

Department of Agricultural Leadership, Education & Communications

ALEC 489-550: Hispanic HRD in Agriculture

Spring 2021 (travel portion is **January 2-15, 2021**)

(San Isidro de Peñas Blancas, Costa Rica)

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Office hours by appointment

Class Meetings and Structure:

This course is a hybrid between on- and off-campus (TAMU Soltis Center for Research and Education in San Isidro de Peñas Blancas, Costa Rica) instruction. The travel portion is from January 2-15, 2021; in-country class meetings may be from 2:00-8:00 p.m.; however, mandatory attendance is required in pre- and post-travel classes/meetings. Some cultural immersion field trips are required in Costa Rica. Assignments are required before, during, and after the program.

Course Description and Prerequisites:

Selected topics on Human Resource Development (including training and development, career development, and organizational development) in a Latin American context with region-relevant language skills in agricultural situations; emphasis on cultural impact and communications with native speakers in agricultural and/or natural resource management settings. Prerequisite: Junior and above.

Learning Outcomes:

Upon completion of this course, successful learners will:

1. Recognize HRD foundational concepts in the agricultural industry;
2. Evaluate the core domains of practice in Hispanic HRD in agriculture;
3. Comprehend basic language skills relevant to agriculture and natural resources;
4. Practice conversation (writing and speaking) in Spanish; and,
5. Determine the cultural implications of HRD in the Hispanic context.

Textbook and/or Other Materials (online materials):

- Agricultural Thesaurus and Glossary: USDA National Agricultural Library.
- Spanish Dictionary of Agriculture and HR Management: *Spanish Dictionary of Agriculture & HR Management*. (2003). Agricultural Labor Management, University of California.
- Thomson's English/Spanish Spanish/English Illustrated Agricultural Dictionary

Supplemental Resources: (provided in eCampus)

Alexandratos, N. (1995). Human resources development in agriculture: Developing country issues. In N. Alexandratos (Ed.), *World Agriculture: Towards 2010*. Food and Agriculture Organization of the United Nations and John Wiley & Sons Ltd, Chichester, England.

Chalofsky, N. (2007). The seminal foundation of the discipline of HRD: People, learning, and organizations. *Human Resource Development Quarterly*, 18, 431-442. doi:10.1002/hrdq.1212

Coulombe, K., & Gil, W. R. (2016). The changing U.S. workforce: The Growing Hispanic demographic and the workplace. Society for Human Resource Management, Congressional Hispanic Caucus Institute. https://www.shrm.org/hr-today/public-policy/hr-public-policy-issues/Documents/15-0746%20CHCI_Research_Report_FNL.pdf

ERS. (n.d.) *Farm labor*. United States Department of Agriculture, Economic Research Service. <https://www.ers.usda.gov/topics/farm-economy/farm-labor/>

Swanson, R. (2001). Human resource development and its underlying theory. *Human Resource Development International*, 4(3), 299-312, doi:10.1080/13678860110059311

Rivera, W. M. (1995). Human resource development in the agriculture sector: three levels of need. *International Journal of Lifelong Education*, 14(1), 65-73, doi:10.1080/0260137950140106

Rationale: This course focuses on Hispanic human resource development (HRD) concepts and Spanish conversational skills in agriculture. Importance is placed on developing practical Spanish language skills to facilitate understanding HRD in a Hispanic context. The TAMU Soltis Center for Research and Education affords learners authentic learning about Hispanic origins of agriculture from non-U.S. perspectives, thereby deepening this study abroad. This course is for students who want to gain knowledge of Hispanic HRD in agriculture and basic Spanish language skills. Costa Rica's abundant flora and fauna, agricultural practices, and cultural customs and traditions facilitate the teaching and learning of Hispanic HRD in agriculture.

Course Methods: Students are required to download and read course materials (see eCampus) to participate actively in class discussions. All participants have the right to express ideas, feelings, and concerns about culture, heritage, diversity, and ethnicity. Students develop teamwork, problem solving, decision making, and critical thinking skills and will be respectful of others' ideas and viewpoints.

