



**EDUC/PSYC 325 – Multicultural & Intercultural Education: The
Psychology of Cross-Cultural Development**
Course Syllabus
Summer 2025: Session I

Instructor: Natascia Petringa, PhD

Credits: 3

Contact Hours: 45

Prerequisites: None

Class Hours: TBA

Office Hours: TBA

Course Type: Standard type

Course Fee: n/a

Course Description

Multicultural and intercultural education have often been used synonymously, but do they mean the same thing? The differences between these two concepts will be explored further. Multiculturalism in the realm of teaching and learning views and values cultural diversity as an “asset” rather than a “deficit” attribute. It aims at promoting inclusivity, social, political, and economic equity/justice in diverse educational settings. Respecting and integrating cultural diversity in the classroom and/or in the workplace requires adopting culturally relevant pedagogies and praxes. Overall, this course is designed to equip its students with the theoretical knowledge and skills they need to teach as well as collaborate with peers and colleagues from diverse backgrounds in local, national, and global contexts. This course will be held in the beautiful and culturally diverse setting of Perugia, Italy. It is best suited for education or psychology majors and/or language professionals who are interested in hands-on, experiential teaching practices designed to meet the needs of multicultural students and/or adult learners.

Learning Outcomes

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

- *Identify* the different meanings and interpretations of multicultural education.
- *Distinguish* the characteristics of culturally responsive pedagogies and practices.
- *Analyze* the difficulties and challenges that teachers face in today’s multicultural classrooms.
- *Integrate* multicultural practices in everyday lesson plans (in any subject area).
- *Evaluate* lesson plans in terms of their multicultural characteristics and approaches.

Course Materials

Readings will be made available online to students. The books cited are also available online as PDFs.

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Assessment

Class attendance	10%
Course journal entries	10%
Weekly quizzes on Moodle	10%
Midterm in-class exam	20%
Life-Base Literary Narrative <u>OR</u> Multicultural Lesson Plan	25%
Presentation of Life-Base Literary Narrative OR Multicultural Lesson Plan	10%
Peer feedback on Life-Base Literary Narrative OR Multicultural Lesson Plan	10%
One-on-one meetings with professor (office hours)	5%

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
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)

Please note: decimal 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

Class attendance (10%)

Attendance is an important part of this course. 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. Class attendance encourages positive class participation. My definition of participation means active engagement in the course: being prepared for class (having carefully read the daily assignments), asking questions, responding to questions, and/or attentively listening to others.

Course journal entries (10%)

Students will be required to keep a weekly journal. The journal entries will be student responses and reflections on the weekly readings. These are not summaries of the readings. Ideally, and whenever possible, students will be encouraged to relate the topics to their own practicum experiences. Refer to the full prompt on Moodle for more information.

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Weekly quizzes on Moodle (10%)

Students will be assigned a short quiz (approx. 3-5 questions) every week on Moodle and it is not timed. There will be a combination of content, methodological, and technical questions. The content questions will help students zoom in on the most important ideas of the readings. The methodological questions will test skills that will pop up every week, like finding an author's argument, assessing sources etc. Whereas the technical questions will help students learn the class's policies and administrative procedures.

Midterm in-class exam (20%)

The midterm exam will consist of a combination of open-ended questions as well as reactions to case-studies and/or short articles. There will be a full prompt on Moodle.

Submission of a Life-Based Literary Narrative OR a Multicultural Lesson Plan (25%)

Students will have the **option** of writing a personal, life-based literary narrative which they need to be willing to share with the class OR design a multicultural lesson plan (in any subject area).

Option 1: The teacher will provide the students with a clear rubric for the life-based literary narrative. Examples of life-based literary narratives will be shared. This submission will occur in two stages: students will first be asked for a rough draft (10%) and for a final version of their life-based literary narrative (15%). There will be a full prompt on Moodle.

OR

Option 2: Students will have to submit a multicultural lesson plan (in any subject area), which takes into account the cultural, linguistic and social needs of diverse students. The teacher will provide the students with a clear rubric for the lesson plan as well as assist students with the steps involved in lesson planning. Examples of lesson plans in diverse subject areas (i.e., science, language arts, social studies etc.) will be available for perusal. This submission will occur in two stages: students will first be asked for a rough draft (10%); and for a final lesson plan (15%). There will be a full prompt on Moodle.

Presentation of the Life-Based Literary Narrative OR Multicultural Lesson Plan (10%)

Students will present their life-based literary narrative OR multicultural lesson plan to their peers in the form of an oral presentation (using any format of their choice).

For the multicultural lesson plan, they will be asked to design any visual format they choose to showcase their lesson plan. This may be a poster-board, video, PowerPoint, etc.

