



PSYC 300 Experiencing Multicultural Psychology Course Syllabus Spring 2024

Instructor: John Lawrence Dennis, PhD

Credits: 1

Contact Hours: 15

Prerequisites: None

Class Meeting Days & Time: Jan 24 1745 (Umbra Kitchen) & 1930 Aperitivo
Jan 29 1745 (Umbra Kitchen)
Feb 12 1745 (Umbra Kitchen)
Mar 18 1745 (Umbra Kitchen)
Apr 4 Pre-departure meeting (Umbra Kitchen)
Apr 5-6 (MPP Capstone)
(2 full days, departure 0600, return 2000)
Apr 8 1745 (Umbra Kitchen)
Apr 17 1930 (Meet at the Fountain)

Office Hours: By appointment, use the [Calendly link](#) to reserve your meeting.

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. This semester we're going to have 5 workshops by researchers who will discuss what their story – i.e., The combination of on-the-ground activities (i.e.,) combined with critical reflection on their experiences gives students in the MPP opportunities to participate in co-curricular activities (with University of Perugia students) through which key topics and concepts are related to practical and applied situations and to engage in community-based learning and similar field experiences (i.e., MPP Capstone) that connect classroom learning to real-world problem-solving. Along the way, you will learn about applying to grad school, updating your LinkedIn to reflect your interests, academic publishing and building an overall online profile.

Students will, towards the end of the course, engage in a transformative Capstone Trip experience for the Multicultural Psychology Program. The capstone trip is designed to provide students with a hands-on opportunity to explore and engage with multicultural psychological topics in real-world contexts. Through immersive, cultural, and interactive experiences, students will gain a deeper understanding of the complexities surrounding cultural diversity, and social identity. This capstone trip aims to enhance students' critical thinking skills, foster cross-cultural competence, and encourage the reflective integration of multicultural psychology concepts. The experiential nature of the trip allows students to apply their knowledge in authentic settings, promoting personal growth and a heightened awareness of the psychological nuances inherent in diverse environments.

Learning Outcomes and Assessment Measures

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

Learning Outcomes	Assessment Measures
Learn and analyze researcher's stories	MPP Workshops
Experience community-based learning in psychology within a multicultural setting.	MPP Workshops, PhotoVoice

Identify those experiences that will give you a richer understanding of multicultural psychology	PhotoVoice, Podcast
Describe situations that have allowed you to have a richer understanding of psychological principles in an international setting	PhotoVoice, Podcast
Create and broadcast materials that will help students to start thinking about their future careers	PhotoVoice, Podcast

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* multicultural psychology (MPP Workshops);
- *experience* multicultural psychology (MPP Workshops; PhotoVoice);
- *analyze* multicultural psychology (PhotoVoice, Podcast);
- *integrate* multicultural psychology (PhotoVoice, Podcast)

Laptop/Smartphone Policy

I am dependent on both my computer and my telephone for much of what I do. That said: An ever-increasing body of research shows that open laptops and telephones in the classroom create distraction (both visual and auditory) for those using them and those around them. You can type faster than you can write, and as a result, you end up processing less when you're simply typing notes. For this reason, I have a physical notebook policy whenever possible (when we do Google Drive Tickets, for example). I ask you to bring your computers! but leave them in your bags and phones in your pockets, and use a regular notebook. There are three exceptions: 1) if you have an accommodation; 2) if you make an office hours appointment with me to discuss the use of a computer; 3) if we have an in-class activity that requires you to use your computer.

Course Materials

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

Assessments

One-to-One Professor Meetings	10%
Attendance & Active Participation	30%
PhotoVoice	20%
Podcast	40%

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 Grade Range	Numerical Score Equivalent	Student Performance
A	93% - 100%	Exceptional <u>Excellent</u>
A	90% - 92%	
B+	87% - 89%	
B	83% - 86%	Superior
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)

Please note: decimal and centesimal numerals between 1-4 are rounded down while 5-9 are rounded up: e.g., expect 89.4 to be 89.0 while 89.5 to round up to 90.

Course Requirements

Grades are based on the following criteria.

One-to-One Professor Meetings (10%)

During the semester, students will meet with the professor one-on-one for two 10-minute meetings. Those meetings can be online or in person. Use the [Calendly link](#) to reserve those meetings.

Attendance and Active Participation (30%)

Attendance is mandatory. There are four workshops, volunteering, an overnight field trip, and an opening and closing meeting. Students are expected to come to meetings, punctually, and prepared to contribute to these discussions.

