

Communication and the Environment

Monday & Wednesday, 9:00 am to 9:50 am, Murray Hall, Room 102
Friday recitation as scheduled

Instructor: Dr. Bridie McGreavy
Office Hours: Mon. & Wed., 10 am to noon
438 Dunn Hall

Recitation Section Instructors
Abby Roche, M.S. student, abby.roche@maine.edu
403 Dunn Hall, Hours: M/W/F 10-10:50 am
Rebecca White, Ph.D., Rebecca.white1@maine.edu
205 Fernald Hall, Hours: M/W 10 am to noon



Description

This course focuses on communication and the environment. The goal is to inspire an awareness of the environments in which we live; promote a sense of wonder and curiosity about how connections to these environments; and encourage engagement in natural and human communities for sustainability. Through multi-media lectures, active learning approaches, outdoor explorations, and a collaborative project on a social-environmental topic, this course will help you communicate about the environment in many different ways. Large lecture meets twice per week (Mondays and Wednesday) and smaller group discussions meet at specified times on Fridays.

Objectives

Rachel Carson was a famous scientist who helped start the modern environmental movement in the United States. This course draws inspiration from her life and especially her perspective that “it is not half so important to *know* as to *feel*.” Of course, it is important to know how the Earth works. But it is equally important to feel a sense of connection and care for where we live. This course intends to help build such **awareness, wonder** and **engagement** (AWE):

Awareness

- Build sensory awareness skills to observe the environment and interconnections between humans and the environment.
- Explore how communication shapes relationships with environments

Wonder

- Cultivate a sense of ecological wonder and curiosity
- Learn to ask questions about how communication shapes our relationships with the environment

Engagement

- Connect with classmates and community members to promote interdisciplinary learning about the environment
- Understand and begin to solve social and environmental problems through communication

Learning Outcomes

By the end of this course, you will be able to:

- Describe social and ecological features of local and global environments
- Discuss specific social and environmental problems
- Identify how communication shapes relationships with the environment
- Ask informed, creative, and critical questions about connections between humans and the environment
- Communicate about the environment to promote awareness, wonder, and engagement

Text & Technologies

Required Text

- All readings will be posted as PDF files on Blackboard. Please be sure to download a PDF viewer such as Adobe Acrobat. This software is available for free at: <http://www.adobe.com/products/acrobat/readstep2.html>

Required Communication Technology

Blackboard is our hub for all course-related activities, including accessing course materials, uploading all assignments, and reviewing grades. Grades will be posted to Blackboard throughout the semester and any grade concerns should be handled early and often if necessary. All assignments need to be posted to the assigned folder on Blackboard by the due date.

This course uses the iClicker system to take attendance, encourage participation, and make for a more dynamic lecture experience. You can purchase a clicker along through the University Bookstore. You should be able to use the same clicker for every class that requires one for the rest of your college career. Please register your clicker on the course Blackboard platform and follow instructions after you click the “Register iClicker” on the left sidebar. You are responsible for bringing your clicker with you to every class period and making sure your battery is charged. If you forget your iClicker, you will not receive attendance credit for that class meeting. See the “iClicker Student Guide” posted on Blackboard for more information.

Allowing another student to use your iClicker for participation or for an in-class activity is considered cheating and is strictly prohibited. Any student who is caught using another student’s device or allowing another student to use their device will be in violation of the Academic Honesty Statement (see below), and could receive a failing grade in the course. If you have any questions or technical difficulties with the iClicker system, contact the IT Help Center (<http://www.umaine.edu/it/helpcenter/>)

E-mail Communication

There are two guidelines for e-mail communication: (1) E-mail your recitation instructor first unless circumstances require you to contact Dr. McGreavy directly (if so, e-mail bridie.mcgreavy@maine.edu); and (2) Please be professional. E-mails should always include an informative subject line; a salutation like “Dear [Insert Name, Dr. or Professor if it is a faculty member]”; and a closing like “Sincerely,” or “Thank you” with your first and last name spelled out.

Here is an example:

Subject: CMJ 107, 11 am recitation, question about quiz score

Dear Dr. White,

I am a student in your 11 am recitation section. I am writing to ask how to access the most recent quiz score on Blackboard. I do not see it posted there. I appreciate any information you can provide.