Peer feedback of Life-Based Literary Narrative OR a Multicultural Lesson Plan (10%)

Students will be asked to provide detailed feedback on one of their peers' life-based literary narratives OR on a Multicultural Lesson Plan after the oral presentations. A peer feedback template will be provided to all students.

One-on-one meetings with professor (office hours) (5%)

Students are expected to sign up for two slots of 20 minutes for a one-on-one meeting during my office hours. The rationale for this will be shared with the class. Getting to know your professor makes you more comfortable with that person and therefore more likely to ask for help. It might also help you to ask questions about the various assignments. In this course, 2.5% of your grade will be allocated to you for every time you visit me. This amounts to a total of 5% on your overall grade. I would suggest an early visit and then an intermediate one. Don't wait until the end of the course!

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 course. This can be used for any assignment except the final project. Students need to email the instructor before the deadline and inform the instructor of their use of the extension.

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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 Policy

Attendance is expected and mandatory for classroom times and co-curricular activities. The first absence per course due to illness will be considered an excused “sick day” and does not require medical documentation. To receive additional excused absences due to illness, students are required to see a local physician or request a letter from an Institute-approved doctor documenting they should be excused from class for illness.

Unexcused absences will adversely affect a student’s academic performance and will result in a reduction of the student’s final course grade by 2% per absence up to a maximum of 10%. Excessive unexcused absences 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 of class time and will, in the interest of intellectual honesty, be a slightly different test than the one given in class.

Presence during mandatory field trips is especially important. Missing a mandatory field trip for a course, unless for a very serious reason that is communicated to Umbra staff in a timely manner, will lower the students’ grade by half a letter grade (i.e., a final grade of a B+ would be lowered to a B).

Legitimate reasons for an excused absence or tardiness include: death in immediate family, religious observances, illness or injury, local inclement weather, medical appointments that cannot be rescheduled.

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.

Tardiness Policy

Students are expected to attend all classes punctually. Any student arriving up to 15 minutes late or leaving up to 15 minutes earlier than the scheduled class end time will be marked as tardy. Each incident of tardiness (late arrivals to or early departures from class) is 0.5% off the final grade. However, should a student arrive more than 15 minutes late or depart more than 15 minutes before the conclusion of the class, it will be recorded as an absence.

Students are also expected to remain in class during the time of instruction except for a reasonable amount of time to use the restroom. Students who leave class and do not return during the class session will receive an unexcused absence or late penalty.

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.

Utilizing ChatGPT or other artificial intelligence (AI) tools for the generation of 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 appropriate respect for the historical premises that the school occupies. Please note that cell phones must be set to silent mode before the beginning

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of each class.

Laptop/Smartphone Policy

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, students are asked to keep computers and phones away and use a regular notebook. There are four exceptions: 1) if you have accommodation; 2) if you're using a tablet to take notes, 3) if you make an office hours appointment with me to discuss the use of a computer; or 4) if we have an in-class tutorial about online research tools.

Schedule of Topics, Readings and Assignments

Week 1 (May 19-23, 2025)

Introduction and welcome to a multicultural education course

Meeting 1: *Definitions and interpretations of multicultural education*

Reading:

Banks, James A., and Cherry A. McGee Banks, eds. *Multicultural education: Issues and perspectives*. John Wiley & Sons, 2019. (Chapter 1, 23 pages)

Meeting 2: *Past challenges and new directions of multicultural education*

Reading:

Banks, James A. "Multicultural education: Development, dimensions, and challenges." *The Phi Delta Kappan* 75, no. 1 (1993): 22-28.

Ladson-Billings, Gloria. "New directions in multicultural education." *Handbook of research on multicultural education* 2, (2004): 50-65.

Assignment:

Weekly Moodle Quiz

Week 2 (May 26-30, 2025)

Multiculturalism in 21st century classrooms

This session focusses on multiculturalism in today's classrooms. It addresses the challenges that teachers face in scaffolding the many needs of their students, alongside their already growing demands and duties as educators. In addition, it analyzes teacher attitudes and competencies with regards to designing truly multicultural lessons. The road ahead is an onerous one which will take time, training and support, as well as visionary educational policies.

Meeting 1: *Characteristics of multicultural classrooms*

Reading:

Forghani-Arani, Neda, Lucie Cerna, and Meredith Bannon. "The lives of teachers in diverse classrooms." OECD Education Working Papers No. 198. (2019). <https://doi.org/10.1787/8c26fee5-en>

Gay, Geneva, and Tyrone C. Howard. "Multicultural teacher education for the 21st century." *The Teacher Educator* 36, no. 1 (2000): 1-16. <https://doi.org/10.1080/08878730009555246>

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Meeting 2: *Teacher attitudes and competencies in multicultural education*

Reading:

Acquah, Emmanuel O., Madhavi Tandon, and Sonia Lempinen. "Teacher diversity awareness in the context of changing demographics." *European Educational Research Journal* 15, no. 2 (2016): 218-235.

