

## Online Course Syllabus

### IS410 Power of One / Psychology in Context: Germany

#### 3 Credit

#### Fall/Term B/2022

## Course Introduction

**Term Dates:** 10/24/22 – 12/18/2022

**Travel Dates:** 12/11/22 – 12/18/22 (8 days)

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***Instructor information will be provided in an announcement.***

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### Official Course Description

IS410: Power of One / Psychology in Context: Germany is an undergraduate study abroad course composed of three (3) main components related to intercultural competence including awareness, knowledge, and skills. These three components are essential to the study abroad experience and will be delivered in seven weeks within the online learning environment and culminating with 8 days of travel to Germany. The learning outcomes for this course are built from the following three components. Students will increase cultural awareness by practicing cultural sensitivity, cultural humility, and cultural empathy through individual reflection, dyad interviews, group projects, and through the applied learning project while in-country. Students will practice intercultural competence skills after developing an individualized Intercultural Development Plan (IDP). This will directly be tied to the pre-assessment, the Intercultural Development Inventory (IDI). Students will demonstrate knowledge of culture and diversity-related themes through a cross-cultural lens including social justice issues from past to present within Germany and the United States, the relationship between power and oppression, and how to advocate for marginalized populations when working in the field of psychology, mental health professions, or other helping professions.

\*This course is designed as an undergraduate level study abroad course. However, if students pursuing a MA degree are interested in taking this course for graduate credit, they may do so by completing an additional academic requirement.

### Important Student Information

The following information will be covered in the mandatory orientation meeting during the first week of class.

- The Chicago School of Professional Psychology
  - [Know Before You Go- Pre-Departure Guide to International Programs.](#)
  - [Pre-Departure Orientation – Health & Safety](#)
  - [TCSPP - International Travel Registration](#)
  - [Appendix D - Study Abroad Daily Reflection Groups](#)
  - [Student Academic Supports and Resources](#)
  
- Additional Appendices
  - [Appendix A – Tentative Itinerary](#)
  - [Appendix B - Assignment Rubric- In Country Attendance & Engagement](#)
  - [Appendix C – Course Assignments and Point Distribution](#)

**Important Note!**

Unfortunately, no spouses, significant others, partners, family or friends will be allowed to attend the travel portion of this course.

## Institutional Learning Competencies and Outcomes

### Institutional (ILO), Program (PLO), Course (CLO, and Module Learning Outcomes (MLO)

#### Diversity (ILO)

Graduates will respect the value and dignity of individuals and groups across all cultural contexts, and advocate for inclusion and equity. They will demonstrate intercultural competence in domestic and international contexts with people who have ideas, beliefs, worldviews, experiences, and behaviors that are different from their own.

- Diversity (PLO 6) – Students will be able to recognize, understand, and respect sociocultural, international, interdisciplinary, and cognitive diversity, especially in regard to its impact on psychology  
By the end of this course, students will be able to...
  - CLO 1: Students will demonstrate knowledge of diversity-related themes.
    - MLO 1 - Students will denote historical and cultural oppressive themes in Germany and the United States through a cross-cultural lens.
    - MLO 2 - Students will explain the role power and oppression has on marginalized populations.
    - MLO 3 - Students will reflect on social justice issues from past to present through reflective writing.
  - CLO 2: Students will demonstrate increased knowledge of culture-related themes.
    - MLO 4 - Student will apply the six aspects of culture by Berry as a framework to understand two worldviews relating to a modern-day international event between Germany and the United States.
    - MLO 5 – Students will explore the psychological construct of cultural empathy and apply this when demonstrating knowledge of the German culture.

#### Professional Practice (ILO)

Graduates will be able to demonstrate attainment in the areas of competency (as reflected in knowledge, skills and attitudes) required by their area of education and training. Examples include evaluation, intervention, consultation, teaching, and supervision.

- Application (PLO 8) – Students will be able to apply psychological principles and theory to individual, social, and organizational issues.  
By the end of this course, students will be able to...
  - CLO 3: Students will practice skills related to cultural sensitivity and cultural humility
    - MLO 6 - Students will participate in group discussions prior to the study abroad experience in-country and daily while in Germany focusing on reflections and insight about intercultural experiences
    - MLO 7 - Students will practice cultural humility while completing an applied learning project in-country
    - MLO 8 – Student will practice cultural sensitivity through culturally reflective communication about how they see themselves, others, and the relationship between the two
  - CLO 4: Students will practice skills related to cultural sensitivity and cultural humility
    - MLO 9 - Students will complete the Intercultural Development Inventory (IDI) pre-assessment
    - MLO 10 - Students will be able to explain and reflect where they self-reported on the continuum of orientations (e.g., denial, polarization, minimization, acceptance, and adaptation)
    - MLO 11 - Students will identify intercultural challenges they are facing
    - MLO 12- Students will develop intercultural competence development goals specific to them

*Syllabus continues on following pages*

## Required and Optional Texts and Electronic Reserves

### Required Text

Title	ISBN-13	Publisher's Price
Vaughn, L. M. (2019). <i>Psychology and culture: Thinking, feeling, and behaving in a global context</i> (2nd ed.). Routledge.	978-1138576803	\$42.95

### Required Readings

Albert, I., & Trommsdorff, G. (2014). The role of culture in social development over the lifespan: An interpersonal relations approach. *Online Readings in Psychology and Culture*, 6(2). <https://doi.org/10.9707/2307-0919.1057>

Lewis, M. (2018, April 3). *As a Black woman, I wish I could stop code-switching: Here's why*. Everyday Feminism. <https://everydayfeminism.com/2018/04/stop-code-switching/>

Library of Congress. (n.d.) *Race Relations in the 1930s and 1940's*. <https://www.loc.gov/classroommaterials/united-states-history-primary-source-timeline/great-depression-and-world-war-ii-1929-1945/race-relations-in-1930s-and-1940s/>

Morrison, C. D. (2017, May 30). *Code-switching*. *Encyclopedia Britannica*. <https://www.britannica.com/topic/code-switching>

My Jewish Learning. (2021). *Nazi Germany 1933-1939: Early Stages of Persecution*.

