

Colonnade Program Course Proposal: Explorations Category

**1) What course does the department plan to offer in Explorations?**

AGRI 108 - Rural Sociology (Social and Behavioral Sciences)

**2) How will this course meet the learning objectives of the appropriate subcategory?**

Students will demonstrate the ability to:

***1. Demonstrate knowledge of at least one area of the social and behavioral sciences.***

Identify rural sociology, rural Americans and why rural America matters. Students will examine population trends in the United States from rural to suburban to urban environments. They will also identify the characteristics of the people that make up the rural population and why keeping rural America in the forefront is vital to the nation's health.

Examples will include using scatterplots and population data from the census and USDA to look at trends and shifts in population. Others include utilizing USDA rural journal articles to explain the conditions that are prevalent in rural America and also to examine unique American populations in rural sections of the country.

Evaluate social awareness and conditions of rural Americans. Students will evaluate the social awareness and conditions of people living in rural parts of the country. They will investigate the economic and social identities persistent in rural lifestyles and how their use changes the structure and function of rural population lifestyle and traditions.

Examples will include comparing and contrasting the lifestyles and methods of past rural ways of living with current lifestyles. Understanding the inherit depth of traditions and resistance to change by many rural groups.

***2. Apply knowledge, theories, and research methods, including ethical conduct, to analyze problems pertinent to at least one area of the social and behavioral sciences.***

Understand and utilize the Diffusion of Innovations model. Students will utilize the Diffusion of Innovations model to grasp the concepts of decision-making within rural America. They will understand the significance of timing and adoption rate of ideas and concepts involved in their life processes.

Examples will include using rural based decisions found in agriculture. Some decisions would include agronomy, education, religion, animal science, marketing, financial, and family issues.

Recognize rural American education systems and eras of change. Students will evaluate content relating to rural schools and the education systems prevalent in those areas. They will analyze trends and changes in educational systems and programming as well as behaviors and attitudes of students in rural schools.

Examples include using current educational research to look at economics and politics in rural educational systems. They will interpret journal articles relating to student behavior in rural schools and their attitudes and beliefs about their educational experience.

***3. Understand and demonstrate how at least one area of the social and behavioral sciences conceptualizes diversity and the ways it shapes human experience.***

Analyze rural American values, morals, ethics and family dynamics. Students will discover values, morals, ethics, and family dynamics identified with rural Americans. Students will understand the shift from traditional values to post-modern values in the new information age. They will utilize technology to gain a greater understanding of the effect of character development and family development of rural families.

Examples will include students completing multiple assignments in class on values, morals, ethics and family dynamics. Worksheets and Venn diagrams will help students see relationships from their character development to their peers in the classroom to current rural social groups.

Illustrate production agriculturalists and mature generational agricultural links. Students will examine the careers in production related and in-direct production related entities identified in rural America.

Examples include examining farm production enterprises. Discussing what constitutes American agriculturalists and their role in generational links from past to present systems.

Identify trends in religion of rural America. Students will examine the common religious groups actively engaged in rural societies. As many rural values include a religious component, students will be engaged in discussions on the importance and necessity of this cornerstone of rural life.

Examples will include an understanding of the traditional world religions and the lesser known religious practices of rural Americans. Video analysis and transcripts will be utilized to demonstrate these religious dichotomies.

***4. Integrate knowledge of at least one area of the social and behavioral sciences into issues of personal or public importance.***

Compare and contrast the commonwealth's rural condition. Students will gain an understanding of the socioeconomic condition of rural Kentuckians and compare their circumstances with rural Americans in other regions.

Examples will include evaluating the poorest and affluent counties within the state and region. Analyzing health, employment, production entities, and agronomic practices in rural counties.

Evaluate social awareness and conditions of rural Americans. Students will evaluate the social awareness and conditions of people living in rural parts of the country. They will investigate the economic and social identities persistent in rural lifestyles and how their use changes the structure and function of rural population lifestyle and traditions.

Examples will include comparing and contrasting the lifestyles and methods of past rural ways of living with current lifestyles. Understanding the inherit depth of traditions and resistance to change by many rural groups.

Investigating global examples of rural societies. Students will uncover examples of global rural societies. They will examine their population trends, culture, habits, and history.