Sincerely,

First and Last Name

Personal electronics

Laptop computers, smartphones, and other personal electronics are not permitted in the classroom. There are three reasons for this. First, studies have shown that writing notes by hand is more effective for learning and remembering material. Second, multi-tasking, like checking e-mail while trying to listen to lecture, negatively affects learning and memory. Third, students browsing on computers during lecture can distract other students in the class. Please let me know if you need accommodation and require the use of personal electronics during lecture and/or recitation.

Attendance

It is important that you attend class, show up on time, listen respectfully and attentively, and stay for the entire session. The doors will close when class starts at which time you will not be able to enter the classroom. This is to help minimize disruptions to those who arrived on time.

Paying attention in a large lecture classroom can be difficult. It is my responsibility to help create a productive learning environment and it is your responsibility to listen and respect your own and others' learning experience. Side conversations and packing up early make it difficult to focus and learn. If you talk during lecture or start to pack up early, you will be asked to stop. If you continue, you will be asked to leave. Disrupting class will negatively affect your grade.

Lecture: Attendance at the large lecture is part of your participation grade. Your attendance and participation scores will be drawn from an attendance question at some point during lecture. If you show up for every class with your iClicker, I will add three points to your final grade.

Recitation: Attendance in recitation is required. Half a letter grade will be deducted for more than two unexcused absences from recitation. If you miss a class, it is your responsibility to provide your recitation instructor documentation for the day you missed. It is also your responsibility to keep track of your own absences.

Excused Absences

Cutler notes will be accepted within one week after an illness. In case of tragedy or severe illness individual arrangements may be made and evidence of this event must be provided. If you miss class because of a University-sponsored athletic event or other activity, you must provide appropriate documentation. If you are a student athlete and must miss recitation sections due to sports events, the unexcused absence policy (below) does not apply. Job interviews, make-up tests in other classes, and meetings with other instructors are not excusable absences.

Unexcused Absences

An unexcused absence on the day when you have an assignment due, quiz, or a presentation will result in a grade of “0.” If you have extenuating circumstances, contact your recitation instructor within 24 hours. Attendance will be taken at the beginning of class. If you are not there, you will be marked as absent.

In the event of an extended disruption of normal classroom activities, the format for this course may be modified to enable its completion within its programmed time frame. In that event, you will be provided an addendum to the syllabus that will supersede this version.

Grading & Assignments

- 1. Participation20%
Attendance, completing in-class assignments, and engagement in recitation
- 2. Reading Summary and Questions (5 total, lowest score dropped)20%
- 3. Quizzes (5 total, lowest score dropped)30%
- 4. Semester Project on an environmental problem30%
Project Statement (5%); Case Study Materials (5%); Semester Project (20%)
- 5. Extra credit (4 options)

Grade scale: A 94-100; A- 90-93; B+ 87-89; B 84-86; B- 80-83; C+ 77-79; C 74-76; C- 70-73; D+ 67-69; D 60-66; F 0 -59

1. Participation

Regular attendance and active participation in lecture and recitation are essential for meaningful learning in this course. Active participation in lecture means attending class and using the iClicker to respond to questions and discussion prompts. You are also encouraged to ask questions and engage in large and small group discussion in lecture as well.

Active participation in recitation sessions means coming prepared to discuss, ask questions, and connect with the readings and films. In-class and take home assignments will also be used to grade participation. These activities are marked with a *P in the course schedule below.

2. Reading Summary & Questions

The Reading Summary and Questions (RSQs) help guide and strengthen your comprehension and analysis of course readings throughout the semester. The RSQs also help motivate you to do the reading and set you up for success on the quizzes. Quizzes are open note and you may use your RSQs. You need to complete 4 of the 5 possible RSQs assignments. If you complete 4 out of 5, your lowest score will be dropped. If you only complete 3 out of 5, your lowest score (0) will not be dropped. RSQs need to be posted to Blackboard by 9 am (class time) on the day it is due. Late submissions will automatically lose 2 points.

The RSQs will follow this exact format (example RSQ and the grading rubric is provided in Appendix I):

(1) *Summary*: Identify 3 to 5 main ideas in the reading. Write these as full sentence bullet points in your own words (do not plagiarize these summaries from the reading nor from another student).

(2) *Connect ideas with an example from current events (preferred) or an example discussed or shown in class*: Write 3 to 5 sentences that connect the main ideas in the reading with something that was discussed in lecture or a contemporary example. If you draw from an example in the news or from an online source, please provide a link to the original source.