Course Topics (Subject to change):

Dates	Tentative Topics	Assignments*	Hrs ¹	Hrs ²
Fall 2020	Pre-travel orientation, Spanish language skill building, etc.	Language Hunt	8.0	20.0
Dec 2020-1/1/21	Pre-travel Assessments (Social Phobia Scrutiny Fears; Public Speaking Anxiety; Social Interaction Anxiety; LSI)	Self-assessments	2.0	6.0
Jan. 2	<i>Travel to Costa Rica</i>			
Jan. 3	<i>Hike to Rainforest/Waterfall</i> ● Introductions, vowels, alphabet		2.5	2.5
Jan. 4	<i>Local Farms (Chrisley Dairy); Proyecto Asis</i> ● Common nouns and adjectives	Language Quiz	2.5	2.5
Jan. 5	<i>Local Farms (Finca Luna Nueva); Nighttime Hike</i> ● Commonly used verbs, conjugations	Language Quiz	2.5	2.5
Jan. 6	<i>Local Agribusiness (Espiritu Santo Coffee)</i> ● Conversation phrases	Practice Conversation	2.5	2.5
Jan. 7	<i>Ecotourism (Nectandra Garden)</i> ● HRD in Agriculture ● Core Domains in HRD		2.5	2.5
Jan. 8	<i>Field Trip to Arenal Volcano National Park</i>	HRD Reflections	2.5	1.5
Jan. 9	<i>Ecotourism (Ziplines, Hot Springs, River float)</i> ● Arenal Volcano; Linda Vista Hotel			10.0
Jan. 10	<i>Travel to La Fortuna for lunch and shopping</i> ● Rainforest Chocolate Tour		2.5	2.5
Jan. 11	<i>Tilapia Farm</i> ● Culture and International HRD	HRD Reflections	2.5	2.5
Jan. 12	<i>Don Juan Organic Farm</i> ● Coco Movie		2.5	2.5
Jan. 13	<i>Guanacaste (Occidental Tamarindo Hotel)</i> ● Reflective Practice		2.5	2.5
Jan. 14	<i>Local Cultural Tours</i> ● Free time (Local exploration)			10.0
Jan. 15	<i>Return Travel to Texas</i>			
Jan. 18-Feb. 19	Role of Bilingualism in Agricultural Leadership in Texas (5 weekly classes; Friday, 3:00-4:00 p.m.)	HRM Essays	5.0	10.0
Feb. 22-Apr. 2	Empirical Analyses of Hispanic HRM: Texas Agriculture (5 weekly classes; Friday, 3:00-4:00 p.m.)	Reflective Practice Paper Post-travel Surveys	5.0	10.0
*ALL projects must be in Word format and include the student's LAST NAME as part of the file name. Assignments are detailed in eCampus with due dates/times; late submissions incur a 10% penalty per day past the deadline. Missing class or other planned activities for an unexcused absence			45.0	90.0

(see Student Rules) requires make-up assignments ; failure to complete make-up work results in one letter grade reduction for the final course grade.		
¹ Federal, state, and university rules require a minimum of 45-48 hours of instructional time for each three-credit hour course (see University Rule 11.03.99.M1). ² Online and hybrid courses must meet the same credit hour requirement as face-to-face courses and must account for 45 hours of instructional time for each three-credit hour course. Semester credit hour is defined as not less than: <ol style="list-style-type: none"> One hour of formalized instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or the equivalent amount of work over a different amount of time; or At least an equivalent amount of work as required in item (1) of this definition for other academic activities leading to the award of semester credit hours. <p>One hour is defined as a minimum of 50 minutes per week. Formalized instruction includes any combination of the following:</p> <ol style="list-style-type: none"> Classroom instruction through lecture, discussion, or instructor-guided activity; Instructor-facilitated online learning. 		
This course has been assigned three credit hours based upon the work represented by verifiable student achievement of institutionally established learning outcomes, direct faculty instruction, and academically engaged time (Federal Rule 75 FR 66832; see https://www.gpo.gov/fdsys/pkg/FR-2010-10-29/pdf/2010-26531.pdf).		

Assignments:

- Spanish Language Scavenger Hunt (100 points)
 - Investigate Spanish terms and phrases related to all scheduled interactions.
 - Form teams as “Daily Learning Guides” to present specific term/phrases for each site.
- Pre-travel Assessments (100 points; respond to all surveys before U.S. departure)
 - Complete surveys of intercultural knowledge, diversity, learning skills, etc.
 - Complete the Public Speaking Anxiety, Social Phobia Fears, etc.
- Language Quizzes (2) (25 Points each = 50 points): Quizzes occur during the in-country program.
- Practice Conversation (100 points)
 - Active class participation is essential to enhance your career competencies.
 - Prepare and record a 3-minute conversation with a native Spanish speaker to demonstrate basic Spanish language acquisition; Additional information and rubric are in eCampus.
- HRD Reflections (2) (50 each; 100 points): Reflection papers (~three pages/paper; APA) focus on:
 - Importance and Implications of HRD in Agriculture; and
 - Significance of Bilingualism in Agriculture.
- HRM Essays (100 points): Post-travel essays for Hispanic HRD in Agriculture topics; see eCampus for additional details.
- Reflective Practice Paper (100 Points): *Reflection on Culture and HRD in international contexts*. Study abroad increases interaction with host country nationals, which helps learning of language and culture. This paper is a culmination of reflective practice and theoretical study of bilingualism in agriculture. See eCampus for assignment details; due by **March 15th**.
- Post-travel Surveys (50 points). Complete an analyses of career competencies and other self-assessments after the Costa Rica experience by **April 2nd**.

