



PSYC 100: Experiencing Multicultural Psychology

Course Syllabus

Coordinator: Dr. John Lawrence Dennis, Ph.D.

Credits: 1

Contact Hours: 15

Prerequisites: MPP participation

Course Description

In this mandatory one-credit course, students in the Multicultural Psychology Program (MPP) engage in a series of experiential learning activities designed to complement their coursework. Activities and related assignments are designed to give students hands-on experiences through which they can witness ideas being put into practice. The combination of on-the-ground activities combined with critical reflection on their experiences gives students in the Multicultural Psychology Program opportunities to participate in co-curricular activities through which key topics and concepts are related to practical and applied situations and to engage in community-based learning and similar field experiences that connect classroom learning to real world problem-solving.

Course Learning Outcomes

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

- *summarize* how the series of co-curricular course activities supplemented and integrated with their classroom and community-engaged learning;
- *articulate* how the combination of co-curricular, community-engaged, and classroom experiences could be pursued in graduate work or be put into action in the service of real-world problem solving.
- *compare* the research questions and methodologies across the psychological approaches represented in their classroom work.
- *create* a final presentation that will articulate a comparative approach to issues facing the scholars interested in a multicultural approach to psychology.
- *articulate* how various community and institutional projects they have seen this semester can promote multicultural awareness.

Course Materials

Readings

Course readings assigned by each Professor for each event, will be made available on Moodle.

Assessment

Active participation	30%
Tickets	40%
Blog	20%
Questionnaires	10%

Grading

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

Syllabi available for download from the Umbra Institute website only with the purpose of informing students and advisers about course content. **All rights are reserved.**

Letter Range	Grade	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

Final grades are based on the following:

Active participation (30%)

There are six seminars and an opening and closing meeting and attendance is mandatory and students are evaluated based on their active participation in each activity. Students are expected to come to meetings, punctually, and prepared to contribute to these discussions.

The core work of this course involves reading and collectively making sense of the assigned readings. Being consistently prepared for class, asking questions, responding to questions, and attentively listening to others is essential. Successful participation has four prerequisites, and these can be considered the participation rubric, where each class you will be given a max score of 5, with 1 point given for each:

1. Being there. When a student is absent, the class cannot benefit from his/her comments and insights. Absences will therefore hurt his/her participation grade. If a student is absent, he/she should make arrangements with a classmate to take notes and pick up any assignments or handouts.
2. Being on time. If a student needs to be late for class, please notify the professor at least 24 hours in advance.
3. Being prepared. To contribute to class discussion, students must come to class having carefully prepared all assignments (i.e., readings, tickets, cases, exercises). If students are unsure of the assignments for an upcoming class session, please ask.
4. Being brave. Students are expected to participate fully in all class exercises, to voice personal views during discussions, and to ask questions about things that are not understood. Asking questions might be intimidating, but doing so also helps classmates by moving the discussion forward in new directions.
5. Being courteous. Listening carefully to the comments and questions that classmates' voice will help one another to learn something new from their perspectives. Voicing disagreement is essential as it often leads to thoughtful and informative class discussions. Disagreements should be kind and considerate.

NOTE: Some people are uncomfortable with presenting viewpoints in a large group setting. However, contributing to discussions is an important part of the students' career development. If there is anything that may interfere with their ability to contribute on an ongoing basis, students should discuss it with the professor sooner rather than later. The professor will work with students off-line to develop a strategy or plan to increase their comfort level and performance in class participation.

Tickets (40%)

Students will submit one ticket (250-500 words) per reading. Every other ticket will be submitted online to [Google Drive](#) at least 24 hours before class, while the other ticket will be completed in class. See the ticket [rubric](#) to better understand what is expected of you. For articles and book chapters tickets must answer the following 4 W's, with each question being scored at 2.5 points, and a max score of 10.

1. What was the reading's main question in a single sentence?
2. What was done/discussed and what did they find?
3. How does the reading relate to other readings, in class discussion, and/or class projects?
4. Which part of the reading did you find useful/are you critical of?

The first two Ws will help students remember the positive points from what they have read first while the last two Ws integrate their experiences/thoughts with what they have read.

Please see Moodle for all assignments.