PhotoVoice (20%)

Students will construct a PhotoVoice journal throughout the semester based on Seminars, Capstone, your courses at Umbra, and anything else you've experienced during the semester abroad that can be better explained from a multicultural psychology perspective. The overarching theme of multicultural psychology encourages students to critically examine their experiences through the lens of cultural diversity. Photos can be selected and annotated to elucidate how cultural factors influence perceptions, behaviors, and interactions. This perspective fosters a deeper understanding of the psychological dimensions of multiculturalism, addressing topics such as cultural identity, acculturation, and intercultural competence.

The construction of a PhotoVoice journal within the framework of multicultural psychology offers a holistic and reflective approach to understanding and documenting the intricate interplay between academic pursuits, cultural experiences, and personal development during a semester abroad. You will be able to gather your PhotoVoices from the following sources:

1. Seminars:

- Seminars involve in-depth discussions of specific research topics. In a multicultural psychology context, students can capture moments that reflect cultural diversity, cross-cultural communication, and the dynamics

of diverse perspectives in these seminars. Photos could depict interactions, discussions, or any visual elements that highlight the multicultural aspects of the seminars and the seminar content.

2. Capstone:

- The Capstone experience is a trip where we learn about the physical culture context of psychology in Italy. From a multicultural psychology perspective, students can use their PhotoVoice journal to document the cultural dimensions of the Capstone trip. This might include interactions with diverse participants, the cultural implications of the places we will visit, or reflections on the multicultural challenges and opportunities encountered during the Capstone trip.

3. Courses at Umbra:

- Documenting experiences in courses at Umbra involves capturing not only the academic content but also the cultural context of the learning environment. Photos could showcase interactions with classmates from different cultural backgrounds, field trips that highlight cultural nuances, or visual elements that represent the integration of multicultural perspectives into the curriculum.

4. Experiences Abroad:

- Beyond academic settings, the PhotoVoice journal provides a platform to explore and reflect on personal experiences in the host country. Students can use photographs to convey cultural immersion, interactions with local communities, and their evolving understanding of multiculturalism in real-life contexts. This might include snapshots of local events, festivals, or everyday scenes that provide insights into the cultural fabric of the host community.

Podcast (40%)

Students will be formed into groups and will create a single podcast based on workshops and activities that will be due at the end of the semester. There are 4 points during the semester where students will update a Podcast Notes page on Google Drive. The podcast will provide you with a hands-on experience, where you will apply your knowledge in practical terms. This reinforces academic studies and promotes a deeper understanding of multicultural psychology in real-world contexts. Podcasts need to be done in groups of 2–3 persons, and you will form these groups in week 5. In considering the content for your podcast please consider the following:

1. Overarching Themes:

- Community-based learning and field experiences.
- Multicultural psychology, diversity, and inclusion

2. My Story! Seminars:

- Ask MPP seminar researchers to be a guest on your podcast.
- Ask MPP seminar researchers to connect you with others so they can share their stories, insights, and experiences, providing valuable content for the podcast.

4. Linking Co-Curricular Activities:

- Engage with University of Perugia students as guests on your podcast so they can include collaborative discussions from different cultural backgrounds.

5. Capstone Project Integration:

- Explore opportunities to link the podcast project with the MPP Capstone experience.

6. Practical Skills Development:

- Align podcast with skills like applying to grad school, updating LinkedIn profiles, and understanding academic publishing.

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. All students are allowed 1 unexcused absence, which does not need to be justified. Because this is a one-credit course with limited class meetings, each additional unexcused absence will affect your final grade by 10%. Each incident of tardiness (late arrivals to or early departures from class) is 3% off the final grade. Excessive unexcused absences (4 or more) may result in a failing grade or disciplinary action. It is the student's responsibility to be aware of the number of absences or late arrivals for each course and to ask the instructor when in doubt.

If students miss class, they are responsible for obtaining class notes from other students and/or for meeting the professor during office hours. 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 class time and will, in the interest of intellectual honesty, be a slightly different test than the one given in class.

Presence during the capstone field trip is especially important. Missing this field trip, unless for a very serious reason that is communicated to Umbra staff promptly, will be considered the equivalent of two unexcused absences. As such, absence from the co-curricular field trip will lower students' final grade in that course by 20%.