Examples include students working in teams to complete a world changer task. They will work in teams to identify and divulge all required components of a rural society of their choice. The intent is to allow the students to self-discover the rural condition outside of American borders.

***5. Communicate effectively using the language and terminology germane to at least one area of the social and behavioral sciences.***

Understand and utilize the Diffusion of Innovations model. Students will utilize the Diffusion of Innovations model to grasp the concepts of decision-making within rural America. They will understand the significance of timing and adoption rate of ideas and concepts involved in their life processes. Students will also analyze cultural relativism and ethnocentrism and how it affects the diffusion model.

Examples will include using rural based decisions found in agriculture. Some decisions would include agronomy, education, religion, animal science, marketing, financial, and family issues.

**3) Syllabus statement of learning outcomes.**

Upon completion of this course, students will:

- Identify rural Americans and why rural America matters.
- Evaluate social classes and orders of rural Americans.
- Analyze rural American values and family dynamics.
- Recognize rural American education systems and eras of change.
- Identify trends in religion of rural America.
- Illustrate production agriculturalists and mature generational agricultural links.
- Compare and contrast the commonwealth's rural condition.

**4) Brief description of how the department will assess the courses for these learning objectives.**

Students will be given two exams to assess their learning. The first will be given at the beginning of the course and the second will be delivered at near conclusion of the course. It will be a 25 question exam that includes the 5 questions recognized by the learning objectives in the colonnade program. This will enable the instructor to address learning objectives stated in section 2. It will also allow the instructor to identify what objectives are being covered and modify the course accordingly. The instructor has the option of using the exams for bonus points, required work, or figured into the student’s grade or as deemed necessary as the instructor chooses. Objectives to be addressed and specific assessments areas for the exam are located in the table below.

Objective	Assessment will examine:
<ul style="list-style-type: none"> <li>• Identify rural Americans and why rural America matters.</li> </ul>	<ul style="list-style-type: none"> <li>• Who are rural Americans?</li> <li>• Define rural America</li> <li>• Metropolitan Statistical Areas</li> <li>• Economic Resource Systems populations</li> <li>• W.K. Foundation report on rural America</li> <li>• Description of Rural America</li> <li>• U.S. Census Bureau population data</li> <li>• USDA statistical service for rural groups in America</li> <li>• Contributions to everyday life</li> <li>• Rural values</li> </ul>
<ul style="list-style-type: none"> <li>• Evaluate social classes and orders of rural Americans.</li> </ul>	<ul style="list-style-type: none"> <li>• Defining social classes</li> <li>• Social system concepts</li> <li>• Measurements of rural societies</li> <li>• Social mobility</li> <li>• Socio-Economic status</li> <li>• Income and wealth</li> <li>• Rural occupations</li> <li>• Geographic location</li> <li>• Determinant of status in community</li> <li>• Social Stratification</li> </ul>
<ul style="list-style-type: none"> <li>• Analyze rural American values and family dynamics.</li> </ul>	<ul style="list-style-type: none"> <li>• Defining values</li> <li>• Rural traditions</li> <li>• Maternal identities</li> <li>• Paternal identities</li> <li>• Cosmopolitan lifestyles</li> <li>• Social Media</li> <li>• Family relationships</li> <li>• Conservatives v. non-conservatives</li> </ul>

	<ul style="list-style-type: none"> <li>• Attitudes and beliefs</li> <li>• Time allocation</li> </ul>
<ul style="list-style-type: none"> <li>• Recognize rural American education systems and eras of change.</li> </ul>	<ul style="list-style-type: none"> <li>• The future of agriculture in Kentucky</li> <li>• Rural education v. urban</li> <li>• Funding sources for rural schools</li> <li>• Smith Hughes Act</li> <li>• Smith Lever Act</li> <li>• Perkins Act</li> <li>• Rural school accountability</li> <li>• Rural school services</li> <li>• Student diversity</li> <li>• Limited curriculum</li> </ul>
<ul style="list-style-type: none"> <li>• Identify trends in religion of rural America.</li> </ul>	<ul style="list-style-type: none"> <li>• Major themes of organized religions</li> <li>• Primary religious organizations</li> <li>• Locations of religious organizations</li> <li>• Trends in religion in rural America</li> <li>• Global trends in rural religions</li> <li>• Population shifts in religious groups</li> <li>• Identifying cults</li> <li>• Religious sects</li> <li>• Self-Justification of religion</li> <li>• Issues in the rural church</li> </ul>
<ul style="list-style-type: none"> <li>• Illustrate production agriculturalists and mature generational agricultural links.</li> </ul>	<ul style="list-style-type: none"> <li>• Description of production agriculturalists</li> <li>• Aging agricultural population</li> <li>• Dependency on rural American goods</li> <li>• Working conditions of production agriculturalists</li> <li>• Governmental regulations</li> <li>• Consumer demand</li> <li>• Sustainable production practices</li> <li>• Mature customers and markets</li> <li>• Diverse consumer groups</li> <li>• Multiple household data</li> </ul>
<ul style="list-style-type: none"> <li>• Compare and contrast the commonwealth's rural condition.</li> </ul>	<ul style="list-style-type: none"> <li>• Rural Health</li> <li>• Poverty in rural Kentucky</li> <li>• Nonmetro poverty rates</li> <li>• Ethnic poverty statistics</li> <li>• Rural income v. urban income</li> <li>• County analysis by income level</li> </ul>

