



PSYC 300 - Experiencing Multicultural Psychology

Course Syllabus
Fall Semester 2022

Instructor: Elisa Delvecchio, PhD

Credits: 1

Contact Hours: 15

Prerequisites: None

Class Meeting Days & Time: Tuesday, Sep. 20 at 5:45pm (Meet at the Fountain)
Monday, Oct. 3 at 5:45pm (Umbra Photo Lab)
Tuesday, Oct. 11 at 5:45pm (Umbra Library)
Wednesday, Nov. 2 at 5:45 (Umbra Photo Lab)
Monday, Nov. 7 at 5:45pm (Umbra Library)
Friday & Saturday, December 2-3 (Overnight Field trip)
Tuesday, Dec. 6 at 7:00pm (Meet at the Fountain)

Office Hours: by appointment

Course Type: MPP program core course

Course Fee: included in MPP program fee

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.

Learning Outcomes and Assessment Measures

Below are the course's learning outcomes, followed by the methods that will be used to assess students' achievement for each learning outcome. By the end of this course, students will be able to:

- *identify and describe* the meaning of social inclusion in different settings and targets (Course Journal, Creative Presentation);
- *experience* social inclusion (Active Participation, Course Journal, Creative Presentation);
- *analyze* inclusion across different topics and environments (Course Journal, Creative Presentation);
- *integrate* personal and professional features to describe how to promote socially inclusive environments (Course Journal, Creative Presentation)

Course Materials

Readings

A course reader, including all the indicated readings, will be available. The course's Moodle site is the primary location for readings and assignments.

Assessment

Attendance 40%

Active Participation	10%
Reflection Journal	35%
Creative Presentation (in group)	15%

Grading

Students are reminded that it is their responsibility to note the dates of exams and other assignments. No alternative exam dates will be offered and professors are not required to give partial credit for any late work (they do so at their discretion: the Institute's default policy is no extensions and a zero for any work turned in late). Students who book travel when they have an exam or other assessment will have to change their plans or accept a zero. Letter grades for student work are based on the following percentage scale:

Letter Range	Grade	Numerical Score Equivalent	Student Performance
A		93% - 100%	Exceptional
A-		90% - 92%	Excellent
B+		87% - 89%	Superior
B		83% - 86%	
B-		80% - 82%	
C+		77% - 79%	Satisfactory
C		73% - 76%	
C-		70% - 72%	
D+		67% - 69%	Low Pass
D		63% - 66%	
D-		60% - 62%	
F		59% or less	Fail (no credit)

Course Requirements

Grades are based on the following criteria.

Attendance (40%) and Active Participation (10%)

Attendance is a vital part of this course. There are four seminars, an overnight field trip, 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. You have one "sick day" per Institute policy. As long as you are at all the other meetings, you will receive the full 10% for this part of your grade. There are no make-ups offered for attendance.

Reflection Journal (35%)

Students keep a reflection journal throughout the semester. In some cases, they are given prompts that focus on specific topics and related activities. In other cases, they are asked to reflect on their own experiences and observations and to connect them to course topics. Journals are collected and graded and at the end of the semester.

Creative Presentation (35%)

Students will give an end-of-the year presentation integrating the lessons from both PSYC 300 and their other MPP courses. A full prompt in Moodle will provide specifics.

Extension & Submitting Late Work

Work submitted after the deadline will receive a grade of zero, not partial credit. Each student is allowed one extension of 24 hours over the entire semester. This can be used for any assignment but the final project.

Students need to email the instructor before the deadline and inform the instructor of their use of the extension. Any work submitted after the 24-hour extension will be marked zero. As for all policies, exceptions can be made by the Director for students with special accommodations or in case of medical emergencies, etc.

Attendance & Lateness Policy

Class attendance (in person) 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. However, it is considered common courtesy to inform the instructor of your absence when possible. 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—even for another illness—will lower the students’ grade by half a letter grade (i.e., a final grade of a B+ would be lowered to a B). Missing a co-curricular field trip also lowers a student’s final grade by half a letter grade. It is the policy of the Institute that any student who has eight or more absences automatically fails the class.

If a student misses a class, it is ultimately their responsibility to find out what has been missed. Ideally, they should find out what they missed from a classmate. Any work missed in class because of an excused absence may be made up within one week of the return to the class. Any work missed that was a quiz or other test must be made up outside of class time and will, in the interest of intellectual honesty, be a slightly different test than the one given in class.

Except in the case of medical emergencies with a doctor’s certificate and approved by the Director, 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.

Consistent lateness (or leaving class early) is a sign of disorganization and lack of respect both for your instructor and for your fellow students. Umbra instructors are empowered to count three late arrivals as the equivalent of an absence.

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 historical premises that the school occupies. Please note that cell phones must be set on silent mode before the beginning of each class. Computers and other electronic devices cannot be used during class lectures and discussions for anything other than note-taking, unless there has been a specific academic accommodation.

Schedule of Topics, Readings, and Assignments

WEEK 2

Welcome Orientation Meeting

with Elisa Delvecchio, Ph.D.

Tuesday, Sep. 20 at 5:45pm at the Fountain

Readings for the week:

None

WEEK 4

Workshop: From discrimination to inclusion: how social and ethnic-cultural diversity is narrated

With Gabriella Klein, Ph.D.

