SA 21239 (ASEC 43110) Community Education & Engagement Methods in Transylvania
Open Fields, USAMV-Cluj and Purdue University
Romania, May 11 – 27, 2025 (as of June 19, 2024)

Overarching Goal: Empowering Purdue and USAMV-Cluj students to become global citizens through immersive experiences in community engagement, youth development, sustainable agriculture, and cultural exchange in the beautiful Transylvanian Highlands.

Course Description: Sem. SS cr. 3. This course is designed for students who have been admitted into the SA XXXXX Community Education & Engagement Methods in Transylvania course. The purpose is to apply learning and life skills of Purdue students through beneficial engagement which improves lives and livelihoods of rural communities in Romania. Using established partner relationships, students will work with students from USAMV-Cluj and an international partner to address identified community challenges and learn the principles of extension methodology and sustainable community development by integrating their discipline knowledge and technical skills from previous courses. Through service-learning experiences students will also learn intercultural communication, team collaboration, project design and planning, business planning and business ventures, and cultural factors affecting community food security while they work in bi-national teams.

Instructors: +, + Dr. Mark Russell, mrussell@purdue.edu , 1-765-490-6875

Schedule and Time: Depart on May 11 and return May 30, 2025 (see proposed program)

Pre-requisite Experiences
o ASEC 43100 Preparing for Community Education & Engagement Methods in Transylvania class

In-country Partners
o The University of Agricultural Sciences and Veterinary Medicine ([USAMV-Cluj](#)), Dr. Daniel Chiciudean, daniel.chiciudean@usamvcluj.ro, Dr. Andreea Ona, andreea.ona@usamvcluj.ro and Dr Alina Rusu, alina.rusu@usamvcluj.ro
o Open Fields Foundation, Alina Rus, alina@openfields.ro, Marius Cobârzan, marius@openfields.ro Association Judetenuea a Crestorelor de Pasari si Animale (AJCPA)' Hunedoara County (Alexandru Indrea, Director) alexandru.indrea@yahoo.com

Course Learning Objectives:
o Critical Thinking: Apply critical thinking and ability to evaluate and critically assess opportunities and develop sound responses to complex problems in a rural international village setting.
o Communication: Demonstrate the ability to communicate effectively while considering audience and purpose in a different cultural setting.
o Teamwork: Demonstrate the ability to work constructively as part of a bi-national problem-solving team.
o Cultural Understanding: Demonstrate actual intercultural skills and knowledge of a range of cultures and an understanding of human values and points of view of other than their own.
o Understand Social Science Principles: Evaluate the youth and community environment and organize an appropriate and effective educational program to address and result in a desired outcome.

Physical Challenges: Do to the geographical location of our hosts' villages some physical challenges will make the experience difficult for all of us. If you have concerns, please let us know before paying the course fees. The Disability Resource Center (DRC) is a resource for students and instructors. If you have a documented academic disability, please notify the instructor at the beginning of the semester to ensure appropriate accommodations can be made during lectures and exams. All communication between students and the instructor will be strictly confidential.

Emergency: In the event of a major emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised course program schedule or

other circumstances beyond the instructor's control. All international travel will be conducted in accordance with the Purdue Security and Risk Assessment Committee best practices. To get information about changes in this course, contact one of us at the contact information above.

Diversity Welcome Statement: The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. Purdue's nondiscrimination policy can be found here. In this course, each voice in the classroom has something of value to contribute. Please take care to respect the different experiences, beliefs and values expressed by students and staff involved in this course. We support Purdue's commitment to diversity, and welcome individuals of all ages, backgrounds, citizenships, disability, sex, education, ethnicities, family statuses, genders, gender identities, geographical locations, languages, military experience, political views, races, religions, sexual orientations, socioeconomic statuses, and work experiences.

Romanian Population and Engagement
We will be joined by Romanian students from the University of Agricultural Sciences and Veterinary Medicine (USAMV-Cluj) and be living and working together in small teams to explore and learn about projects to improve health, nutrition, and economic success through a community-based organizations, businesses and projects. Teams of Purdue and USAMV-Cluj students will be in "home-stay" living environments. We are intentionally visiting diverse communities that will enhance these learning experiences through ethnographic discussions, interviewing, and community engagement experiences. Evenings will be devoted to group planning time, class discussions or instruction, and reflection.

