Pitt Study Abroad in Florence, Italy

PSYED 2588 Cross-Cultural Psychology

& PSYED 2598 Directed Study

*Summer 2018*

Course Descriptions

Cross-Cultural Psychology will cover the main ideas behind conceptualizing culture, and will review examples of exemplary research in the field. The Directed Study Course will include an overview of methodological strengths and weaknesses of cross-cultural research, and ideas for designing strong, culturally-responsive research. Students will have an opportunity to conduct their own research study, and share their findings with other Study Abroad participants.

 **Required Readings**

All readings will be available free online or posted on Course web.

You are expected to read all readings before you come to class, and to take notes about:

(1) the key points

(2) what surprises you

(3) what you need help to understand

(4) what connections you notice with other ideas we have talked about in the class

(5) what questions you have

(6) strengths and weaknesses of the reading



Course Information

*Instructor:* Michelle Sobolak

 *Email:* mjsobolak@pitt.edu

**Grading & Assignments**

Total 100 points for each course

 All assignments should be submitted on blackboard by midnight on the due date. No late assignments are accepted

unless arrangements have been made with the professor prior to the due date.

PSYED 2598 Directed Study

1. *Outline Research Plan (20 pts.)* Students will write a brief research plan that will include their (1) research questions, (2) proposed sample, (3) proposed measures, (4) proposed timeline, and (5) proposed analyses. This assignment should be well thought through, but will serve as the basis for revisions. **DUE: May 22nd**

*2. Cross-Cultural Psychology Blog (40 pts.)* For this assignment, students will write their own blog that is 2 pages long (Following APA Style, 12 pt font, Times New Roman, Double-spaced, 1 inch margins). In this blog they will write in an accessible style about a topic that that someone wanting to learn about cross-cultural psychology may need information about. Your blog should (1) state your topic and your “take home message,” (2) explain why exactly it is important for your audience to know this message (i.e. there are long term impacts such as…or there is a new shift in outcomes….etc.), (3) provide 2 key points that support your take home message and (4) tell the audience where they can go to find additional information by providing 4 resources. This blog will be graded with 10 points for each of the 4 elements listed above, and accessible, professional writing style will also be weighed heavily. You can be creative in creating your blog and make it visually appealing to the reader. I encourage you to include graphics and consider how you organize the text on the page. **DUE: May 16th**

PSYED 2588 Cross-Cultural Psychology

*3. Final Presentation (30 pts.).* This presentation will seamlessly integrate what you have learned about cross-cultural psychology (PSYED 2588) and what you have done for your research project (PSYED 2598). This presentation will include background information (building from cross-cultural psychology readings, discussions, and journal reflections), research questions, methods, analysis, and a discussion that refers back to the background information. The discussion should also include practical implications, limitations of the study, and ideas for future research. **DUE: May 28th**

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*4. Cultural Reflections Journal* *(60 points).* For this assignment, students will keep a journal of their thoughts and experiences during the study abroad trip. Students should feel free to include entries beyond what is required for this assignment. At a minimum, however, this will include reactions to course readings, to lectures and site visits, and to aspects of conducting a research study (data collection, analysis, etc). **DUE: May 24th**

*4. Final Paper (50pts.)* This will include the same sections as the final presentation, will be 12-15 pages long, and will include a minimum of 15 references to scholarly literature (Following APA Style, 12 pt font, Times New Roman, Double-spaced, 1 inch margins). **DUE: June 30th**

**Course Policies**

***Academic Integrity.*** Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

***Plagiarism.*** Plagiarism (use of other authors’ words without quotation marks and citation ) of written material from any source, whether hard copy or web-based, will not be tolerated in this course. No excuses will be accepted for any plagiarism. The instructor reserves the right to upload your assignments to Turn It In (<http://turnitin.com/>) as an additional way to check for plagiarism. If you have any questions about what constitutes plagiarism, please ask the instructor and/or the Pitt Writing Center ([http://www.composition.pitt.edu/ writingcenter/index.html](http://www.composition.pitt.edu/%20writingcenter/index.html)). When Plagiarism is detected, the instructor will alert the student and depending on the extent of the infraction, a plan will be made to ensure the student understands how to write without plagiarizing. In all cases, the plagiarism will be reported to the Dean’s office and depending on severity of the case, the student will receive zero points for that assignment.

