaining, or disseminating materials outside of the course.

**Intellectual Property** (covered by copyright) includes Course materials (Text, Audio, Video, Multimedia, Sims, Apps, etc.), and Student Generated materials

## **Disability Services**

**The university strives to make all learning experiences as accessible as possible. Considering the current pandemic, students seeking to request COVID-related accommodations may do so through the university's request process, managed by Student Life Disability Services. 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](mailto:slds@osu.edu); 614-292-3307; [slds.osu.edu](http://slds.osu.edu); 098 Baker Hall, 113 W. 12th Avenue.**

### **Requesting accommodations**

If you would like to request academic accommodations based on the impact of a disability qualified under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973, contact your instructor privately as soon as possible to discuss your specific needs. Discussions are confidential.

In addition to contacting the instructor, please contact the Student Life Disability Services at [614-292-3307](tel:614-292-3307) or [ods@osu.edu](mailto:ods@osu.edu) to register for services and/or to coordinate any accommodations you might need in your courses at The Ohio State University.

Go to [Office of Student Life - Disability Services](#) for more information.

### **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
- Synchronous course tools

- [Definition OSU](#)
- [Overview of Accessibility at OSU](#)
- If you require specific software for the course list or provide a link to the software's accessibility privacy statements
  - [Adobe Connect \(Carmen Connect\) Accessibility](#) [Adobe Privacy Policy](#)
  - [MediaSite Accessibility Statement](#)
  - [Microsoft Office Accessibility](#) [Microsoft Office 365 Privacy](#)
  - [LockDown Browser Student Resources](#)

## Diversity

The Ohio State University affirms the importance and value of diversity in the student body. Our programs and curricula reflect our multicultural society and global economy and seek to provide opportunities for students to learn more about persons who are different from them. We are committed to maintaining a community that recognizes and values the inherent worth and dignity of every person; fosters sensitivity, understanding, and mutual respect among each member of our community; and encourages each individual to strive to reach his or her own potential. Discrimination against any individual based upon protected status, which is defined as age, color, disability, gender identity or expression, national origin, race, religion, sex, sexual orientation, or veteran status, is prohibited.

This course adheres to The Principles of Community adopted by the College of Food, Agricultural, and Environmental Sciences. These principles are located on the Carmen site for this course, and can also be found at <https://go.osu.edu/principlesofcommunity>. For additional information on Diversity, Equity, and Inclusion in CFAES, contact the CFAES Office for Diversity, Equity, and Inclusion (<https://equityandinclusion.cfaes.ohio-state.edu/>). If you have been a victim of or a witness to a bias incident, you can report it online and anonymously (if you choose) at <https://studentlife.osu.edu/bias/report-a-bias-incident.aspx>.

**UNIVERSITY RESOURCES** - see: <https://ugeducation.osu.edu/faculty-and-staff-resources> for current versions

### Counseling and Consultation Services:

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](https://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](https://suicidepreventionlifeline.org).

## **Title IX:**

All students and employees at Ohio State have the right to work and learn in an environment free from harassment and discrimination based on sex or gender, and the university can arrange interim measures, provide support resources, and explain investigation options, including referral to confidential resources.

If you or someone you know has been harassed or discriminated against based on your sex or gender, including sexual harassment, sexual assault, relationship violence, stalking, or sexual exploitation, you may find information about your rights and options at [titleix.osu.edu](https://titleix.osu.edu) or by contacting the Ohio State Title IX Coordinator at [titleix@osu.edu](mailto:titleix@osu.edu). Title IX is part of the Office of Institutional Equity (OIE) at Ohio State, which responds to all bias-motivated incidents of harassment and discrimination, such as race, religion, national origin and disability. For more information on OIE, visit [equity.osu.edu](https://equity.osu.edu) or email [equity@osu.edu](mailto:equity@osu.edu).

## **Grievances**

According to University Policies, if you have a problem with this class, you should seek to resolve the grievance concerning a grade or academic practice by speaking first with the instructor or professor. Then, if necessary, take your case to the department chairperson, college dean or associate dean, and to the provost, in that order. Specific procedures are outlined in Faculty Rule 3335-7-23. Grievances against graduate, research, and teaching assistants should be submitted first to the supervising instructor, then to the chairperson of the assistant's department.

# **List of modules with videos, reading materials, and quizzes**

## **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)*

- 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 85% 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)*

- 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?

## Module 4

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

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

## Module 5

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

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

## Module 6

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

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

## Module 7

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

- READ - Understanding-Culture

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

### **Module 8**

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

- 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)*

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

### **Module 10**

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

- READ - Mesoamerica Reading
- SCRIPT - Pre-Columbian Cultures - 1
- PDF - Pre-Columbian Cultures-1

### **Module 11**

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

- 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)*

- 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)*

- 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

#### **Module 14**

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

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

#### **Module 15**

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

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

#### **Module 16**

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

- 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)*

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

#### **Module 18**

VIDEO - *Sense of space (8 minutes)*

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

#### **Module 19**

VIDEO - *Language (18 minutes)*

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



## **Module 20**

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

- 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)*

- 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

## **Module 22**

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

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

## **Module 23**

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

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

## **Module 24**

VIDEO - *Communication Latino style (6 minutes)*

- 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)*

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

## **Module 26**

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

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

### **Module 27**

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

- 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)*

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

### **Module 29**

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

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

### **Module 30**

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

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

### **Module 31**

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

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

### **Module 32**

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)*

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