(3) *Pose discussion questions for recitation*: Based on your summary and how you connected the ideas to the case study or contemporary example, pose 1 or 2 discussion questions to bring to recitation.

A good discussion question is open-ended and thought-provoking. Questions that may be answered with Yes or No or one-word responses are not effective discussion questions. Try to develop questions that your peers can answer but that also require analysis, interpretation, and critical thinking in order to answer it. Your questions should both encourage and challenge us to interpret the readings and apply it to the case study or a contemporary example. You don't need to have an answer for your question (the most interesting questions often don't have a single answer), but you should think in advance about the kinds of answers your question may produce in class.

Here are some examples of how to start discussion questions:

- Analysis: "Why..." "How would you explain..." "What do you see as the importance of..." "What is the meaning of..."
- Compare and Contrast: "What are the differences/ similarities between..."
- Cause and Effect: "What are the causes/results of..." "What connection is there between..."
- Clarification: "What do you think is meant by..." "Explain how..."

Try to avoid questions that encourage simple Yes-No responses, leading questions (e.g. "Don't you think environmental communication is a crisis discipline?"), and slanted questions (e.g. "Why are corporations so corrupt when it comes to environmental messages?").

3. Quizzes

Quizzes are intended to help you review and test your understanding of core concepts about communication and the environment. Quizzes will focus on readings and lecture, and there may be questions from the reading that were not covered in lecture. Quizzes will be on Blackboard, as noted in the course schedule, and will be due by 11:59 pm.

Quizzes will include approximately 15 questions and will cover material from the reading and from lecture. They are open book and open note and are designed to test your comprehension

of key concepts and to help guide your reading and note-taking in class. If you take all 5 quizzes, your lowest score will be dropped.

4. Semester Project: Communicating about the environment

Learning about social and environmental problems is the first step towards figuring out how to begin to solve them. Communicating about problems can help raise awareness, help you ask questions, and help build relationships with other people to advance solutions. In this semester-long project, you will work in small groups in your recitation section to develop a case study of a social and/or environmental problem that is of interest to you. A case study is an analysis of a set of materials like newspaper articles, videos, websites, interview transcripts if they are available, and other documents that describe the problem and help other people learn and care about it.

You have two options for the semester project including to (1) build a website using Weebly to help a specific audience learn about your social-environmental problem; or (2) create a mini-documentary about your social-environmental problem. You will be able to choose from a list of topics, all of which will be relevant in Maine but also connect to global issues. You will work on your semester project in recitation nearly every week, though some work will be required outside of class as well. More details on these options and examples of will be provided in lecture and recitation.

The project will be completed in stages and will include the following assignments:

- (1) **Project Statement:** This is a project description your group will fill out in class which will describe the social and/or environmental problem you intend to focus on, a description of the website or creative performance, the timeline, and anticipated roles for each of your group members.
- (2) **Case Study Materials:** You will need to provide at least five separate items (no more than 2 of one type of item) for your case study. For example, you could find two news articles, one video, one photograph, and one governmental or technical report for a total of five case study items. Our course has a special library page that will help you research and identify materials (<http://libguides.library.umaine.edu/cmj107>).
- (3) **Semester Project:** Your group will present your semester project in recitation and upload your final version to Blackboard by midnight on Friday, December 1st, 2017.

Projects will be graded as group work and you will be asked to evaluate your group's collaboration and individual contributions in the course follow up survey. Giving individual-level grades for projects will be at the discretion of the recitation instructor. Group work issues should be brought to the attention of the recitation instructor immediately so the issue may be addressed, as we will help you work through any group work conflicts that will arise.

5. Extra Credit

You have four opportunities to earn extra credit:

Opportunity 1: Post relevant material to our class Facebook Group, *Awareness, Wonder, and Engagement* (<https://www.facebook.com/groups/1267328669957397/>) and include a comment

on the site about what interests you about this particular post to help encourage other people to comment on the post too. You will receive 1 participation point per post, for up to 3 points added to participation grade. This material could include a relevant campus-based or community event, news article, documentary, video clip, book title, academic journal article, etc. If you do not use Facebook but still want to post, send the content to your recitation instructor directly. The posts need to be spread out across the semester.