	<ul style="list-style-type: none"><li>• Agricultural production indexes by county</li><li>• Globalization of local products</li><li>• Consolidating institutions</li><li>• Population trends</li></ul>
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**5) How many sections of this course will your department offer each semester?**

The department will provide 1-2 sections of AGRI 108 each semester.

**6) Syllabus, see attachment.**

## AGRI 108 Rural Sociology

**Instructor:** Dr. Thomas Kingery

**Office:** EST 242

**Telephone:** 270-745-5966

**e-mail:** thomas.kingery@wku.edu

**Office Hours:** Open-Door Policy – Appointments are always encouraged.

**Class Hours:** EST Room 260 MWF 12:40 or Web Based Delivery Summer & Winter

**Room:** EST 260

The instructor reserves the right to adapt the course as needed to fit changing scenarios (technological/traditional) that may occur during the time the course is being offered.

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### Catalogue Description:

The study of rural social groups and interaction in rural and suburban America as well as in rural areas of the world. The influences of basic concepts of society and culture and the relationship of rural population, class, social institutions, and groups on rural social change.

Relation to Departmental Degree Program (Agriculture): Requirement

Course Credits: 3

Prerequisite: None

Time Requirements: 5 Hours/week

Technology Requirements: Access to Blackboard

Language Requirements: English

Course Objective:

### **Learning Outcomes:**

Upon completion of this course, students will:

1. Identify rural sociology, rural Americans and why rural America matters.
2. Evaluate social awareness and conditions of rural Americans.
3. Analyze rural American values and family dynamics.
4. Recognize rural American education systems and eras of change.
5. Identify trends in religion of rural America.
6. Illustrate production agriculturalists and mature generational agricultural links.
7. Compare and contrast the commonwealth's rural condition.
8. Understand and utilize the Diffusion of Innovations model.
9. Investigating global examples of rural societies.

Text: No text. Resources available upon request.

Attendance: Attendance is not mandatory. However, attendance is strongly encouraged. Absences will be excused on a case-by case basis. The requirements below are necessary for an excused absence.

Sickness: Students must notify (email/phone) the instructor of illness the day of the absence and present a doctor's excuse upon the day of return to class.

Death: Students must notify (email/phone) the instructor of expected absence prior to or the day of class and present an obituary upon the return to class.

Field Trip: Students must notify (email/phone) instructor of expected absence prior to class and present a notification (email/letter) by instructor/advisor supervising trip prior to class.

Make-up Exams/Quizzes: Make-up exams/quizzes will be given at the convenience of the instructor. The exam will cover the same material but may be presented in a different format. For example, a regular exam containing true/false and short answer may be composed of all essay questions for the make-up exam. Please schedule appropriately.

### **NO LATE WORK WILL BE ACCEPTED!**

Student Assistance: In compliance with university policy, students with disabilities who require accommodations (academic adjustments and/or auxiliary aids or services) for this course must contact the Office for Student Disability Services in DUC A-200 of the Student Success Center in Downing University Center.

Please **DO NOT** request accommodations directly from the professor or instructor without a letter of accommodation from the Office for Student Disability Services.