<https://www.myjewishlearning.com/article/1933-1939-early-stages-of-persecution/>

Pegram, B., & Bonner, F. A. (2021, September 8). *Code-switching to code-stitching: Theorizing an alternative framework*. *Diverse Issues in Higher Education*. <https://www.diverseeducation.com/opinion/article/15114454/codeswitching-to-code-stitchingtheorizing-an-alternative-framework>

Retting, T. (2017, November 16). *Intercultural empathy: A guide to real understanding across cultures*. *Intercultural Mindset*. <https://medium.com/intercultural-mindset/intercultural-empathy-a-guide-to-real-understanding-across-cultures-f2f0decbec52>

### Required Video

- Watch the film, *The Lives of Others*, directed by Florian Henckel von Donnersmarck. Available to rent on Amazon (\$3.99 HD) [\[link\]](#)

### Other Required Media Sources

#### History – Germany

**NOTE:** Links for the titles listed below are located inside the Canvas course within their respective Module.

- [Nazi Germany \(1933-1945\)](#)
- [Occupation and the Emergence of Two States \(1945-1961\)](#)
- [Berlin Wall](#)
- [Two Germanies \(1961-1989\)](#)
- [German Reunification](#)
- [One Germany in Europe \(1989-2009\)](#)
- [Religion in Germany](#)
- [Country Profile, Germany](#)
- [Facts about Germany](#)
- [44 Interesting Facts About Germany](#)
- [Short history of Germany \(Source: Library of Congress\)](#)
- [Social Etiquette](#)

## Optional but Recommended Texts and Readings

### Holocaust - Impact

- Bergmann, W. (2008). Anti-semitic attitudes in Europe: A comparative perspective. *Journal of Social Issues, 64*(2), 343-362.
- Feldman, M., Taieb, O., & Moro, M. R. (2010). Jewish children hidden in France between 1940 and 1944: An analysis of their narratives today. *American Journal of Orthopsychiatry, 80*, 547-556
- Levy, S. D., & de Farias, F. R. (2018). Reports of the unintelligible: Apperceptive difficulties in descriptions of holocaust survivors' reactions. *Culture & Psychology, 24*(2), 248-261.
- Warner, M. B. (2013, January 10). Germans love Mark Twain. GlobalPost. <https://www.pri.org/stories/2013-01-10/germans-love-mark-twain>

### German Reunification

- Bindenagel, J. D., Rapnouil, M. L., Larres, K., & Wolf, H. (2009). *The fall of the wall at 20: Global consequences today*. American Institute for Contemporary German Studies at The Johns Hopkins University.
- Fischer, R., Maes, J., & Schmitt, M. (2007). Tearing down the 'Wall in the head'? Culture contact between Germans. *International Journal of Intercultural Relations, 31*, 163-179.
- Oltermann, P. (2014, May 12). *Western Germany more socially cohesive than east, study finds*. The Guardian. <https://www.theguardian.com/world/2014/may/12/western-germany-socially-cohesive-eastern-study-reunification-bertelsmann-foundation>

## Course Rubric

Program Learning Outcome Assessed	Demonstration Level 1	Demonstration Level 2	Demonstration Level 3	Demonstration Level 4
<b>PLO 6</b> – Students will be able to recognize, understand, and respect sociocultural, international, interdisciplinary, and cognitive diversity, especially in regard to its impact on psychology.	Is unable to recognize, understand and respect sociocultural, international, interdisciplinary, and cognitive diversity, especially in regard to its impact on psychology. Lacks insight to recognize, understand and respect sociocultural, international, interdisciplinary, and cognitive diversity, especially in regard to its impact on psychology. Lacks expected knowledge to recognize, understand and respect sociocultural, international,	Can partially recognize, understand and respect sociocultural, international, interdisciplinary, and cognitive diversity, especially in regard to its impact on psychology. Demonstrates an understanding to be able to recognize, understand and respect sociocultural, international, interdisciplinary, and cognitive diversity, especially in regard to its impact on psychology. Demonstrates some understanding to be able to recognize, understand and respect sociocultural,	Can adequately recognize, understand and respect sociocultural, international, interdisciplinary, and cognitive diversity, especially in regard to its impact on psychology. Has insight to recognize, understand and respect sociocultural, international, interdisciplinary, and cognitive diversity, especially in regard to its impact on psychology. Adequate knowledge to recognize, understand and respect sociocultural, international, interdisciplinary, and	Can proficiently recognize, understand and respect sociocultural, international, interdisciplinary, and cognitive diversity, especially in regard to its impact on psychology. Independently is able to recognize, understand and respect sociocultural, international, interdisciplinary, and cognitive diversity, especially in regard to its impact on psychology.

	interdisciplinary, and cognitive diversity, especially in regard to its impact on psychology.	international, interdisciplinary, and cognitive diversity, especially in regard to its impact on psychology.	cognitive diversity, especially in regard to its impact on psychology.	
<b>PLO 8</b> – Students will be able to apply psychological principles and theory to individual, social, and organizational issues.	Is unable to apply psychological principles and theory to multiple contexts. Lacks insight into the application of principles to personal issues. Lacks expected knowledge of the ethical issues that frame the practice of psychology	Can partially apply psychological principles and theory to multiple contexts. Demonstrates some insight into the application of principles to personal issues. Demonstrates some understanding of the ethical issues that frame the practice of psychology	Can adequately apply psychological principles and theory to multiple contexts. Has insight into the application of principles to personal issues. Adequate knowledge of the ethical issues that frame the practice of psychology	Can proficiently apply psychological principles and theory to multiple contexts. Independently seeks out opportunities for increased insight into the application of principles to personal issues. Independently explores literature and resources to acquire knowledge about ethical issues in psychology