Monday, Oct. 3 at 5:45pm in the Umbra Photo Lab

One of the big concerns in our today's so-called Western world is immigration perceived as a threat to the Western standards. This perception leads to negative narratives about social and ethnic-cultural diversity both in public communication as well as in everyday private conversation.

This workshop intends to tackle such issues through in-depth analyses of hate-motivated and hate-creating narratives (texts, videos, pictures, talk shows), on the one hand, and 'alternative narratives' (through texts, videos, pictures, talk shows), on the other hand.

Prior to the workshop meeting, you will therefore identify:

- A. 1 discriminatory hate-motivated and hate-creating communication product
- B. 1 'alternative narrative' as contrast to the contents of A

regarding racist, sexist, intersectional discriminatory, stereotyping communication products from the current migration topic.

Among the types of communication products that can be selected there are the following:

- Newspaper article
- Advertising picture
- Advertising video
- Propaganda / information picture
- Propaganda / information video
- Social media post(s)
- TV talk show

Please note: if you choose to work, e.g., on an advertising picture for point A you should choose an advertising picture as well for point B.

For your products to be analyzed you will be provided specific Analyses Templates (available in prof. John Dennis' Google folder).

Learning objectives

In this workshop, you will learn to:

- differentiate between hate-motivated and hate-creating communication products and alternative narratives for the migration topic
- identify communication techniques and strategies of hate-motivated and hate-creating communication products for the migration topic
- identify communication techniques and strategies of alternative narratives in respect to racist, sexist, intersectional discriminatory, stereotyping communication products for the migration topic

- apply principles of alternative narratives in respect to racist, sexist, intersectional discriminatory, stereotyping communication products
- create alternative narratives for the migration field.

You are expected to deliver the two products (A & B) and corresponding analyses by Sunday September 25, 2022. Please upload your work in prof. John Dennis' Google folder. During the workshop, you will then present and discuss your work in pairs. The result of your discussions will finally be presented to the whole group.

Readings for the week:

To better understand the concept of 'alternative narrative', you will read the article "10 criteria for the creation of effective alternative narratives on diversity", prepared by Mr. Daniel De Torres for the Council of Europe (accessible [here](#)).

WEEK 5

Can you meet me halfway?

With Elisa Delvecchio, Ph.D.

Tuesday, Oct. 11 at 5:45pm in the Umbra Library

Meetings with students of the course of Psychology of the University of Perugia.
Intrapersonal, interpersonal and cultural differences as a starting point for inclusion.

Readings for the week:

None

Semester Break

WEEK 7

Workshop: The role of relationships for inclusion

With Claudia Mazzeschi, Ph.D.

Wednesday, Nov. 2 at 5:45 in the Umbra Photo Lab

When students are respected and accepted as full members of their school community, relationships develop, the result is that students are no longer isolated but are connected members of a school community. Relationships create a safety net for students to develop a growth mindset, a belief that they can learn if they work hard and persevere. Student needs, not labels, drive instructional and support decisions.

During this meeting, the role of secure relationships will be discussed.

Readings for the week:

Rose, J., Gilbert, L., McGuire-Snieckus, R., Gus, L., McInnes, K., & Digby, R. (2017). Attachment Aware Schools: Working with Families to Enhance Parental Engagement and Home-School Relationships. *The Open Family Studies Journal*, 9, 160-171. DOI: <https://doi.org/10.2174/1874922401709010160>

WEEK 9

Workshop: Open Inclusion

With John L. Dennis, Ph.D.

Monday, Nov. 7 at 5:45pm in the Umbra Library

Flourishing humanity results from open minds, open borders, and open societies where people are free to experiment, argue, and exchange ideas (Norberg, 2020; Pinker, 2018; Ridley, 2010). It is no coincidence that the same elements are considered vital for humanity's ability to innovate (Ridley, 2021). We refer to "openness" mainly in the sense of Karl Popper (2013) contrasting "open societies" with "authoritarian societies". Thus, we understand "open" as a frame of mind and set of norms aligned with liberal democracy envisioning individual freedom of choices, plurality and diversity of worldviews, attitudes, and ways of life (Bergson, 1935; Popper, 2013; Longshore Smith & Seward, 2017). This openness is under attack. It has been for a while. Arguably, the underpinning principles of Popper's (2013) "open society" are more of an ideal than a fully materialized reality anywhere in the world. The negotiation of equity both in access and resources in and between nations is far from resembling the ideal state envisioned by Popper (2013). Still, it is the pursuit of this openness, which has been a fundamental cause of the progress that large parts of mankind have experienced over the last century (Welzel, 2013).

Readings for the week:

TBA (check the Moodle course page)

WEEK 11

Overnight Field trip to Reggio Emilia and Florence

With Elisa Delvecchio, Ph.D.

Friday & Saturday, December 2-3

Important Note: You will receive the itinerary at the beginning of the week

WEEK 12

End-of-Semester Reflective Workshop & Farewell Dinner

With Elisa Delvecchio, Ph.D. & John Dennis, Ph.D.

Tuesday, Dec. 6 - Meet at 7:00pm at the Fountain to walk together to Numero 0 Restaurant

Last week—hand in course journals