Grades	Percentages
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	<59%

Grading Policies:

- Writing ability is probably the single most important skill to acquire in college. Therefore, only submit high quality written assignments. I will help you improve your writing. Always ask for clarification or assistance. Assignments turned in on due dates must be in the final form.
- All written assignments require these criteria:
 - Style—clarity of expression on the assigned topic.
 - Relevance—expression of ideas, concepts, and information addresses the written assignment.
 - Defensibility—demonstrated analytical and conceptual abilities that form sound arguments.
 - Form—formatting (e.g., 12-point TNR font, 1-inch margins) and citations (APA, 7th ed). All papers are in Word format only and include student’s **LAST NAME** in the file name.
- NOTE: **written assignments not meeting syllabus requirements are NOT graded.**

Other Information: Texas A&M University supports the principle of freedom of expression for both instructors and students. The university respects the rights of instructors to teach and students to learn. Maintenance of these rights requires classroom conditions that do not impede their exercise. Classroom behavior that seriously interferes with either (1) the instructor's ability to conduct the class or (2) the ability of other students to profit from the instructional program will not be tolerated. An individual engaging in disruptive classroom behavior may be subject to disciplinary action; see [Student Rule 24.4.15](#).

Expectations: Meaningful and constructive dialogue is encouraged in this course and requires tolerance of multiple viewpoints, respect for individual differences, and a willingness to listen. Students are expected to:

- Attend every class. If you miss a class, let the instructor know ASAP.
- Take responsibility for your study and learning. Motivate yourself to excel in this course!
- Practice good and constructive group participation methods and behaviors.
- Conduct yourself with a high level of professionalism.
- Treat your colleagues with the same respect and courtesy you would like for yourself at all times.
- Help create a safe learning community that strives for mutual exploration, discovery, and learning.
- Check the eCampus class site for the additional readings and/or instructions.
- **Turn off cell phones during class time.**
- Use laptops in class for class related purposes (e.g., taking notes), not for social media or email!
- If you are having trouble in class, please let me know so we can work together to find a solution.

Attendance Policies: University-excused absences do not relieve the student of responsibility for prior notification and documentation. Failure to notify and/or document properly may result in an unexcused absence. Falsification of documentation is a violation of the Honor Code. See Student Rule 7 for details (<http://student-rules.tamu.edu/rule07>).

Americans with Disabilities Act (ADA) Policy Statement: Texas A&M University is committed to providing equitable access to learning opportunities for all students. If you experience barriers to your education due to a disability or think you may have a disability, please contact Disability Resources in the Student Services Building or at (979) 845-1637 or visit <http://disability.tamu.edu>. Disabilities may include, but are not limited to attentional, learning, mental health, sensory, physical, or chronic health conditions. All students are encouraged to discuss their disability related needs with Disability Resources and their instructors as soon as possible.

Academic Integrity Statement and Policy: "An Aggie does not lie, cheat or steal, or tolerate those who do." In accordance with this definition, you are committing plagiarism if you copy the work of another person and turn it in as your own, even if you have the permission of that person. In-group work, if one person in the group plagiarizes, every person in the group is held accountable. For questions regarding academic dishonesty and plagiarism, consult the Texas A&M University Student Rules, section on "Scholastic Dishonesty." If you have questions, please see your instructor(s).

Academic Misconduct: According to the Texas A&M University Definitions of Academic Misconduct, misconduct in research or scholarship includes fabrication, falsification, or plagiarism in proposing, performing, reviewing, or reporting research. You should familiarize yourself with the various types of academic misconduct and your responsibilities as a student (<http://aggiehonor.tamu.edu/Descriptions/>). If I should discover that you have committed academic misconduct, I will file a violation with the Aggie Honor System Office and recommend that you receive an F in this course. The Aggie Honor System Office processes for adjudication and appeals can be found at <http://aggiehonor.tamu.edu/>.