## Assignments and Grading Information

### Special Required Assignments for this Study Abroad Course:

- Pre-Departure Orientation – Health & Safety – Attendance required by the first week of the Fall 2 term.
- Pre-Departure Orientation – BA Study Abroad to Germany led by Dr. Mayes and Dr. Blount.
- International Travel Registration (ITR)
- In-Country Attendance & Engagement
  - Daily attendance and participation in study abroad experience to Germany is worth 320 points (40 points per day for a total of 8 days during week 8 of the course). This is a requirement for completion of the course with a passing grade. See [Appendix B](#) for the Attendance and Engagement Grading Rubric.
- Professional & Behavioral Comportment
  - Conduct guidelines are detailed in the Student Handbook. Additional expectations and guidelines are set by individual instructors at the start of the term. Please keep in mind that instructors may vary in their specific expectations and are supported by the department in setting the rules for their specific classes. Issues with conduct, professional comportment, and behavior are taken very seriously. This is your learning environment, so please demonstrate respect for our community, faculty, staff, and students in your educational journey in your actions, words, and behavior.
- Signature Assignment and Service-Learning Project
  - Prepare a group presentation while in Germany on Day 7 of study abroad trip. The signature assignment presentation is the culmination of the service-learning component. Students will be assigned to 1 of 3 groups and the purpose is to develop a cultural awareness campaign through

the integration of social media. (e.g., Twitter, Facebook, Instagram, YouTube, TikTok, YikYak, etc. ). The focus will be to assist future study abroad students and other sojourners arriving in Germany – teaching students how to understand and be sensitive to others' experiences and learning how to use cultural perspectives other than one's own. Remember, this is an opportunity for you to practice the cultural competency skills you have developed in the last 8 weeks. The presentation will include the following:

1. Present your social media campaign.
2. Explain the background and what motivated your social media platform choice.
3. Describe the target audience for the social media campaign and why it is important for study abroad students to practice intercultural competency when traveling to Germany.
4. Include a reference page including 5 sources referenced in APA format. Please develop your social campaign around these five sources. You may use the textbook for the course, other reading materials, cultural sites visited in Germany, personal interviews, and other outside sources.

Within the social media campaign, please include the following:

- Define intercultural competency and why it is significant to practice this when traveling internationally.
- Important tips and strategies to remember about ways of being, etiquette, and behavioral expectations.
- Share any lessons learned and reflections from your own experience about cultural awareness, cultural sensitivity, and cultural humility.
- Be creative, have fun, and make an impact! This is your opportunity to share what you have learned about intercultural competence through your study abroad experience to Germany. Your efforts on this project will serve future students!

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*Syllabus continues on following pages.*

Course Schedule – All details for each assignment will be available online in Canvas.

### Module 1 – Introduction/ Cultural Awareness (10/24 – 10/30)

Outcomes Addressed: PLO 8/ CLO 3, 4/ MLO 6, 9

Module 1 Readings and Resources	Module 1 Assignments	Assessment
<p><b>Text</b> Vaughn, L. M. (2019). <i>Psychology and culture: Thinking, feeling, and behaving in a global context</i> (2nd ed.). Routledge.</p> <ul style="list-style-type: none"> <li>Please read: Chapter 1, Introductory Concepts</li> </ul>	<p><b>Introductions (required for attendance purposes)</b> Due no later than Wednesday, 11:59 p.m. CST.</p> <p><b>Module 1 Discussion – Study Abroad Focus Points (20 pts)</b> Initial post due no later than Thursday, 11:59 p.m. CST. Final replies due no later than Saturday, 11:59 p.m. CST. Addresses MLO 6</p> <p><b>Module 1 Written Assignment - Intercultural Development Inventory (100 pts)</b> Due no later than Sunday, 11:59 p.m. CST. Addresses MLO 9</p>	<p>Complete/ Incomplete</p> <p>Discussion Rubric</p> <p>Complete/ Incomplete</p>

### Module 2 – Psychology and Culture/ Intercultural Development (10/31 – 11/6)

Outcomes Addressed: PLO 6, 8/ CLO 3, 4/ MLO 6, 10

Module 2 Readings and Resources	Module 2 Assignments	Assessment
<p><b>Text</b> Vaughn, L. M. (2019). <i>Psychology and culture: Thinking, feeling, and behaving in a global context</i> (2nd ed.). Routledge.</p> <ul style="list-style-type: none"> <li>Please read: Chapter 5, Basic Psychological Processes and Culture</li> </ul>	<p><b>Module 2 Video Discussion – Psychological Concepts (20 pts)</b> Initial post due no later than Thursday, 11:59 p.m. CST. Final replies due no later than Saturday, 11:59 p.m. CST. Addresses MLO 6</p> <p><b>Module 2 IDI Group Session</b> Live meeting, Tuesday 7:00 p.m. CST. Addresses MLO 10</p>	<p>Discussion Rubric</p> <p>Complete/ Incomplete</p>

	<p><b>Module 2 Written Assignment – Journal Entry: The Intersection of Culture and Psychology (20 pts)</b>          Due no later than Sunday, 11:59 p.m. CST.          Addresses MLO 8</p>	<p>BA Reflective Journal Rubric</p>
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**Module 3 – Cultural Values and Norms of Germany/ Cultural Awareness of Self and Others (11/7 – 11/13)**