Opportunity 2: Earn 2 participation points for each of the following events (up to 4 pts.):

Wed. 9/13 at 6:30 am: Meet before class to go for a walk, wake up the senses, learn about the natural history of this place, and connect with people in our class. We will meet at the Emera Astronomy Center on Rangeley Road to tour campus green spaces and trails. If there is interest, we may add another early morning walk later in the semester as an additional extra credit opportunity.

Thu. 9/21 at 1 pm: Attend the Mitchell Lecture in Sustainability. This lecture will feature Dr. Thomas Dietz, a leader in sustainability science from the University of Michigan and Senator George J. Mitchell, a distinguished leader from Maine who has dedicated his career to environmental issues and social justice. Tickets are free, but you must reserve them in advance: <http://umaine.edu/mitchellcenter/2015-mitchell-lecture-on-sustainability/>.

Opportunity 3: Enroll in and complete Level I of the Engaged Black Bear's Environmental Stewardship Learning Pathway (<https://umaine.edu/engagedblackbear/learning-pathways/environmental-stewardship/>) for up to 3 points added to your final grade. Completing Level I requires you to attend both of the above events (and yes, you will get the extra participation points as well!), attending one other sustainability-related event on campus, and writing a 1-page reflection paper on what you learned about communication and the environment at these events at the end of the semester.

Opportunity 4: If you have perfect attendance (no unexcused absences) in lecture and recitation, you will receive 3 points added to your final grade. You must bring your iClicker to every class to qualify. Handwritten attendance will not count.

University Policies

Academic Conduct

Academic honesty is very important. It is dishonest to cheat on exams, to copy term papers, to submit papers written by another person, to fake experimental results, or to copy or reword parts of books or articles into your own papers without appropriately citing the source. Students committing or aiding in any of these violations may be given failing grades for an assignment or for an entire course, at the discretion of the instructor. In addition to any academic action taken by an instructor, these violations are also subject to action under the University of Maine Student Conduct Code. The maximum possible sanction under the student conduct code is dismissal from the University.

Students with disabilities statement: If you have a disability for which you may be requesting an accommodation, please contact Disabilities Services, 121 East Annex, 581-2319, as early as possible in the term.

Sexual Discrimination Reporting

The University of Maine is committed to making campus a safe place for students. Because of this commitment, if you tell a teacher about an experience of sexual assault, sexual harassment, stalking, relationship abuse (dating violence and domestic violence), sexual misconduct or any form of gender discrimination involving members of the campus, your teacher is required to report this information to the campus Office of Sexual Assault & Violence Prevention or the Office of Equal Opportunity.

If you want to talk in confidence to someone about an experience of sexual discrimination, please contact these resources:

For *confidential resources on campus*: Counseling Center: [207-581-1392](tel:207-581-1392) or Cutler Health Center: at [207-581-4000](tel:207-581-4000).

For *confidential resources off campus*: Rape Response Services: [1-800-310-0000](tel:1-800-310-0000) or Spruce Run: [1-800-863-9909](tel:1-800-863-9909).

The resources listed below can offer support but may have to report the incident to others who can help:

For *support services on campus*: Office of Sexual Assault & Violence Prevention: [207-581-1406](tel:207-581-1406), Office of Community Standards: [207-581-1409](tel:207-581-1409), University of Maine Police: [207-581-4040](tel:207-581-4040) or 911. Or see the OSASP website for a complete list of services at <http://www.umaine.edu/osavp/>

Course Schedule

Date	Guiding Questions & Activities	Assignments
Week 1 Connecting with where we live		
Mon. 8/28	What is this course about?	Connecting with the course
Wed. 8/30	What do we know and how do we feel about our home environment?	Read: Doerr (2012), Window of Possibility Read: Jensen (2012), Gathering Indigo
Fri. 9/1	Recitation: Introductions, review syllabus, and discuss place map from lecture.	
Week 2 Sensory observations for environmental awareness		
Mon. 9/4	No class—Labor Day	
Wed. 9/6	Practicing listening, observation, and note-taking skills	Read: Taking lecture notes Read: Giracca (2016), Into the Field
Fri. 9/8	Recitation: Go to the Stillwater River for nature journaling	Read: Leslie (2015), pp. 1-35 (“Begin”) Due: iClicker registration (P)* Due: Course survey (P)

