



EDUC/PSYC/SOC 430: Human Development in Culture

Course Syllabus

Spring Semester 2020

Instructor: Christian Tarchi, PhD and Giulia Vettori, PhD

Credits: 3

Contact Hours: 45

Prerequisites: None

Class Hours: TBA

Office Hours: TBA

Course Type: Course with Service Learning

Course Description

This course provides students with an understanding of how people grow, develop, and adapt at different life stages. Students will be introduced to theories related to human development (i.e., normative physical, intellectual, cognitive, emotional, and social development of personality) and the impact of culture on it. Developmental psychology aims to research how humans learn, mature, and adapt to their environment to promote the expression of their potential. Students will be encouraged to carry out academic social research to apply theoretical knowledge in a natural environment.

In studying this subject, students will be given the opportunity to reflect on the notion that even though individuals and groups of individuals differ from each other, some ideas, values, and behaviors may be universal and shared by all humans in all cultures (e.g., the capacity to learn a language, raise children, and fall in love). They will apply this reflective process to their own cultural experiences and personal development while in Italy.

"It is imperfection - not perfection - that is the end result of the program written into that formidably complex engine that is the human brain, and of the influences exerted upon us by the environment and whoever takes care of us during the long years of our physical, psychological and intellectual development."

Rita Levi-Montalcini

The course will expose students to the main cross-cultural theoretical models and challenge them to relate theoretical concepts to their everyday experiences. Students will learn about human psychology in other cultures, focusing particularly on Italy. They will challenge their own experiences and ideas on human psychology. Students will reflect on human universals as well as learn to appreciate cultural similarities and differences across cultures. Finally, during the course, the instructor will challenge stereotypes of Italy, and help students understand Italian ways of thinking, behaving, and acting.

Learning Outcomes and Assessment Measures

By the end of the course, students will be able to:

Learning Outcomes	Assessment Measures Course requirements that will be used to assess students' achievement for each learning outcome
Relate theoretical models to real life-examples	Reflective Papers
Develop critical thinking skills	Class Participation and Community EngageGAMES Presentation
Measure differences in culture	Midterm Exam
Learn ways to integrate different cultures	Group Presentation
Gain a deeper knowledge of the Italian culture	Service Learning Project
Understand the implications of living in a multicultural society	Final Exam

Course Materials

Readings

A course reader, including all the indicated readings, will be available at a local copy shop for about 10 €. Please see “Umbra Institute Course Materials - Textbooks and Readers” handout provided in the orientation folder for more information.

Assessment

Class Participation	10%
Service Learning Project	15%
Midterm Exam	25%
Reflective Paper	25%
Final Exam	25%

Grading

Letter grades for student work are based on the following percentage scale:

Letter Grade Range	Numerical Score Equivalent	Student Performance
A	93% - 100%	Exceptional
A-	90% - 92%	Excellent
B+	87% - 89%	
B	83% - 86%	Superior
B-	80% - 82%	
C+	77% - 79%	
C	73% - 76%	Satisfactory
C-	70% - 72%	

D+	67% - 69%	
D	63% - 66%	Low Pass
D-	60% - 62%	
F	59% or less	Fail (no credit)

Course Requirements

Grades are based on class participation, service learning group presentation, a midterm exam, a final exam, a reflective paper, and the Community EngageGAMES presentation.

Class Participation (10%)

For the purposes of assessment, class participation refers to the following:

- Extent and quality of contributions to class discussions reflecting knowledge and understanding of the issues/topics in question.
- Demonstration of having read assigned material and extent of understanding such material.
- Asking perceptive and original questions.
- Listening and verbal communication skills.
- Recognizing the value of the opinions of others.
- Respecting the work of others.
- Demonstration of teamwork skills in small group work.
- Helping to foster a positive group environment.

Consider that physical presence alone is NOT class participation.

Service Learning Project Description (15% total; learning object: 5%; group presentation: 5%; End of Semester Community EngageGAMES Presentation: 5%)

Students investigate the principles and psychological outcomes of the Italian, Montessori, and American education systems through theoretical and direct experience in the Italian classroom setting. The class will first visit a Montessori elementary school in Perugia to observe how students and teachers interact as well as the classroom organization, style, and activities to gather data for an ethnographic research project on the implicit school curriculum. For the second visit, students will be divided into teams to lead a 10-minute English language activity created prior to the visit. For these language activities, teams will collaborate to develop a learning object (“a collection of content items, practice items, and assessment items that are combined based on a single learning objective”), which will be shared with the middle school teacher before the school visit for feedback. Please see the Service Learning Appendix for further details. While teaching the language through these activities, students will gather data based on children’s responses and interactions. Teams and topics will be discussed and decided on in class. In-class group presentations should clearly link students’ experiences during the Service Learning Project with relevant theory, whereas the EngageGAMES Presentation has the aim to expose other Umbra students to process and learning outcomes of the Service Learning Project.