Outcomes Addressed: PLO 6, 8/ CLO 1, 2, 4/ MLO 1, 4, 10, 11, 12

Module 3 Readings and Resources	Module 3 Assignments	Assessment
<p><b>Text</b>            Vaughn, L. M. (2019). <i>Psychology and culture: Thinking, feeling, and behaving in a global context</i> (2nd ed.). Routledge.</p> <ul style="list-style-type: none"> <li>Please read: Chapter 1: Introductory Concepts</li> </ul> <p><b>Additional Resource Readings</b>            Review the Intercultural Development Inventory (IDI) report you received</p> <p><b>Weblinks – links will be available online</b></p> <ul style="list-style-type: none"> <li><a href="#">Nazi Germany (1933-1945)</a></li> <li><a href="#">Occupation and the Emergence of Two States (1945-1961)</a></li> <li><a href="#">Berlin Wall</a></li> <li><a href="#">Two Germanies (1961-1989)</a></li> <li><a href="#">German Reunification</a></li> <li><a href="#">One Germany in Europe (1989-2009)</a></li> <li><a href="#">Religion in Germany</a></li> <li><a href="#">Country Profile, Germany</a></li> <li><a href="#">Facts about Germany</a></li> <li><a href="#">44 Interesting Facts About Germany</a></li> <li><a href="#">Short history of Germany (Source: Library of Congress)</a></li> <li><a href="#">Social Etiquette</a></li> </ul>	<p><b>Module 3 Discussion – US and Germany News Headlines (20 pts)</b>            Initial post due no later than Thursday, 11:59 p.m. CST.            Final replies due no later than Saturday, 11:59 p.m. CST.            Addresses MLO 1, 4</p> <p><b>Module 3 Individual Meetings (75 pts)*</b>            All meetings will need to be completed by Saturday, 6:00 p.m. CST.            *Please schedule a one-on-one Zoom meeting with your instructor.            Meetings will be scheduled throughout the day on Friday and Saturday during Week 3 of the course. Please sign up using the Calendly link located in the announcements section of Week 3. Thank you.            Addressed MLO 10</p> <p><b>Module 3 Written Assignment - Reflective Journal: Intercultural Competency and the Gap (20 pts)</b>            Due no later than Sunday, 11:59 p.m. CST.            Addresses MLO 11, 12</p>	<p>Discussion Rubric</p> <p>Complete/ Incomplete</p> <p>BA Psychology Reflective Journal Rubric</p>



### Module 4 – Cultural Awareness, Sensitivity and Empathy/ Intercultural Experience (11/14 – 11/20)

Outcomes Addressed: PLO 6, 8/ CLO 1-4/ MLO 2, 3, 5, 8, 11, 12

Module 4 Readings and Resources	Module 4 Assignments	Assessment
<p><b>Text</b> Vaughn, L. M. (2019). <i>Psychology and culture: Thinking, feeling, and behaving in a global context</i> (2nd ed.). Routledge.</p> <ul style="list-style-type: none"> <li>Please read: Chapter 6: Intercultural Interactions, Acculturation, and Living in a Global World</li> </ul> <p><b>Additional Resource Readings</b> <a href="#">Retting, T. (2017, November 16). Intercultural empathy: A guide to real understanding across cultures.</a> Intercultural Mindset.</p> <p><b>Video/ Film</b> Watch the film, <i>The Lives of Others</i>, directed by Florian Henckel von Donnersmarck. Available to rent on <a href="#">Amazon</a> (\$3.99 HD)</p>	<p><b>Module 4 Discussion – The Lives of Others Film (20 pts)</b> Initial post due no later than Thursday, 11:59 p.m. CST. Final replies due no later than Saturday, 11:59 p.m. CST. Addresses MLO 2, 3, 5</p> <p><b>Module 4 Written Assignment – Intercultural Experience (100 pts)</b> Due no later than Sunday, 11:59 p.m. CST. Addresses MLO 8, 11, 12</p>	<p>Discussion Rubric</p> <p>Complete/ Incomplete</p>

### Module 5 – Acculturation and Marginalization/ Intercultural Competence (11/21 – 11/27)

Outcomes Addressed: PLO 6, 8/ CLO 1, 3, 4/ MLO 2, 6, 10, 11, 12

Module 5 Readings and Resources	Module 5 Assignments	Assessment
<p><b>Text</b> Vaughn, L. M. (2019). <i>Psychology and culture: Thinking, feeling, and behaving in a global context</i> (2nd ed.). Routledge.</p>	<p><b>Module 5 Discussion – Define Psychological Concepts (20 pts)</b> Initial post due no later than Thursday, 11:59 p.m. CST. Final replies due no later than Saturday, 11:59 p.m. CST. Addresses MLO 2, 6</p>	<p>Discussion Rubric</p>

<ul style="list-style-type: none"> <li>Please read: Chapter 6: Intercultural Interactions, Acculturation, and Living in a Global World</li> </ul> <p><b>Additional Resource Readings</b></p> <p><a href="#">Lewis, M. (2018, April 3)</a>. As a Black woman, I wish I could stop code-switching: Here’s why. <i>Everyday Feminism</i>.</p> <p><a href="#">Morrison, C. D. (2017, May 30)</a>. Code-switching. <i>Encyclopedia Britannica</i>.</p> <p><a href="#">Pegram, B., &amp; Bonner, F. A. (2021, September 8)</a>. <i>Code-switching to codestitching: Theorizing an alternative framework</i>. <i>Diverse Issues in Higher Education</i>.</p>	<p><b>Module 5 – Intercultural Development Plan (75 pts)</b> Due no later than Sunday, 11:59 p.m. CST. Addresses MLO 10, 11, 12</p>	<p>Complete/ Incomplete</p>
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## Module 6 – Culture and Identity/ Power, Oppression and Marginalization (11/28 – 12/4)