Cheating/Plagiarism: According to the student handbook: student who commit any act of academic dishonesty **will** receive from the instructor a **failing grade** in that portion of the course work in which the act is detected or a **failing grade** in the course without possibility of withdrawal. Student committing such acts in this class **will receive a failing grade for the course and reported to judicial affairs.**

**Plagiarism** in the form of deliberate or reckless representation of another's words, thoughts, or ideas as one's own without permission in connection with submission of academic work, whether graded or otherwise.

Plagiarism can take many forms and there may be a number of reasons why it occurs. The more specific you can be in explaining plagiarism, the less likely the violation is to occur.

Quote and cite any words that are not your own.

If you paraphrase the words of another, you must still give proper credit.

**Grading:** There will be a total of 875 possible points.

<u>Assessment</u>	<u>Points</u>	<u>Total Points</u>
2 Interviews	100	200 (Electronic Submission ONLY)
5 Quizzes	25	125 (Electronic; No Make-up)
5 Class assignments	20	100 (Electronic; No Make-up)
1 Team Presentation	100	100 (Classroom ONLY, no electronic)
2 Discussion Points	25	50 (Electronic Submission ONLY)
Midterm Exam	100	100 (Electronic Submission ONLY)
Final Exam	200	<u>200</u> (EST 260 ONLY, Required)
Total		875

**Final Exam:** The final exam will be given during Finals Week. Check the University Schedule.

**No exceptions will be made!**

**Final Grades will be assigned based upon the following scale:**

<u>Points</u>	<u>Letter Grade</u>
788-875	A
700-787	B
613-699	C
525-612	D
524	F

\*Grades will be posted on Blackboard. You are responsible for keeping track of your grades. Blackboard is just a resource to post what you have earned. Be diligent on your record keeping.

\*All announcements in class take precedence over anything written or electronic.

\*Final exam is mandatory.

\* WKU Students can call 270-745-7000 for technical support with Blackboard or computer problems.

\* **Student Disability Services** (<http://www.wku.edu/sds/>) provides services to students with disabilities: WKU's policy is located at (<http://www.wku.edu/eoo/section508/section508.php>)

\* Grades are earned by the student.

### Student Responsibilities:

1. Students are expected to read the course syllabus and understand the requirements and expectations for the class.
2. Students are expected to ATTEND class and be prepared to engage in class discussions.
3. Students should refrain from using electronic devices for phone calls, texting, web surfing, or any other off target class behavior that detracts the students or other students from the learning process.
4. Students are expected to stay on task with class assignments and announcements by attending class or via blackboard.
5. Students should not use tobacco products of any kind, eat, or drink in the classroom.
6. Students are expected to ask questions or seek assistance from the instructor if having problems in class.
7. Students are expected to track their progress in the class by checking their grades on a regular basis.
8. Students should review the assigned points available to achieve each grade for the class in the course syllabus.
9. Students are expected to be in class to receive graded assignments. Students that miss the class the day the assignments are handed back will have to collect their graded work from the instructor during office hours. All work not collected within the time period will be thrown away.
10. Students will do their own work or face the consequences outlined in the syllabus.
11. Students will not lie, cheat, or whine at any time during the course.
12. Students will receive the grade they have earned.

## Interview

### 65 & Older

- Pick someone that is 65 years old or older to conduct an interview.
- Use the year constructs below to frame in your questions.
- The goal of the assignment is investigative inquiry & research.
- Using APA format, develop a title page, abstract, body, & references to record your results. Use the link below to review and format your paper.
- The interview will only consist of the four areas stated above.
- The paper should be in 12 pt. Times New Roman font. It must be typed. Double spaced.
- If you use recording devices, you must inform the candidate you are interviewing them by voice or tape and gain their permission.
- The length of the paper will be a minimum of 8 pages when using APA appropriately.

<http://owl.english.purdue.edu/owl/resource/560/01/>

Age ranges used for the interview:

- A. 0-16
- B. 16-35
- C. 35-55
- D. 55-65

Format your questions using the following:

- View of rural America
- Societal changes
- Global perspectives
- Work place changes
  - Male/female
  - Cultural diversity
  - Conditions
- Technology present
- Social status
- Economic Changes
- Location
  - Metro.
  - Urban
  - Rural
  - Suburban
- Value changes
- Ethics/morals
- Life changes
  - Personal
  - Professional

\*Please feel free to ask any follow-up or additional questions that you deem as appropriate.