Midterm and Final Exam (50% total; midterm: 25%; final: 25%)

Students will be required to complete written midterm and final exam. Both exams will be comprised of different types of questions (e.g., definitions, short essays, short answers), and at least 50% of these exams will be essay questions that will require students to utilize critical thinking skills and to apply knowledge learned from class and from required readings. Students will be asked to describe and discuss key concepts in the field of cultural development and apply these concepts to real life situations. You will need to describe various research methods as well as their strengths and limitations.

Reflective Paper (25%)

Students can choose between two options, one applied (personal essay) and one theoretical (annotated bibliography). The report should have a coherent format (use of the same font, size, paragraph style, spacing, and

headings throughout the report). It should be divided into meaningful sections, with appropriate citations (APA style). It is individual work. Students' individual assignment must be emailed to the instructor.

Personal Essay: Students describe their experience in terms of their development in another culture. Students need to define relevant theory, identify relevant constructs and measures, describe scores obtained through validated instruments, and link them to personal experiences and reflection of cultural differences between our two cultures.

Annotated Bibliography: Students have to select a topic related to human development in culture and compile an annotated bibliography of at least 10 sources (the best available in terms of reliability and validity) on a topic of the student's choice within the area of intercultural communication. At least six of the studies must be published after 2010. At least six of the studies must be published in peer-reviewed journals. The essay should include an introduction (i.e., relevance of the problem and describing the student's method of searching and selecting references), a central section (list of studies with complete references), and a conclusion (i.e., general impressions derived from the studies, assessment of the state of the art of research, limitations of research, future trends, discussion of implications, and observations).

End of Semester Community EngageGAMES Presentation: The class will create an activity based on the service learning project to be shared with the Umbra community during Special Academic Events Week, Community EngageGAMES Presentation. Participation in this event is MANDATORY and an integral part of the community engagement grade. Please see the Service Learning Syllabus Appendix at the end of the syllabus for more information.

Attendance Policy

Class attendance is **mandatory**. Students are allowed **two "free" absences**, which do not need to be justified. **It is the students' responsibility to keep them in case of real necessity (sickness or any other unforeseen inconvenience that may prevent students from being in class)**. Each additional absence, unless for a very serious reason, will lower the students' grade by one grade level (i.e., a final grade of a B+ would be lowered to a B).

If students miss class, they are responsible for obtaining class notes from other students and/or for meeting the professor during office hours. It is also the policy of the Institute that any student who has eight or more absences automatically fails the class.

Except in the case of medical emergencies, absences are not accepted when tests are scheduled; tests cannot be made up. **Furthermore, scheduled times and dates indicated for exams, quizzes, oral presentations, and any other graded assignments cannot be changed for any reason.** Even if more sections of the same class are activated, students may only take exams during the scheduled times and dates for the section they are enrolled in.

Presence during mandatory field trips is especially important for student performance in class. Missing a mandatory field trip, unless for a very serious reason that is communicated to the professor and Umbra Academic Director in a timely manner, will lower students' final grade by one grade level (i.e., a final grade of a B+ would be lowered to a B).

Academic Integrity

All forms of **cheating** (i.e., copying during exam either from a fellow student or making unauthorized use of notes) and **plagiarism** (i.e., presenting the ideas or words of another person for academic evaluation without acknowledging the source) will be handled according to the Institute Academic Policy, which can be found in the Umbra Institute Academic Policies and Conduct Guidelines.

Classroom Policy

Students are expected to follow the policy of the Institute and demonstrate the appropriate **respect** for the

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historical premises that the school occupies. Please note that **cell phones** must be turned off before the beginning of each class. **Computers and other electronic devices** cannot be used during class lectures and discussions.

Schedule of Topics, Readings, and Assignments

WEEK 1

Introduction to the course concepts of Culture

Course introduction and explanation of assessment tasks. Students will be introduced to the course and teaching approach.

Culture: Definition and Implications

Readings

Rogoff (2016). *Culture and participation: A paradigm shift.*

Rogoff et al. (2018). *The importance of understanding children's lived experience.*

WEEK 2

Cross-cultural research methods

Readings

Rogoff (2003). Revising Understanding in Derived Etic Approaches.