***Accommodations.*** If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services (DRS), 216 William Pitt Union, 412-648-7890 (412-282-7355 for TTY), as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course. Blackboard is ADA Compliant and has fully implemented the final accessibility standards for electronic and information technology covered by Section 508 of the Rehabilitation Act Amendments of 1998. Please note that, due to the flexibility provided in this product, it is possible for some material to inadvertently fall outside of these guidelines.

***Classroom Recording.*** To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student’s own private use.

**Course Schedule *(subject to change)***

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| **WEEK 1** |
| WednesdayMay 2nd10am |  | ***CAPA Orientation (10a-noon)******CAPA walking tour***Welcome lunch: Osteria De’Pazzi |
| ThursdayMay 3rdClass 110am –noonOblate Lirbary Visit 1p | **CLASS** | **Class 10a-11:30**Learning about Reggio Emilia ***What you should prepare for class today:*** 🕮 Edwards, C.P. (2002). Three approaches from Europe: Waldorf, Montessori, and Reggio Emilia. *Early Childhood Research & Practice, 4*(1).🕮 Excerpts from: Edwards, C., Gandini, L., and Forman, G. (1998). *The hundred languages of children*. Westport, CT: Ablex Publishing.**Oblate Library Visit 1p****Oblate Library Visit 10a-11a** |
| **WEEK 2** |
| Monday,May 7th 9a-11 – Class12:30- lecture Education Dept. of University of Florence  | **CLASS****Lecture : Dr. Silva** | **-2p)**CLASS 9a-11aOrientation to the courses and to thinking about doing cross-cultural research.***What you should prepare for class today:***-Your enthusiasm for learning about Cross-Cultural Psychology & Research!🕮 “We Aren’t the World” by Ethan Watters, 2/25/13🕮 “What Your Emojis Say About you” by Meera Senthilingam , 1/18/17**Guest Lecture 12:30p*****School System in Italy*** **by Professor Clara Silva*****Ed. Dept. of University of Florence***  |
| TuesdayMay 8th ALL DAY | Site Visit  | ***To Reggio Emilia and Loris Malaguzzi Center, and Balsamic Vinegar Tour in Modena*** |
| WednesdayMay 9th Site Visits  | **Site Visits**  | **AM-Vittoria Veneto PK (group A)****PM- Daycare Pinolo (group B)** |
| ThursdayMay 10th Class 10a-noonTour | CLASS Tour | **CLASS 9:30-11:30**Discuss Strengths and Limitations of Research Plan Options***What you should prepare for class today:***🕮 Shiraev, E. B., & Levy, D. A. (2016). Cross-cultural Psychology: Critical thinking and contemporary application. Chapter 1.Read: *Check out these blogs* for example educational blogs**Tour: Innocenti Museum Tour****1p-3p** |
| **WEEK 3** |
| MondayMay 14th Class 10a-noon/ Lecture | CLASS/Lecture Dr. Artusio | **Class 10a-noon**Examples of Cross-Cultural Research (Social-Emotional Learning)***What you should prepare for class today:***🕮 Harkness, S., Super, C.M., & Mavridis, C.J. (2011). Parental ethnotheories about children’s socioemotional development. In X. Chen & K. H. Rubin (Eds.), *Socioemotional development in cultural context (*pp. 73-98). New York: Guilford Press. 🕮 Sugdan, J. (2016, February 19). Survey shows where children are most and least happy around the world. *The Wall Street Journal.* **Bring Research Planner Form to Class with pages 1-2 complete (document on Courseweb)****Lecture:**Dr. Artusio lecture at CAPA***Translating Interventions across Borders***  |
| TuesdayMay 15th ALL DAY | Site Visit   | **SIENNA TRIP** **DURING THE BUS RIDE:**Consultation by Appointment***Michelle will be available to talk about your research projects during this time. Please setup an appointment if you would like help troubleshooting data collection, analyzing your data, interpreting your results, writing your paper, etc.*** |
| WednesdayMay 16th Class/ Site Visit  | CLASS Site Visit | **AM-Vittoria Veneto PK (group B)****PM- Daycare Pinolo (group A)**DUE: Cross-Cultural Psychology Blog (for PSYED 2588 Cross-Cultural Psychology) due on Courseweb by midnight  |
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| Thursday, May 17thClassSite Visit  | **Class** **Site Visit**  | **Class 10a-noon**Examples of Cross-Cultural Psychology (Infancy)***What you should prepare for class today:***🕮 Chapter 1 from Gross-Loh, C. (2014). *Parenting without borders.* Penguin Group, New York, NY.🕮 *Growing Pains* By Neil Munshi and Lucy Hornby[https://ig.ft.com/special-reports/growing-pains/](https://na01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fig.ft.com%2Fspecial-reports%2Fgrowing-pains%2F&data=01%7C01%7Cmjsobolak%40pitt.edu%7C614455fa30c3440eb7d508d5aa37e5c3%7C9ef9f489e0a04eeb87cc3a526112fd0d%7C1&sdata=PlcD9ZbMTpxZtByUs1XgVQLwoehtVzYCM9DBPjAqSw0%3D&reserved=0)🕮 “How Much Do Parents Matter?” by Uri Friedman 9/15/16**Santa Croce Tour 3pm** |
| **Week 4** |
| Tuesday, May 22ND Class/ Site Visit  | **CLASS** **Class****Visit to Fasolo School at 5p****Group dinner @Pizzaman**  | Consultation by Appointment 10a-noon***Michelle will be available to talk about your research projects during this time. Please setup an appointment if you would like help troubleshooting data collection, analyzing your data, interpreting your results, writing your paper, creating your presentation, etc.*** **Site Visit: 5p Fasolo School** **Dinner @Pizzaman** DUE: Outline of Your Research Plan (for PSYED 2598 Directed Study) submitted via Courseweb by midnight  |
| WednesdayMay 23rdSite Visit/ Panel  | Site Visit / Teacher’s Panel  | **Paper Making Excursion****Bus @8:30a** **Teacher’s Panel****PM**  |
| ThursdayMay 24th 10a-noon | CLASS | INDIVIDUAL RESEARCH GROUP WORK TIMEDUE: Journal (if handwritten, turn in, during class. If electronic, submit to Courseweb by midnight) |
| **WEEK 5** |
| Monday, May 28thClass 10a-noonPanel - PM | CLASS / Panel  | **CLASS 10a-noon**Research from Around the Globe 10a-noon***What you should prepare for class today:******You will be assigned two chapters to read. One will focus on a country and one will focus on an aspect of parenting.***🕮 Read your assigned chapter. Chapters will be assigned in class.Bornstein, M. H. (Ed.). (2010).*Handbook of cultural developmental science*. New York: Psychology Press.Spodek, B., & Saracho, O. N. (Eds.). (2005). *International perspectives on research in early childhood education*. Greenwich, CT: IAP.**\*\*Complete the country planner form available on Courseweb after reading. Bring the completed form to class. \*\***🕮 Read your assigned chapter from the following book. Chapters are posted on Blackboard.Gross-Loh, C. (2014). *Parenting without borders.* Penguin Group, New York, NY.**Final presentation due to Courseweb by midnight** |
| Tuesday, May 29th10a-noonFinal PresentationsFarewell Dinner  | Class 10a-noonFarewell Dinner  | **Graduate Final Presentations: 10a-noon****Farewell Dinner**  |