NOTE: Given that fact that tickets must be between 250-500 words, students should not give a summary of the ENTIRE reading, rather they need to focus their attention on a part of it that they found to be the most interesting to you.

Blog (20%)

Students will submit one blog entry (250-500 words) to [Google Drive](#) based on classroom experiences during the semester. These blog posts can be based off tickets, the community research project, or any other exercise, discussion, etc. that happens inside the class or with classmates. Once the blog has been reviewed and approved, they will be submitted for publication on the CEA blog. A signup sheet for blog entries will be shared on [Google Drive](#). Follow the [blog rubric](#) to understand better what is expected of you. Please see Moodle for all assignments.

Questionnaires (10%)

Students will be expected to complete questionnaires throughout the course. As these are questionnaires and not quizzes, please answer them by letting us know what you "really" think, feel and do.

Attendance Policy

Class attendance and participation in all course activities is mandatory. Because this is a one-credit course with limited class meetings, students are allowed one "free" absence, which does not need to be justified. It is the students' responsibility to save this absence in case of real necessity (sickness or any other unforeseen circumstances that may prevent students from being in class or attending a required activity). 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 or a required class activity, they are responsible for obtaining 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 course activities is especially important for student performance in class. Missing a required activity, unless for a very serious reason that is communicated to the professor and the 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).

Covid-related note: Should conditions warrant it, the Director may modify the absence policy to include the

possibility of remote work, without students being penalized for not being physically present in the classroom.

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

Please refrain from computers, cell phones, and other electronic devices during class time or during course activities. Active class participation is part of students' final grades. Students are expected to follow the policy of the Institute and demonstrate the appropriate respect for the historical premises that the school occupies.

Schedule of Topics, Readings, and Assignments

Week 1 **Welcome Orientation Meeting**
with **John L. Dennis, Ph.D.**
Wednesday, Feb. 10 at 7:30pm in the Umbra Kitchen

Week 2 **Workshop: Experiencing a Mini Culture Shock**
with **Gabriella Klein, Ph.D.**
Monday, Feb. 14 at 7:30pm in the Umbra Kitchen

*He pā'ani bo'ohālikelike 'o Barnga no ka 'ike intercultural e bo'ohana ana i nā kāleka pā'ani ma'amanu e
ho'ike i ka mea e hiki mai ana ke loli koke nā lula, a 'a'ole 'ike kekahi i nā lula hou. 'O nā pāhupū a'ō
nui: e 'ike i ka 'ike 'ana o nā mo'omeheu 'oko'a i nā mea 'oko'a a/a i 'ole ke pā'ani 'ana i nā lula like
'ole; e bo'ohana i kēia 'ike e bo'ā'o a ho'ololi i kahi pū'ulu kānāwai hou; e bo'onui i ka 'ike i kē mākou
mau 'ano i ka hakakā a me nā 'ano kama'ilio, a e 'ike i kahi ha'alulu li'ili'i.
Aia i loko o kēia papa hana kahi hana pā'ani mua, kahi bo'olobe bo'olobe me nā mana'o mo'omeheu, a me
kahi bo'ohālikelike o ka launa pū me nā 'ano ku'una.*

Reading: [Communication in Institutional Contexts](#)

Assignment: Ticket 1

Week 3 **Workshop: Emotions & Culture**
with **John L. Dennis, Ph.D.**
Monday, Feb. 21 at 7:30pm in the Umbra Kitchen

Are facial expressions associated with emotions universal or culture-specific? We will discuss Dr. Paul Ekman's research in the 1970's in New Guinea, that finds very strong evidence for the universality of some emotional facial expressions (i.e., happy, sad, fearful, anger, surprised, and disgusted) and how and why cultural influences these expressions. Ekman's facial expression training has been taught to the FBI, CIA, Scotland Yard and various other forensic specialists around the world - and if you've seen the TV show "[Lie to me](#)" or Pixar's "[Inside out](#)" you've seen Ekman's research.

Following this workshop, you will have a better understanding of emotional facial expressions, micro-expressions and basic emotion detection.

Reading: [Basic Emotions](#)

Assignment: Ticket 2; Blog Notes 1.0

Week 5 **Field Trip to Florence**
With **Doris Kessenich, MA**
Friday, Mar. 11, Time TBA

Visit to the [National School for Accompanying dogs for the blind and disabled person](#).