Matsumoto & Juang (2013). *Cross-Cultural Research Methods*

Conducting cross-cultural research in development: The "A Day in the Life" project

Readings

Gillen et al. (2007). '*A day in the life*': *advancing a methodology for the cultural study of development and learning in early childhood*

WEEK 3

Child Development

Introduction to main theories of child development: Piaget, Vygotsky, Bronfenbrenner

Readings

Rogoff (2003). *Development as Transformation of Participation in Cultural Activities*

Moral development in children

Readings

Dmytro et al. (2014). *Development of Cultural Perspectives on Verbal Deception in Competitive Contexts.*

Jia & Krettenauer (2017). *Recognizing Moral Identity as a Cultural Construct.*

Gibbs et al. (2007). *Moral judgment development across cultures: Revisiting Kohlberg's universality claims.*

WEEK 4

Verbal and Non-verbal communication

Readings

Matsumoto & Juan (2013). *Culture, Language and Communication*

Form groups for the Service Learning Project

Narrative competence and storytelling

Readings

Mäkinen et al. (2019). *A Comparison of Picture-based Narratives by Finnish, Italian and Englishspeaking Children*

Pinto et al., (2015). *The relationship between oral and written narratives: A three-year longitudinal study of narrative cohesion, coherence, and structure*

WEEK 5

Education in school

Readings

Matsumoto & Juang (2004). *Culture and intelligence*, pp. 100-107

Share ideas for the Service Learning Project

Maria Montessori: an alternative to the classical school system

Readings

Marshall (2017). *Montessori education: a review of the evidence base*

WEEK 6

The Italian educational system and comparison of the Italian and American school system.

Workshop on “Communicating with non-native English-speaking children,” in preparation for the field trip

Readings:

www.oecd.org/pisa/

Create an exercise to learn English to present during the field trip in middle school

Preparation for the field trip: Practice and group rehearsal

Hand in your proposal for the reflective paper!

Field Trip To Middle School and Montessori Elementary School (Service Learning Project)

WEEK 7

Discussion of the field trip experience and review

Planning EngageGAMES Presentation

Midterm Exam

SEMESTER BREAK

(March 9-15)

WEEK 8

Culture Shock: definition and challenges

Readings

Bochner (2003). *Cultural Shock Due to Contact with Unfamiliar Cultures*, pp. 174-185

Assessing acculturation

Readings:

Celenk & Van de Vijver (2011). *Assessment of Acculturation: Issues and Overview of Measures*

WEEK 9

Intercultural competence and intercultural sensitivity

Readings

Bennett (2004). *Becoming interculturally competent.*

Tarchi et al. (2019). *Assessing study abroad students' intercultural sensitivity with narratives*

The “interculturally competent” teacher

Readings:

Dimitrov & Haque (2016). *Intercultural teaching competence: a multi-disciplinary model for instructor reflection*

WEEK 10

Culture and Mental Health

Readings

Matsumoto & Juang (2004). *Culture and abnormal psychology*

Expressing emotions in different cultures

Readings:

Yu Louie et al. (2014). *Children's emotional expressivity and teacher perceptions of social competence: A cross-cultural comparison*

Submit reflective paper!

WEEK 11

Treatment of abnormal behaviour in different cultures

Readings

Matsumoto & Juang (2004). *Culture and the treatment of abnormal behavior*

Planning EngageGAMES Presentation

Mental health in school

Readings

Anastasiou et al. (2015). *Inclusive education in Italy: description and reflections on full inclusion*

Mahat (2008). *The development of a psychometrically-sound instrument to measure teachers' multidimensional attitudes toward inclusive education.*

WEEK 12

Analysis of a movie from a cross-cultural perspective

WEEK 13

Rehearsal for the Community EngageGAMES presentation and group presentations

Taking stock of the course and review for the Final Exam

WEEK OF FINAL EXAMS AND SPECIAL ACADEMIC EVENTS

The Final Exam and Special Academic Events Calendar will be provided later in the semester