Legitimate reasons for an excused absence or tardiness include: death in immediate family, religious observances, illness or injury, local inclement weather, and medical appointments that cannot be rescheduled. Absences relating to illness may be excused by the Director, but only if a medical certification is provided. Students who request an approved absence to observe a religious holiday must submit a formal request to the Institute's Director within one week after the add/drop period when course schedules, including any field trips,

are finalized. No exceptions will be made after this deadline.

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.

Academic Integrity

All forms of cheating (i.e., copying during an 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.

Utilizing ChatGPT or other artificial intelligence (AI) tools for generating content submitted by a student as their own as part of any assignment for academic credit at the Institute constitutes a form of plagiarism. Should the Institute become aware of a student's use of such platforms and services, the student will be subject to the same consequences and judicial proceedings as are in place for plagiarism (defined above).

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 the student has specific academic accommodation.

Schedule of Topics, Readings, and Assignments

WEEK 1

Workshop: My story!

with Gabriella Klein & John L. Dennis, PhD

Jan 24 at 1745 - Workshop: *Beyond Comfort Zones: Experiencing Culture Shock through Play*

Welcome Orientation Meeting and Aperitivo

Jan 24 at 1930 walk together to Indigo Art Gallery & Café

Assignments:

Readings:

- Ting Toomey S., Chung, L.c., *What is culture shock*, in Understanding Intercultural Communication, Oxford Press, New York, 2012

PhotoVoice #1

WEEK 2

Workshop: My story!

with John L. Dennis, PhD & Filippo Sposini, PhD

Jan 29 at 1745 - Workshop: *Making Sense of Scientific Publishing and Research in Psychology*

Assignments:

Readings:

- Öchsner, A., *Publishing in Scientific Journals*, SpringerBriefs, Applied Sciences and Technology, 65(1), 2013
- Pain, E., *How to (seriously) Read a Scientific Paper*, Science Magazine (online), 2016

PhotoVoice #2

Podcast Notes #1

WEEK 5

Workshop: My story!

with Giorgio Ghizzoni, PhD

Feb 12 at 1745 - Workshop:

Assignments:

Readings: n/a

PhotoVoice #3

Podcast Notes #2

Semester Break

WEEK 8

Workshop: My story!

with Natascia Petringa, PhD

Mar 18 at 1745 Workshop: *Using Tangibles to Encourage Human Narratives: Who Said Objects Are Not Important?*

Assignments:

Readings:

- Cila, N., Giaccardi, E., Tynan-O'Mahony, F., Speed, C., Caldwell, M., Thing-Centered Narratives: A Study of Object Personas, Paper for the seminar Collaborative Formation of Issues, January 22-23 Aarhus, DK, 2015
- Novak, M., Schwan, F., Does Touching Real Objects Affect Learning?, Educational Psychology Review, 33(1), 2021

PhotoVoice #4

Podcast Notes #3

WEEK 9

Pre-departure Meeting

With John L. Dennis, PhD
Apr 4 1745

Overnight MPP Capstone to Reggio Emilia and Florence

With John L. Dennis, PhD & Natascia Petringa, PhD
Apr 5-6

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

Assignments:

Readings:

- Hewett, M. V., *Examining the Reggio Emilia Approach to Early Childhood Education*, Early Childhood Education Journal, 29(2), 2001
- Schianchi, M., *Associations of People with Disabilities in Italy: A Short History*, Modern Italy, 19(2), 2014
- Barbui, C., Papola, D., Saraceno, B., *Forty Years Without Mental Hospitals in Italy*, International Journal of Mental Health Systems, 12:43, 2018

PhotoVoice #5

WEEK 10

Workshop: My story!

With Michele Capurso, PhD
Apr 8 at 1745 Workshop: *Reclaiming the Classroom: A Delphi Investigation into Factors Shaping School Reentry*

Assignments:

Readings:

- Boonen, H., Petry, K., *How Do Children With a Chronic or Long-term Illness Perceive their School Re-entry After a Period of Homebound Instruction?*, Child: Care, Health and Development, 2011
- Helms, A. S., Schmiegelow, K., Brok, J., et al., *Facilitation of School Re-entry and Peer Acceptance of Children with Cancer: a Review and Meta-analysis of Intervention Studies*, European Journal of Cancer Care, 25(1), 2016

PhotoVoice #6

Podcast Notes #4

WEEK 12

End-of-Semester Reflective Workshop & Farewell Dinner

With John L. Dennis, PhD
Apr 17 at 1930 at the Fountain to walk together to Numero 0 Restaurant

Assignments:

PhotoVoice #7

Podcast Final