The school is the only national one in Italy and it is run by the region of Tuscany. It is a center of excellence recognized all over the world for its services to the blind. In Europe, no other country has a governmental school for dogs who accompany blind and disabled people. Students will have a general explanation on how guide dogs are raised and trained and will simulate an obstacle course guided by a dog.

Visit to the city center of Florence using [Kimap](#), a navigator that allows people with cognitive or physical disabilities to find the most accessible path to reach museums and places of interest.

Reading: [UN Convention of Rights, Preamble-Article 9](#), [WHO Report on Disabilities, pp. 258-269](#).

Assignment: Ticket 3

Week 6

Workshop: Art Therapy Intro & Therapeutic Photography

With **Philippa Stannard**, M.F.A, Licensed Art Therapist

Wednesday, Mar. 16 at 7:30pm in the Umbra Library

Art therapy uses different forms of creative expression to help people explore and transform feelings, thoughts, and ideas. It can help to process and cope with emotional issues as well as facilitate self-awareness, understanding, healing, and well-being. Therapeutic photography involves taking, analyzing and using photographs to promote personal exploration, growth, understanding, and healing. It's a way to explore the self through photography. Both Art therapy and therapeutic photography can be useful for people who find it difficult to talk about their thoughts and emotions, and can increase self-knowledge, promote positive change, and reduce social exclusion.

Students will participate in Art Therapy and Therapeutic Photography activities. This hands-on workshop will give you insight into the therapeutic properties of creativity and artistic expression. No artistic aptitude or background is expected or necessary. The focus is on the process, not the product.

Reading: [Therapeutic Photography](#)

Assignment: Ticket 4, Blog Notes 2.0

Week 8 Workshop: Racial or Racist?

With **Gabriella Klein**, Ph.D.

Monday, Apr. 4 at 7:30pm in the Umbra Kitchen

Aia kēia ka'ina hana me ka EU RADAR Guidelines. 'O ka ho'omaopopo 'ana i ka 'ōlelo inaina a me nā mea hana no nā ho'olaha 'ōlelo anti-hate ma ke 'ano intercultural, i hana 'ia ma 2016 e nā poloheka 'o Gabriella Klein lāua 'o Koffi Dossou. Ho'opuka ka 'āpana mua i nā kumuhana o ka ho'okae, stereotypes, racism, sexism, a me xenophobia i ka lehulehu media o kēia mau lā. 'O ka 'ao'ao 'elua he hana pū'ulu kahi e 'ike ai nā haumāna i nā memo racist, stereotypical, a xenophobic i nā 'atikala nūpepa i koho 'ia, nā hō'ike TV, a me nā ho'olaha.

Reading: [Sokoli Europe in Discourse](#)

Assignment: Ticket 5, Blog Draft 1.0

Week 9 Workshop: Uncomfortable Truths

With **John L. Dennis**, Ph.D.

Monday, Apr. 11 at 7:30pm in the Umbra Kitchen

Our culture tells us that when we feel comfortable, we are happy. Yet all this comfort might just be making us miserable. Enjoying the fruits of your labors is good – and that's often a comfortable experience, but, feeling uncomfortable, is a sign one is moving through the unknown, achieving the difficult, and learning the new. Feeling uncomfortable is fundamental for improving performance, enhancing creativity and deep learning. If you think about the important things in life - autonomy, health, wisdom and love - obtaining those things requires a constant embrace of the uncomfortable.

1. Autonomy requires one to engage in going from not knowing to knowing something.
2. Health requires maintaining an honest assessment of what long-term good health means to you.
3. Wisdom requires brutal honesty regarding what you do/don't know.
4. Love requires assessing what you think, do and feel, and if you are/not admirable.

This workshop will help you have a better understanding of how feeling uncomfortable is a sign of personal growth and offer students an opportunity to approach the uncomfortable within the study abroad experience.

Reading: [Defense & Growth](#)

Assignment: Ticket 6, Blog Draft 2.0

Week 11

End-of-Semester Reflective Workshop & Farewell Aperitivo

Thursday, Apr. 28, Time and Place TBA

with **John L. Dennis**, Ph.D.