Outcomes Addressed: PLO 6, 8/ CLO 1, 3/ MLO 1, 2, 3, 6

Module 6 Readings and Resources	Module 6 Assignments	Assessment
<p><b>Text</b></p> <p>Vaughn, L. M. (2019). <i>Psychology and culture: Thinking, feeling, and behaving in a global context</i> (2nd ed.). Routledge.</p> <ul style="list-style-type: none"> <li>Please read: Chapter 4: Human Development / Socialization and Culture</li> </ul> <p><b>Additional Resource Readings</b></p> <p>Albert, I., &amp; Trommsdorff, G. (2014). The role of culture in social development over the lifespan: An interpersonal relations approach. <i>Online Readings in Psychology and Culture</i>, 6(2). <a href="https://doi.org/10.9707/2307-0919.1057">https://doi.org/10.9707/2307-0919.1057</a></p>	<p><b>Module 6 Assignments</b></p> <p><b>Module 6 Discussion – Socializing Agents (20 pts)</b> Initial post due no later than Thursday, 11:59 p.m. CST. Final replies due no later than Saturday, 11:59 p.m. CST. Addresses MLO 6</p> <p><b>Module 6 Written Assignment – Oppression in the US and Germany (100 pts)</b> Due no later than Sunday, 11:59 p.m. CST. Addresses MLO 1, 2, 3</p>	<p>Discussion Rubric</p> <p>BA Psychology Written Assignment Rubric</p>

**Module 7 – Applied Learning Project/ Reflection of In-Country Experience (12/5 – 12/11)**

**Travel dates 12/11/22 – 12/18/22**

Outcomes Addressed: PLO 6, 8/ CLO 1, 2, 3/ MLO 1, 3, 6, 7

Module 7 Readings and Resources	Module 7 Assignments	Assessment
<p><b>Text</b>            Vaughn, L. M. (2019). <i>Psychology and culture: Thinking, feeling, and behaving in a global context</i> (2nd ed.). Routledge.</p> <ul style="list-style-type: none"> <li>Please read: Chapter 3: Self, Multiple Identities, and Culture</li> </ul> <p><b>Additional Resource Readings</b>  <a href="#">Library of Congress. (n.d.)</a> <i>Race Relations in the 1930s and 1940's.</i></p> <p><a href="#">My Jewish Learning. (2021).</a> <i>Nazi Germany 1933-1939: Early Stages of Persecution.</i></p>	<p><b>Module 7 Group Zoom Meeting/ Discussion – Part 1 of Group Project. (50 pts)</b>            Must complete group Zoom meeting no later than <b>THURSDAY</b> in order to post to discussion on Thursday no later than 11:59 p.m. CST. <i>Due to travel, responses to peers are not required.</i>            Addresses MLO 1, 3, 6</p> <p><b>Module 7 Signature Assignment – Part 2 of Group Project, Final Group Presentation (200 pts)</b>            Final Assignment due in-country on Day 6 of Study Abroad to Germany.            Addresses MLO 1, 3, 5, 7</p> <p><b>Module 7 Individual Reflective Journal on Group Project (20 pts)</b>            Due in-country on Day 6 of Study Abroad to Germany.</p> <p><b>Module 7 Travel: Attendance and Participation in Germany (320 pts – Includes Service-Learning Project in-country)</b>            Grading by Instructor upon completion of study abroad.            Addresses MLO 6</p>	<p>Complete/            Incomplete (must have initial post)</p> <p>BA Psychology            Group Presentation Rubric</p> <p>BA Psychology            Reflective Journal Rubric</p> <p>In Country            Attendance &amp;            Engagement Rubric</p>

***Below Appendices are for this study abroad course only.***

## Appendix A – Tentative Itinerary

[Back to Student Information](#)

Students who need ADA assistance should review the information and resources at [Accessibility Accommodations](#) Please fill out the [ADA Abroad Form](#) and email it to [accommodations@thechicagoschool.edu](mailto:accommodations@thechicagoschool.edu)

Date	Daily Schedule, Activity, & Exertion Level	Location
<p>Day 1 12/11/22 (Sunday)</p> <p>Students Must Arrive no later than: 1:00 pm CEST (Central European Standard Time)</p> <p>***Students will need select flights that arrive on Sunday, December 11, 2022. This means you will be departing the United States on December 10, 2022.</p>	<ul style="list-style-type: none"> <li>Students will fly into Brandenburg Airport (BER)</li> <li>Students will arrange a transfer via taxi or shuttle transport service from the airport to Motel One.</li> <li>Evening: Orientation with Dr. Mayes and Dr. Blount at 6:00 pm CEST. Students will meet in the lobby at 6:00 for orientation and will walk to dinner as a group for the welcome dinner with Germany Liaison, Dr. Thorsten Bagschik.</li> </ul> <p><b>Activity Level:</b> Mild (may prefer to wear comfortable shoes to walk to dinner)</p>	<p>Motel One Berlin-Potsdamer Platz Leipziger Platz 12 10117 Berlin +49 30 2067078-0 <a href="mailto:berlin-potsdamerplatz@motel-one.com">berlin-potsdamerplatz@motel-one.com</a></p>
<p>Day 2 12/12/22</p>	<ul style="list-style-type: none"> <li>6:30 – 7:45 am: Students will be offered continental breakfast provided by Motel One. Please finish your breakfast by the time we meet as a group.</li> <li>8:00 am: Meet in the lobby of Motel One. Please be on time.</li> <li>9:00 am: Attend Presentation by Guest Speaker to learn about the history and context of Germany at SRH University.</li> <li>11:30 am: Lunch will be provided, and we will be together as a group</li> <li>1:00 pm: Attend presentation by a local professor about what the field of psychology looks like at Haus Der Psychologie</li> <li>5:00 pm: Travel as a group to the Christmas market at Kaiser Wilhelm Memorial Church (Gedächtniskirche) and take a moment to view and</li> </ul>	<p>SRH Berlin University of Applied Sciences Ernst-Reuter-Platz 10 10587 Berlin</p> <p>Haus Der Psychologie Am Köllnischen Park 2, 10179 Berlin</p>