**Overview of how/when you are earning points in this course:**

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| PSYED 2588 Cross-Cultural Psychology |
| **Due** | **Assignment** | **Points Possible** | **My Points** |
| May 16th  | Blog | 40 |   |
| May 24th | Cultural Reflections Journal | 60 |   |
|   | Total | 100 | \_\_\_\_\_% |

A total of 100 points is possible for the course:

  97-100% = A+ 77-79% = C+

94-97% = A 74-76% = C

 90-93% = A- 70-73% = C-

 87-89% = B+ 67-69% = D+

 84-86% = B 64-66% = D

 80-83% = B- 60-63% = D-

 Below 60% = F

This is your grade. Translate this percent into a letter grade.



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| PSYED 2598 Directed Study |
| **Due** | **Assignment** | **Points Possible** | **My Points** |
| May 22nd | Outline of Research Plan | 20 |   |
| May 28th  |  Final Presentation | 30 |   |
| June 30th  | Final Paper | 50 |   |
|   | Total | 100This is your grade. Translate this percent into a letter grade.  | \_\_\_\_\_% |

A total of 100 points is possible for the course:

  97-100% = A+ 77-79% = C+

94-97% = A 74-76% = C

 90-93% = A- 70-73% = C-

 87-89% = B+ 67-69% = D+

 84-86% = B 64-66% = D

 80-83% = B- 60-63% = D-

 Below 60% = F