<https://doi.org/10.1177/1474904115611676>

Cherng, Hua-Yu Sebastian, and Laura A. Davis. "Multicultural matters: An investigation of key assumptions of multicultural education reform in teacher education." *Journal of Teacher Education* 70, no. 3 (2019): 219-236.

<https://doi.org/10.1177/00224871177428884>

Papadopoulou, Konstantina, Nektaria Palaiologou, and Zoe Karanikola. "Insights into teachers' intercultural and global competence within multicultural educational settings." *Education Sciences* 12, no. 8 (2022): 502 1-18.

<https://doi.org/10.3390/educsci12080502>

Assignment:

Weekly Moodle Quiz

Week 3 (June 2-6, 2025)

Using multicultural narratives in the classroom

Meeting 1:

Readings:

Osler, Audrey. "The stories we tell: Exploring narrative in education for justice and equality in multicultural contexts." *Multicultural Education Review* 7, no. 1-2 (2015): 12-25.

<https://doi.org/10.1080/2005615X.2015.1048605>

Phillion, JoAnn, and Ming Fang He. "Using life-based literary narratives in multicultural teacher education." *Multicultural Perspectives* 6, no. 3 (2004): 3-9.

https://doi.org/10.1207/s15327892mcp0603_2

Meeting 2:

Readings:

Kang, Rui, and Charles W. Hyatt. "Preparing preservice teachers for diversity: The power of multicultural narratives." *SRATE Journal* 19, no. 1 (2010): 44-51.

Phillion, Joann. "Narrative multiculturalism." *Journal of Curriculum Studies* 34, no. 3 (2002): 265-279.

<https://doi.org/10.1080/00220270110101797>

Assignment:

Weekly Moodle Quiz

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Week 4
(June 9-13, 2025)

Lesson planning for multicultural classes

During this session, students will be asked to design a multicultural lesson plan (in their subject area). In addition to the traditional steps involved in lesson planning, specific accommodations accompanied by clear justifications will need to be made explicit highlighting the multicultural component of the lesson plan. Students will be provided with samples of lesson plans for their perusal.

Meeting 1: *Designing a multicultural lesson plan*

Reading:

McDonald, Jason K., and Richard Edward West. "Design for learning: Principles, processes, and praxis." (2021). https://edtechbooks.org/id/designing_for_diverse_learners

Tunney, Jessica, and Amy Hanreddy. "Inclusive teaching requires inclusive lesson planning." In *Minding the Marginalized Students Through Inclusion, Justice, and Hope: Daring to Transform Educational Inequities*, pp. 111-134. Emerald Publishing Limited, 2021. <https://doi.org/10.1108/S1479-363620210000016007>

For use as reference only:

Houston, Debby, and Marty Beech. *Designing lessons for the diverse classroom: A handbook for teachers*. Florida Department of Education, Division of Public Schools and Community Education, Bureau of Instructional Support and Community Services, 2002. <https://www.fldoe.org/core/fileparse.php/7690/urlt/0070084-4dclessn.pdf>

Meeting 2: Midterm in class (in the form of a case study)

The exam will take approximately 60 minutes to complete and is closed book/closed notes. Your professor will provide you with details on this midterm, in advance.

Assignment:

Weekly Moodle Quiz

Week 5
(June 16-20, 2025)

Presentations of student life-based literary narrative OR multicultural lesson plan

Meeting 1: *Presentations of life-based literary narrative OR multicultural lesson plan*

Presentations of the life-based literary narrative OR multicultural lesson plan in class. Students may use any format of their choice (video, poster, PowerPoint etc.) provided they respect the criteria indicated on the rubric provided by the professor.

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Meeting 2: *Peer Feedback of life-based literary narrative OR multicultural lesson plans*

Peer Feedback on a life-based literary narrative OR a multicultural lesson plan.

Students will provide feedback on the life-based literary narrative, focusing on issues of diversity awareness, tolerance, social equity/justice, as well as on its impact for social or educational transformation. This list is by no means exhaustive and may be open to personal interpretation.

Students will need to submit constructive written feedback on a multicultural lesson plan assigned to them. The focus of this feedback should be on the strengths and weaknesses of the lesson plans in terms of inclusivity (i.e. culture, race, religion, gender, socio-economic and political equity). This list is by no means exhaustive and may be open to personal interpretation.

Assignment:

Weekly Moodle Quiz