Date	Daily Schedule, Activity, & Exertion Level	Location
	<p>reflect on community trauma felt at a local memorial commemorating the terrorist attack in 2016. Briefly walk through the Christmas market to experience the culture of Germany during the holidays.</p> <ul style="list-style-type: none"> <li>• 6:00 pm – 6:30: Reflection Group</li> <li>• Dinner is on your own. There are many dining options within walking distance-</li> </ul> <p><b>Activity Level:</b> Moderate (may prefer to wear comfortable shoes as we travel to the two different universities)</p>	
<p>Day 3 12/13/22</p>	<ul style="list-style-type: none"> <li>• 6:30 – 7:45 am: Students will be offered continental breakfast provided by Motel One. Please finish your breakfast by the time we meet as a group.</li> <li>• 8:00 am: Meet in the lobby of Motel One. Please be on time.</li> <li>• 9:30 am – 3:30 pm: Attend and participate in the Topography of Terror workshop. Lunch will be provided.</li> <li>• 4:00 pm: Visit the Berlin wall and Checkpoint Charlie as we walk back as a group to Motel One</li> <li>• 6:00 pm – 6:30: Reflection Group</li> <li>• Dinner is on your own.</li> </ul> <p><b>Activity Level:</b> Mild (may prefer to wear comfortable shoes as we access local transportation and travel to cultural sites)</p>	<p>Topography of Terror Exhibit</p>
<p>Day 4 12/14/22</p>	<ul style="list-style-type: none"> <li>• 6:30 – 7:45 am: Students will be offered continental breakfast provided by Motel One. Please finish your breakfast by the time we meet as a group.</li> <li>• 8:00 am: Meet in the lobby of Motel One. Please be on time.</li> <li>• 9:00 am – 3:00 pm: Berlin Jewish Museum (other museums if time permits). Lunch is on your own.</li> <li>• 4:00 pm: Travel as a group back to Motel One.</li> <li>• 5:00 pm – 5:30: Reflection Group</li> </ul>	<p>Stasi Prison Memorial Site</p>

Date	Daily Schedule, Activity, & Exertion Level	Location
	<ul style="list-style-type: none"> <li>• Dinner is on your own.</li> </ul> <p><b>Activity Level:</b> Moderate (may prefer to wear comfortable shoes as we access local transportation and travel to cultural sites)</p>	
<p>Day 5 12/15/22</p>	<ul style="list-style-type: none"> <li>• 6:30 – 7:45 am: Students will be offered continental breakfast provided by Motel One. Please finish your meal by the time we meet as a group.</li> <li>• 8:00 am: Meet in the lobby of Motel One. Please be on time.</li> <li>• 8:30 am -10:30 am - Travel to Sachsenhausen Concentration Camp</li> <li>• 10:30 – 3:00: Reflection tour. Lunch is on your own and there is a café on site.</li> <li>• 3:00 – 5:00 pm: Travel as a group back to Motel One via local transportation.</li> <li>• 5:00 pm – 5:45: Reflection Group</li> <li>• Dinner is on your own.</li> </ul> <p><b>Activity Level:</b> Heavy (may prefer to wear comfortable shoes to tour cultural sites and extra layers of clothes because you will be outside)</p>	<p>Sachsenhausen Concentration Camp</p>
<p>Day 6 12/16/22</p>	<ul style="list-style-type: none"> <li>• 6:30 – 7:45 am: Students will be offered continental breakfast provided by Motel One. Please finish your meal by the time we meet as a group.</li> <li>• 9:00 am: Meet in the lobby of Motel One. Please be on time. Brief overview of the day.</li> <li>• Work on presentations with groups 9:00 am - 12:00 pm</li> <li>• Meet in the lobby at 12:00 pm. Walk to lunch as a group. Lunch is provided.</li> <li>• 1:30 pm – 5:00 pm Group cultural excursion (focus on relaxation and decompression from heavy material the previous three days)</li> <li>• 5:00 pm – 5:45 pm – Reflection Group at Motel One</li> <li>• Dinner is on your own</li> </ul>	<p>Motel One &amp; Cultural Site (TBD)</p>