## Interview

### Production Agriculturalist

- Pick someone that is agricultural production to conduct an interview.
- Use the year constructs below to frame in your questions.
- The goal of the assignment is investigative inquiry & research.
- Using APA format, develop a title page, abstract, body, & references to record your results. Use the link below to review and format your paper.
- The interview will only consist of the four areas stated above.
- The paper should be in 12 pt. Times New Roman font. It must be typed. Double spaced.
- If you use recording devices, you must inform the candidate you are interviewing them by voice or tape and gain their permission.
- The length of the paper will be a minimum of 8 pages when using APA appropriately.

<http://owl.english.purdue.edu/owl/resource/560/01/>

Age ranges used for the interview:

- E. 0-16
- F. 16-35
- G. 35-55
- H. 55-65

Below is a list of agricultural production questions. There are many others you may ask. This is just a short list. Feel free to expand on them as necessary.

#### Possible Questions:

- What areas do you farm?
- Do you have a plant or animal farm?
- Do you own acreage? How much?
- How has farming formed your ethics, work ethic, morals, values, etc..?
- What keeps you engaged in the process? What keeps you motivated to continue?
- What are your primary areas of focus? Crops, livestock, etc..?
- What age are you? Will your family take over when you retire?
- Do you rely on subsidies? Do you use value added products as additional income sources?
- Are corporate farms a good idea for rural America?
- Should smaller farms be the standard or the rule?
- Describe your life being raised on the farm?
- What market system do you believe in?
- Will your kids be able to keep the farm?
- What are your best characteristics of living a rural life?

\*Please feel free to ask any follow-up or additional questions that you deem as appropriate.

Title Page: (Page 1)

- ✓ Header – last name, year – ex.” Smith, 2012” – left Margin. (occurs on each page)
- ✓ Assignment Title – “Interview of Jane Doe: A Rural Sociological Perspective”. (center on page)
- ✓ Class Title – “Rural Sociology 108” – (Center on page).
- ✓ Full Name – “John Smith” – Center on page.
- ✓ Date Due – “February 16, 2012” Center on page.

Abstract: (Page 2)

- ✓ On the first line of the abstract page, center the word “Abstract” (no bold, formatting, italics, underlining, or quotation marks).
- ✓ On the next line, write a concise summary of the key points of your interview. (Do not indent.)
- ✓ Your abstract should contain at least your interview topic, interview questions, participants, methods, results, data analysis, and conclusions.
- ✓ You may also include possible implications of your interview and future work you see connected with your findings.
- ✓ Your abstract should be a single paragraph double-spaced. Your abstract should be between 150 and 250 words.
- ✓ You must also list keywords from your interview in your abstract. To do this, indent as you would if you were starting a new paragraph, type *Keywords:* (italicized), and then list your keywords

Body: (5 pages)

- ✓ Main portion of the interview. Describes the conversational tone taking place between you and the subject.
- ✓ Separate portions of the body by age ranges as listed above.
- ✓ Use in-text citations to quote your subject. You must use the APA format for at least four citations within the text.
- ✓ Most of the writing can be in descriptive form. Explaining what was discussed during the interview. If you use the age ranges to break the body into four sections, describe the answers you were given from the subject under each area.

References: (1 page)

- ✓ Use four additional web references to prep or evaluate your interview process.
- ✓ Two must be journal references and two must be web references.
- ✓ Follow the format below.

Sample Journal Reference

Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. *Title of Periodical*, volume number(issue number), pages.

Scruton, R. (1996). The eclipse of listening. *The New Criterion*, 15(30), 5-13.

Sample Web Reference

Author, A. A., & Author, B. B. (Date of publication). Title of article. *Title of Online Periodical*, volume number(issue number if available). Retrieved from <http://www.someaddress.com/full/url/>

Bernstein, M. (2002). 10 tips on writing the living Web. *A list apart: For people who make websites*, 149. Retrieved from

<http://www.alistapart.com/articles/writeliving>

## Plagiarism Test – Assignment 1 (20 points)

As part of any academic endeavor, you are required to write in a professional format that reflects your knowledge of the content and your process of organizing your information. This exercise will let you become more acquainted with proper and improper forms of using text in written work. You must earn a 100% after completing the exercise to gain points for completion. You will earn a certificate that you must print and turn in order to get credit.