Bibliography

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- Celenk, O., & Van de Vijver, F. (2011). Assessment of Acculturation: Issues and Overview of Measures. *Online Readings in Psychology and Culture, 8*, pp. 1-22.
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- Mahat, M. (2008). The development of a psychometrically-sound instrument to measure teachers’ multidimensional attitudes toward inclusive education. *International Journal of Special Education, 23*, pp. 82-92.
- Mäkinen, L., Gabbatore, I., Loukusa, S., Kunnari, S., & Schneider, P. (2019). A Comparison of Picture-based Narratives by Finnish, Italian and English-speaking Children. *Early Education and Development, Advance online publication*.
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- Matsumoto, D. & Juang, L. (2013). *Culture and intelligence*. In *Culture and Psychology* (pp. 144-151). Belmont, CA: Wadsworth.
- Matsumoto, D. & Juan, L. (2013). *Culture, Language and Communication*. In *Culture and Psychology* (pp. 234-263). Belmont, CA: Wadsworth.
- Matsumoto, D. & Juan, L. (2013). *Culture and psychological disorders*. In *Culture and Psychology* (pp. 287-317). Belmont, CA: Wadsworth.
- Matsumoto, D. & Juan, L. (2013). *Culture and psychotherapy as treatment for psychological disorders*. In *Culture and Psychology* (pp. 318-341). Belmont, CA: Wadsworth.
- Pinto, G., Tarchi, C., & Bigozzi, L. (2015). The relationship between oral and written narratives: A three-year

longitudinal study of narrative cohesion, coherence, and structure. *British Journal of Educational Psychology*, 85, pp. 551-569.

Rogoff (2003). Revising Understanding in Derived Ethic Approaches. In *The Cultural Nature of Human Development* (pp. 30-36). New York: Oxford University Press

Rogoff, B. (2003). *Development as Transformation of Participation in Cultural Activities*. In *The cultural nature of human development* (pp. 37-62). New York, NY: Oxford University Press.

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Service Learning Project
Syllabus Appendix



What is service learning?

Service learning is a type of experiential education integrated into a course in which:

- students engage in an organized activity or project aimed to address a community need that is identified in collaboration with the community partner;
- students critically reflect on the link between the experience in the community, course content, and the learning goals; and
- there is reciprocal learning both by the students and by the community partners.

Students will need a certain degree of flexibility, creativity, and self-initiative in order to realize a service learning project. Organization and open communication in-class with the professor and student team members will be key to student success.

Service Learning Project Overview

Community Partner

Partner 1: Scuola Media Statale San Paolo

Partner 2: Scuola Primaria Statale “Maria Montessori”

Project Description and Goals

Students will investigate the principles and psychological outcomes of the Italian, Montessori, and American education systems through theoretical and direct experience in the Italian classroom setting. Students will prepare and lead cultural-based English language activities in a middle school class at the Scuola Media Statale San Paolo. This will allow students to collect data on students’ responses and interactions while teaching a language. Afterwards, students will visit a Montessori elementary school in Perugia to observe classroom organization, style, and activities as well as interactions among students and teachers, which will be used as a method of gathering data for observation as a research method.

Organization, Expectations, and Roles

Students will choose their own team. An important amount of time will be dedicated to the service learning project's progress in class. Teams will be required to meet outside of class for four weeks for approximately 1-2 hours. Teams will be responsible for deciding how to divide the various tasks to ensure members contribute equally throughout the course of the project.

Construction of a Learning Object

Each team will collaborate to create a learning object (“a collection of content items, practice items, and assessment items that are combined based on a single learning objective¹”), which will be shared with the middle school teacher before the school visit for feedback.

The learning object should include:

- An introduction that answers the following questions:
 - Where did you get the idea?
 - What cultural aspects are you describing and why?
 - Who will this activity work with and how to adapt it?

¹ Cisco Systems, Reusable information object strategy

- A lesson plan
- Materials used
- A demonstrating tutorial

Group Presentation

Each team will collaborate to create and present a final detailed presentation accompanied by a PowerPoint presentation. Each student will be expected to complete a Presentation Feedback Form and ask questions to the other teams presenting to promote a community of learning and support.

Guidelines:

- PowerPoint (spell-check!).
- 10 minutes.
- Each team member contributes to the preparation and delivery of the presentation.
- Rehearse presentation as a group for content, length, and transitions.

Community EngageGAMES Presentation

During the Special Academic Events week, the class will give a 25-minute presentation to the Umbra community at the Community EngageGAMES Presentation. The class will work together to share a few words about the course and project, lead a meaningful activity that focuses on the project, and provide a few thoughts about their experience with the project and partner. Students will receive guidelines and presentation order after the mid-semester break. Participation in this event is MANDATORY and an integral part of the community engagement grade.

Grading Rubric

The service learning project is worth a total of 15% of the final course grade, which will be divided into three categories, each worth 5% of the final course grade:

1. Construction of a learning object
2. Group presentation
3. Community EngageGAMES Presentation