Assignments:
Individual Professional Participation   **10%**
  Attendance – There is no single source of information. The only way that you can learn and contribute to this environment is to always be present and actively involved. Attendance counts.   (5%)
  Punctuality on trip – Out of respect to our hosts and fellow students, individuals must take personal responsibility to be on time and ready to make a positive contribution all activities.   (5%)

Individual Participation and Reports   **45%**
  Guided Reflection Journals – guided journals will require all students to respond to specific questions along with your own journals to record your thoughts and plans during the trip.   (10%)
  Participation in Group Reflection and debriefing sessions – all students are required to contribute to nightly team and class discussions and reflections.   (5%)
  Completion of The Civic Engagement Short Scale Plus (C.E.S^{2+}) and the ASKS^2 T2 by the end of the course.   (10%)
  Individual Reflective Video Story: Due June 10 - images, your narrative, background music about your motivations, expectations, impressions, experiences, and while considering the expected learning outcomes, "ah-ha" moments throughout the trip, and how you have been impacted by this overall experience.   (20%)

Working Group Intercultural Projects   **45%**
Each student will perform an interviews and research with their bi-national team to learn about our hosts. Your team will select a local leader/organization and collect data to inform an environmental assessment of the organization or community challenges.

Grupul de lucru #1	Grupul de lucru #2	Grupul de lucru #3	Grupul de lucru #4	Grupul de lucru #5

Community Partner Snapshot or a Student Reflective Essay per the Purdue Journal of Service-Learning (PJSL) http://docs.lib.purdue.edu/pjsl/ instructions: Due January 10 submitted to the PJSL and to your course Brightspace assignment.
                                                                                                               (15%)

Community Partner Documentation and Video Story: Due June 10 – incorporating images, local music and narrative, create a 3-4-minute video about your chosen community partner and describe the experiences and engagement opportunities for Purdue students with the partner in the future. Include as many pictures and specific guidance for next year's class.
                                                                                                               (30%)

Grading: Using the above assignments, grades will be based on the following grading scale:
        A 90-100%;   B 80-89%;   C 70-79%;   D 60-69%;   F 0-59%

Potential topics for environmental scanning:
 a. The ethnicity and characteristics of the indigenous people
 b. The topography and environment where our hosts live and work
 c. The ways of living, working, and their community assets
 d. The barriers/threats hindering improved livelihoods in this community
 e. Proposed possible solutions to maximize asset and minimize barriers
 f. How would you define success of our efforts?

Documentation might include:
 ➢ Describe participants related to your project with pictures, descriptions, names, emails, and goals. Get actual measurements of resources. Include pictures of facilities inside and outside.
 ➢ Document at least 3 potential "champions" of people who could lead the projects when you are done.
 ➢ Describe the current facilities/equipment/environments that you observed, their businesses and their families. Include GPS locations and also the locations where materials and supplies can be purchased.
 ➢ What are the real strengths/opportunities/resources/assets present with this industry/community situation that can be used to improve their livelihoods?
 ➢ What are the barriers/threats hindering improved livelihoods in this community?
 ➢ What service projects do you suggest for the next Purdue visit? Why?
 ➢ What information about our partners did you learn that changes our efforts in the future?
 ➢ What short term steps/projects do you recommend for your team next year to build long-term trusting relationships?

Purdue Honors Pledge:

"As a Boilermaker pursuing academic excellence, I pledge to be honest and true in all that I do. Accountable together - we are Purdue." Purdue's Honor Pledge.

Academic Integrity:

Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, University Regulations] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal cribs, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]. All suspected incidents of academic dishonesty will also be referred to the Office of Student Rights and Responsibilities for further review of the student's status with the University.

Artificial intelligence (AI) language models, such as ChatGPT may be used for assignments in this course. In any cases where students use AI, it is critical that they cite their work; students are also required to submit: 1) any prompts they used and 2) the output generated by AI. Students are responsible for fact checking information provided by AI language models and are expected to use AI ethically and responsibly. *Students who do not disclose the use of AI in an assignment will be in violation of the academic integrity expectations for this course.*

CAPS Information:

Purdue University is committed to advancing the mental health and well-being of its students. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support, services are available. For help, such individuals should contact Counseling and Psychological Services (CAPS) at (765)494-6995 and http://www.purdue.edu/caps/ during and after hours, on weekends and holidays, or through its counselors physically located in the Purdue University Student Health Center (PUSH) during business hours.

Purdue's nondiscrimination policy:

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its

many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life. at: http://www.purdue.edu/purdue/ea_eou_statement.html.

Lands and Historical Locations

Purdue University acknowledges that we are geographically located in the traditional homelands of the Woodland People. We honor and appreciate these Indigenous caretakers which include the Bodéwadmik (Potawatomi), Lenape (Delaware), Myaamia (Miami), and Shawnee People. We acknowledge the forced removal of Indigenous Peoples from these lands, and their struggles for survival and recognition. As scholars, we have a responsibility to acknowledge both the Peoples as well as the histories of genocide, dispossession and slavery that have allowed for the growth of institutions, cities, and states across the United States. By reflecting on these histories, and how racist ideologies manifest today, we hope to actively address the role that our universities have played and how we can create an anti-racist United States.

Syllabus is subject to change with notice