- Please follow the link below.
  - <https://www.indiana.edu/~istd/>
- It will take 1-2 hours to complete the exercise.
- After attaining a 100%, you will earn a certificate.
- You must hand in this certificate if you want to receive points for the assignment.
- If you DO NOT complete the assignment, your papers will NOT be graded!
- Upload the certificate with the time stamp and ID number into Bb under assignment 1.

## **Native American – Assignment 2 (20 Points)**

- Please write down your perceptions of Native American culture in our rural society. Your observations may include but are not limited to the following:
- Housing, Clothing, lifestyle, Education, hobbies, careers, customs, etc.
- After writing your initial perceptions of Native American culture, please locate a YouTube video on Native American rural culture. Watch the short clip, and then reflect upon your previous perceptions before you wrote and what you are about to write after viewing the video clip.
- You should develop an understanding of your pre- and post- assessment based on your experience working through the exercise.

For this exercise, a two page analysis will be appropriate. Do not let that limit you from writing more if you need. Please double space your effort in text size 12.

Upload under assignment 2 in Bb.

A sample link is provided below.

<http://www.youtube.com/watch?v=IUp1MWxBN3E>

## **Rural Sociology - Assignment 3 (20 points)**

### **Rural America Journal Articles**

- Go to the Website below.
- Prepare a two page double spaced response to one of the articles on the page.
- Write two pages, in paragraph form, font size 12, double spaced, using the primers below.
- Each classmate should submit their paper individually on Blackboard under assignment 3.

#### Primers:

What effect does this article have on rural America?

How does the article look at rural America as an entity?

How can this be used in a rural setting?

Can rural sociology be affected by this knowledge?

<http://www.ers.usda.gov/publications/ruralamerica/ra174/>

## **Rural Sociology - Assignment 4 (20 points)**

### Friedland Article

#### Who Killed Rural Sociology?

- Read the Friedland article.
- Write a two page reaction to the article in paragraph form, font size 12, double spaced, using the primers below.
- Each classmate should submit their paper individually on Blackboard under assignment 4.

#### Primers:

What is the basis for his article? What background information does he supply that makes us understand his point of view? Does ethnocentrism have any stake?

What are the three basic constructs he is working within? What research trends have been reported within the sub discipline?

Where have the primary foci been in rural sociology in subject categories and classifications? Why have these areas not been expanded? How does cultural relativism fit in?

What are the six types of innovative research developed within rural sociology according to Rogers? Why have all of these areas not developed equally?

Why do you believe Rural Sociology has fallen off the map? Possibilities include social, economic, population, or monetary events. Provide your thoughts.

## **Rural Sociology - Assignment 5 (20 points)**

### **Religion**

- **Please go to the website below.**
- **Take the religion quiz and see how you score.**
- **You will receive credit for taking the quiz, NOT the actual score you receive.**
- **UPLOAD YOUR RESULTS TO BLACKBOARD UNDER ASSIGNMENT 5.**

<http://features.pewforum.org/quiz/us-religious-knowledge/>

## Rural Sociology – Assignment 6

### World Changers

Prepare an eight page, legible document that can be shown via the Elmo or slide show for the entire class to view. You and your teammate will present a brief summary of your findings. You must present in a professional manner. Please use appropriate speaking skills that are accurate for delivering your information. Speak clearly, in an appropriate speed, addressing the audience, looking at the audience, with appropriate body movements. **DO NOT READ COMPLETELY FROM YOUR PAPERS! YOU MUST ADD INFO. TO YOUR PAPERS AND ENGAGE THE AUDIENCE WITH EXISITNG INFORMATION THAT YOU DISCOVERED DURING THE ASSIGNMENT.**

Upload the information into Bb under assignment 6.

With a teammate, you will be exploring another rural society and documenting the conditions in which it exists. It is limited to only the information you find, but must include the following:

- Population
- Population shifts
- Reasons for population shifts and changes for the rural environment
- Location and background of rural society
- Details of rural life
- Habits
- Morals, ethics, or character development
- Religious affiliations
- Climate
- Careers or employment opportunities
- Economic conditions
- Educational limitations
- History of the rural society
- Agricultural attributes to this group
- Traditions
- Future succession of this group
- It's "ethnocentrism" and "cultural relativism"
- It's symbolic interactionism