Date	Daily Schedule, Activity, & Exertion Level	Location
	<p><b>Activity Level:</b> Mild (may prefer to wear comfortable shoes for walking to lunch)</p>	
<p>Day 7 12/17/22</p>	<ul style="list-style-type: none"> <li>• 6:30 – 7:45 am: Students will be offered continental breakfast provided by Motel One. Please finish your meal by the time we meet as a group.</li> <li>• 8:30 am: Meet in the lobby of Motel One. Please be on time. Brief overview of the day. Travel as a group to SRH for 3 group presentations.</li> <li>• 09:30 am – 10:00 am: Group 1 Presentation/Service-Learning Project</li> <li>• 10:15 am – 10:30 am: Questions and Feedback</li> <li>• 10:30 am – 10:45 am: Break</li> <li>• 10:45 am – 11:15 am: Group 2 Presentation/Service-Learning Project</li> <li>• 11:15 am – 11:30 pm: Questions and Feedback</li> <li>• 11:30 am – 11:45 am: Break</li> <li>• 11:45 am – 12:15 pm: Group 3 Presentation/Service-Learning Project</li> <li>• 12:15 pm – 12:30 pm: Questions and Feedback</li> <li>• 12:30 pm: Travel back to Motel One as a group</li> <li>• Lunch is on your own</li> <li>• 6:30 pm: Meet in the lobby of Motel One. Dinner provided and group walks together to Farewell Dinner with Dr. Thorsten Bagschik.</li> </ul> <p><b>Activity Level:</b> Mild (may prefer to wear comfortable shoes to walk to dinner)</p>	<p>SRH Berlin University of Applied Sciences</p>
<p>Day 8 12/18/22</p> <p>Please remember your study abroad is officially over at <b>8:30 am on Sunday, December 18<sup>th</sup>, 2022.</b> Please make your return flight arrangements with enough</p>	<ul style="list-style-type: none"> <li>• 6:30 – 7:45 am: Students will be offered continental breakfast provided by Motel One.</li> <li>• 8:00 am - 8:30 am Last Group Process and Students Depart Voluntary activity, due to some early flights</li> <li>• Students are responsible for scheduling a taxi or airport shuttle for their departure to the airport. Please consider sharing rides with other students to save on cost to the airport</li> </ul> <p><b>Activity Level:</b> Mild (may prefer to wear comfortable shoes for travel)</p>	<p>Motel One Berlin-Potsdamer Platz Leipziger Platz 12 10117 Berlin +49 30 2067078-0 <a href="mailto:berlin-potsdamerplatz@motel-one.com">berlin-potsdamerplatz@motel-one.com</a></p>

Date	Daily Schedule, Activity, & Exertion Level	Location
time to allow you to participate. Thank you.		

## Appendix B - Assignment Rubric- In Country Attendance & Engagement

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Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
<b>Attendance</b>	Unexcused absences from required in-country activities. More than several occasions are not punctual. Requires many prompts or reminders and creates inexcusable delays for the program.  0-111 points	Attends all required in-country activities. One occasion is not punctual. Requires some prompts or reminders.  112-143 points	Punctual and completely attends all required in-country activities without few prompts or reminders.  144-159 points	Punctual and completely attends all required in-country activities without any prompts or reminders- exhibits complete self-reliance.  160 points
<b>Participation &amp; Engagement</b>	Does not prepare in advance for activities; does not actively listen, is distracted during program; does not contribute or advance knowledge of activity; does not engage with faculty and in-country partners.  0-111 points	Prepares in advance for a few activities; occasionally listens actively; during activities is present and occasionally engages and participates.  112-143 points	Prepares in advance for most activities; actively listens for most of program; contributes some knowledge to activity; professionally engages with faculty and in-country partners.  144-159 points	Fully prepares in advance for activities; actively listens throughout duration of program; contributes and advances knowledge of activity in respectful and appropriate manner; professionally engages with faculty and in-country partners.  160 points
<b>Total</b>				<b>320 total points</b>



## Appendix C – Course Assignments and Point Distribution

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Points	Type of Grading Rubric	Type of Activity
120	BA Discussion Board Rubric (20 points) *Please see Canvas assignment or gradebook for standard rubric used in the BA Psychology Program	6 discussion boards x 20 points = 120 points
60	BA Reflective Journal Assignment Rubric (20 points) *Please see Canvas assignment or gradebook for standard rubric used in the BA Psychology Program	3 reflective journal assignments x 20 points = 60 points
100	BA Written Assignment Rubric: 100 points *Please see Canvas assignment or gradebook for standard rubric used in the BA Psychology Program	1 written assignment x 100 points = 100 points
200	BA Group Presentation Rubric: 200 points (200 points) *Please see Canvas assignment or gradebook for standard rubric used in the BA Psychology Program	1 group presentation x 200 points = 200 points.
100	Completion Grade	Intercultural Development Inventory (IDI)
25	Completion Grade	IDI Group session
75	Completion Grade	IDI Individual Meeting with Dr. Mayes
100	Completion Grade	Dyad Activity – Intercultural Experience
75	Completion Grade	Intercultural Development Plan (IDP)
50	Completion Grade	Group Project & Discussion Board: Step 1
100	Completion Grade	100 points/ Completion Grade – Intercultural Development Inventory (IDI)
320	In-Country Attendance and Engagement Rubric (320 points) – <a href="#">Appendix B</a>	Attendance & Engagement in Germany *Daily attendance and participation in study abroad experience to Germany is worth 320 points (40 points per day for a total of 8 days during week 8 of the course). This is a requirement for completion of the course with a passing grade.
<b>Total Points: 1325</b>		

## Appendix D - Study Abroad Daily Reflection Groups

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Information originally developed by Brittany Stephenson, PhD and Patricia H. A. Perez, PhD

A “**daily reflection group**” is a group that allows members to freely share emotional experiences in a safe and supportive environment. It might also be referred to as “debriefing” after your “work” at the end of each day. In the context of the study abroad experience, daily reflection groups provide students with the opportunity to “decompress” daily by providing a forum for exploring emotional responses to the day’s activities. Also, the daily reflection groups give each student a safe place to gain feedback from the faculty lead and peers regarding feelings, thoughts, and behaviors during the study abroad experience. Lastly, the daily reflection groups allow students to link course materials covered over the last seven weeks to the experiences on-ground in Germany. Daily reflection groups are meant to be non-judgmental, accepting, and reassuring. Rules of engagement during the daily reflection groups will be explained during the first daily reflection group at the start of the study abroad in Germany.

**Purpose:** An appropriate study abroad will present the student with a myriad of challenges: academic, physical, emotional, and even spiritual grounded in the Program Learning Outcomes (PLOs) of the course. It is important to acknowledge, as a group, that the experience is challenging and emotionally uncomfortable so that no one feels alone in his/her feelings. Providing students with the opportunity to share their emotions and obtain emotional support from their peers increases group cohesion and decreases stress and emotional fatigue. This allows the group to start each new day unhindered by the previous day’s emotions and proceed with their new self-knowledge.