Week 3 Tapping into a sense of wonder		
Mon. 9/11	What is a sense of wonder and how can we find it?	Read: Carson (1956), <i>The Sense of Wonder</i> Leslie (2015), pp. 35-117 (“Discover”)
Wed. 9/13 6:30 am	Waking up the senses with an early morning walk on UMaine trails	Optional: Extra credit Meet at Emera Astronomy Center, Rangeley Rd.
Wed. 9/13	What is happening in our environment? How do we observe what’s happening?	Read: Leslie (2015), pp. 117-145 (“Connect”)
Fri. 9/15	Recitation: Discuss sense of wonder and lecture film	Due: Complete one of Leslie’s (2015) “Try this” activities and bring evidence (photo, writing, etc.) and be prepared to share your experience in class.
Week 4 Learning about social and environmental issues		
Mon. 9/18	What’s changing and how do humans affect rates of change?	Read: Rockstrom & Klum (2015), Ch. 1 Read: Kolbert (2014), Ch. 5 Due: RSQ #1--Upload to Blackboard; Covers Carson, Leslie, Rockstrom & Klum, and Kolbert. See “How to do an RSQ” appendix.
Wed. 9/20	What is the Anthropocene and why does it matter?	Due: Quiz #1
Thu. 9/21 1 to 2:30 pm	Mitchell Lecture on Sustainability with Dr. Thomas Dietz, “On facts vs. values: How can we make better decisions?”	Optional: Extra credit For more info and to reserve a ticket, go here: https://umaine.edu/mitchellcenter/news/mitchell-lecture/2017-mitchell-lecture-sustainability/
Fri. 9/22	Recitation: Discuss interests in socio-environmental issues and form groups	
Week 5 A case study of a local social-environmental issue		
Mon. 9/25	Introduce the Penobscot River Restoration Project; Guest lecture: Tyler Quiring, Ph.D. student in Communication & Journalism	Read: Phillips, <i>A River Runs Through Us</i> Read: Banks & Rose-Day (2014)
Wed. 9/27	Watch selections from <i>Dam Nation</i>	Read: Schmitt, <i>The Presidents Salmon</i> , Ch. 1 & Ch. 8
Fri. 9/29	Recitation: Discuss <i>DamNation</i> and explore resources from the course library page	
Week 6 Communicating about the environment		
Mon. 10/2	How did communication start the modern environmental movement?	Read: Carson (1962), <i>Silent Spring</i> , Ch. 1 & 2 Read: Corbett (2006), Intro
Wed. 10/4	What are environmental beliefs and worldviews?	Read: Corbett (2006), Ch. 1 & 2
Fri. 10/6	Recitation: Discuss how different worldviews can shape perceptions about environmental issues, focusing on semester long project topics.	

Week 7 Visualizing the environment		
Mon. 10/9	No class—Fall Break	
Wed. 10/11	How do visual images shape environmental awareness? Watch <i>Chasing Ice</i> .	Read: Cox & Pezzullo (2016), Ch. 4 Due: RSQ #2 Due: Quiz #2
Fri. 10/13	Recitation: Discuss how visual images shape an understanding about your project topic and about climate change.	Due: Bring an example, preferably connected to your tentative project topic, that shows visual communication about this issue. (P)
Week 8 Environmental advocacy and journalism		
Mon. 10/16	How do companies and organizations create environmental messages?	Read: Corbett (2006), Ch. 3
Wed. 10/18	How do journalists and news media frame environmental issues?	Read: Corbett (2006), Ch. 6 & 8
Fri. 10/20	Recitation: Work on Project Statement	Due: Project Statement
Week 9 Climate change communication		
Mon. 10/23	Watch <i>This Changes Everything</i>	Read: Klein (2014), Intro and Ch. 1
Wed. 10/25	Watch <i>This Changes Everything</i>	Read: Oreskes (2004)
Fri. 10/27	Recitation: Discuss <i>This Changes Everything</i> and readings	
Week 10 Social-environmental justice		
Mon. 10/30	Who is most affected by pollution? How is inequality an environmental issue?	Read: Cox & Pezzullo (2016), Ch. 10 , pp. 235-250 Due: RSQ #3
Wed. 11/1	What is social-environmental justice?	Due: Quiz #3
Fri. 11/3	Recitation: Discuss social-environmental justice and case materials	Due: Case study materials
Week 11 Social-environmental justice movements		
Mon. 11/6	How can we work for justice?	Read: Cox & Pezzullo (2016), Ch. 10 , pp. 250 to 259
Wed. 11/8	Practical training in website design and mini-documentary production.	Read: Infographics and article on digital media design.
Fri. 11/10	No class—Veteran’s Day	
Week 12 Human-animal communication		
Mon. 11/13	How do we change the way we relate to each other and the world?	Read: Corbett (2006), Ch. 7 Read: Burford & Schutten (2016) Due: RSQ #4
Wed. 11/15	Watch Blackfish (online or in library); Lecture does not meet.	Due: Quiz #4
Fri. 11/17	Recitation: Work on Semester Projects	