**Logistical Considerations:** Daily reflection groups should be held at the conclusion each day of the study abroad experience. Daily reflection groups should be held in a safe and private location, preferably in the same location each day. The more comfortable and secure students feel in the physical environment, the more likely they are to feel safe to share. Conducting daily reflection groups “on the fly” while in transit between activities may not allow enough space for everyone to share or thoroughly daily reflection complex feelings.

**Method:** The faculty lead for each study abroad course serves as the leader for the daily reflection group and is responsible for ensuring the emotional safety of the group environment. If practical, the students should sit in a manner so that they can all see one another. The content of the group should not be forced but should develop naturally as students share. The group leader may suggest some questions or topics if something pertinent needs to be discussed, or if students are hesitant. Some guiding questions are listed below and are only suggestions to frame the daily reflection group experience. The study abroad faculty lead may start by summarizing the day and sharing his/her own thoughts and feelings about the day in order to model how the daily reflection group should go. All students should be encouraged to share something but should not be forced. Silence should be seen as space for students to think. This daily reflection may encourage some to speak up and share!

**Guiding Questions – Reflection:**

- Tell us your experience of today's events.
  - Please share a memorable experience.
  - Based on today's activities, how has your thinking and feeling changed? Why?
    - What have you learned about others today? How do you feel about this learning?
  - How will what you learned today, affect what you do tomorrow?
  - How did you (your actions, verbal and nonverbal; thoughts; feelings; etc.) affect your encounter with someone else today?
  - So far, has the experience been what you expected? Why or why not?
- 

Please refer to "Syllabus Part 2: Policies" for additional important information. Click the link below to access.

[CLICK HERE FOR SYLLABUS PART 2: POLICIES](#)

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## Student Academic Supports and Resources

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### STUDENT PORTAL FOR UNIVERSITY RESOURCES

[my.thechicagoschool.edu](http://my.thechicagoschool.edu)

The student portal is a place where you can find quick links to the below resources in one place.

### ACADEMIC CATALOG AND STUDENT HANDBOOK

<http://catalog.thechicagoschool.edu/>

### ACADEMIC SUPPORT

The BA Program hosts a community resource page with information about the program, faculty, study skills, and writing support. You can access any additional writing support for your campus through this page as well. You should see the course on your Canvas home page as you will be automatically enrolled upon the start of your program. If you do not see this, please notify the program Department Manager.

## BOOKSTORE

Access to the bookstore is found at: <http://thechicagoschool.textbookx.com>.

## CANVAS SUPPORT

If you need help accessing your course and materials in the Canvas system, the following resources may be of assistance:

- 1) Search the Canvas Guides which have a plethora of detailed videos, step-by-step instructions, and links: <http://guides.instructure.com/>
- 2) Access the community user boards and discussions.
- 3) Ask HelpDesk:
  - a. Submit a ticket with your question or issue by filling out the form provided in the course.
  - b. Contact the Help Desk by phone: 855-745-8169
  - c. Have a live IM chat with a HelpDesk representative.

## IT SUPPORT

Students may contact HelpDesk by:

**Phone:** (800) 747-8367

**Email:** [helpdesk@tcsedsystem.edu](mailto:helpdesk@tcsedsystem.edu)

**Website:** <http://helpdesk.tcsedsystem.edu>

Hours

	Pacific time	Central time	Eastern time
Weekdays	5:00 am to 7:00 pm	7:00 am to 9:00 pm	8:00 am to 10:00 pm
Weekend	7:00 am to 3:00 pm	9:00 am to 5:00 pm	10:00 am to 6:00 pm

If you submit an email or leave a voicemail afterhours, the Help Desk will reply the next day. The Canvas Help Desk and the self-service [password reset](#) portal are available 24 hours a day.

## LIBRARY RESOURCES

Access to The Chicago School Library and additional resources is found at each of the homepages for the Campus libraries:

- Chicago (and Online campus): <http://chi.librarypass.org/>
- Southern California (and Online campus): <http://la.librarypass.org/>

- Washington DC (and Online campus): <http://dc.librarypass.org/>

Online campus students may use any of these resources. Patrons can access articles via the Search our Databases portal or search for books, test kits, and videos via the Search our Catalog portal.

### **WRITING CENTER**

#### **A. MA and Doctoral students:**

Please submit your paper for feedback via the Graduate Student Success Program (GSSP), our resource hub in Canvas. The process is described in [Module 3 of the GSSP](#). All new students are automatically enrolled in the GSSP, but if for some reason you do not have access to the site, please contact [writing@thechicagoschool.edu](mailto:writing@thechicagoschool.edu) for assistance.

#### **B. BA students:**

Please submit your paper for feedback to [writing@thechicagoschool.edu](mailto:writing@thechicagoschool.edu). Specify that you are a BA student. Email us all relevant instructions provided by your teacher.

#### **C. APA Style Hotline:**

Email your question to [writing@thechicagoschool.edu](mailto:writing@thechicagoschool.edu) and expect a reply within several hours.

### **ONLINE RESOURCES**

- [The Ultimate Academic Writing Guide \(Inspired by 37 Top Universities\)](#)
- [Harvard's Writing Center](#)
- [Purdue OWL's General Writing Resources](#)
- [University of Northern Iowa's Dr. Grammar](#)
- [Hamilton College's Seven Deadly Sins of Writing](#)
- [TCSP's CAE Academic and Professional Writing Resources](#)
- [Dartmouth's Institute for Writing Rhetoric](#)
- [The Elements of Style](#)
- [Oxford Dictionaries' Better Writing](#)
- [Plagiarism on Campus](#)
- [Grammar Girl](#)
- [Guide to Grammar & Writing](#)