Week 13 Public participation in environmental decision making		
Mon. 11/20	What is voice in environmental decision making and why does it matter?	Read: Senecah (2004), The Trinity of Voice
Wed. 11/22	No class—Thanksgiving break	
Fri. 11/24	No class—Thanksgiving break	
Week 14 Collaboration to solve environmental problems		
Mon. 11/27	What is collaboration and how can it help people work through environmental conflict?	Read: Cox and Pezzullo (2016), Ch. 13
Wed. 11/29	How do art and science collaborations help people make new meaning?	Read: Corbett (2006), Ch. 10
Fri. 12/1	Recitation: Present Semester Projects	Due: Semester Projects
Week 15 Engagement in times of environmental change		
Mon. 12/4	How does communication help us address social-environmental problems?	Read: Kolbert (2014), Ch. 8 Due: RSQ #5
Wed. 12/6	How do we come to care about socio-environmental crises? Course evaluations	Due: Quiz #5
Fri. 12/8	Recitation: Finish presenting Semester Projects and discuss	

(*P) indicates that the grade on this assignment will be calculated as participation.

Appendix I. How to do an RSQ

The Reading Summary and Questions (RSQs) are intended to help guide your reading and write study notes to support your participation in class and on class assignments. RSQs are graded on a 10-point scale and a rubric is provided on Blackboard.

Please follow this format:

Your name:

Date:

Author and Chapter or page #s:

(1) *Summary*: Identify 3 to 5 main ideas in the reading from the previous weeks. Write these as full sentence bullet points in your own words (do not plagiarize these summaries).

(2) *Connect ideas with an example from the news or from lecture*: Write 3 to 5 sentences that connect the main ideas in the chapter with something that was discussed in lecture or a contemporary example. If you draw from an example in the news or online, please provide a link to the original source.

(3) *Pose questions for class discussion*: Based on your summary and how you connected the ideas to the case study or contemporary example, pose 1 to 2 questions to guide discussion in class.

Here is an example:

Name: Bridie McGreavy

Date: 9/1/2017

Reading info: Carson (1962), Ch. 1 & 2; Corbett, Ch. 1 & 2.

Summary

- In a book called *Silent Spring*, Rachel Carson raised awareness about the effects of a chemical known as DDT.
- Rachel Carson communicated about the environment by telling a story about a fictional town where all the birds had been killed by the toxic chemicals on the land and water.
- People form environmental beliefs throughout their lives and experiences in early childhood can be particularly important for how people come to view the environment.
- Environmental ideology refers to the system of ideas that shape perceptions about the world around us. Another name for ideology is worldview.
- There are several different types of environmental ideologies. Two common ideologies are conservatism, or the belief that natural resources should be used wisely and preservationist, or the belief that natural resources should be conserved for their intrinsic value in their own right.

Connect

I found an article in the newspaper, entitled *Obama Designates National Monument in Maine, to Dismay of Some* that shared quotes from people who seemed to have two different environmental ideologies. One person was quoted as saying that she felt that the national monument was not a good idea because it was not going to allow people to access their traditional hunting and fishing grounds. This statement is an example of an ideology of conservatism because it emphasizes wise use. Another person was supportive of the new monument because the land will now be protected for the animals who live there and for future generations. This seems to be a preservationist ideology. Here is a link to the article:

http://www.nytimes.com/2016/08/25/us/obama-maine-katahdin-woods-and-waters.html?_r=0

Question

If there are so many environmental ideologies, can people ever agree on how to treat the environment? If so, how could people effectively communicate about these differences in their worldviews?