



PS 350 HUMAN DEVELOPMENT IN THE SPANISH SOCIO-CULTURAL CONTEXT

IES Abroad Barcelona

DESCRIPTION: This course takes a comparative approach to Spanish and American life-span development with a focus on identity, culture, relationality and socialization. The course adopts a bio-psycho-social perspective, drawing from research that demonstrates the importance of the interaction between nature and nurture. Movies will be used to illustrate and explore the key issues addressed. Adolescence and the emerging adulthood stage of human development—from 18-25 years of age—will be examined in detail with an eye to key challenges that may be differentially contemplated in Spain and the US.

The course explores key developmental issues such as parenting, racial socialization, bullying, and the role of technology. The course also explores key issues relevant to adolescent development such as sexuality and substance use. The Catalan/Spanish context forms the backdrop for all discussions, the goal of which is to provide students with a contrasting perspective on norms in the US: Students will be encouraged to bring their experiences and observations of life in Spain and the US into discussions of the course material.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: Open to Psychology, Social Work, Child Education, or Social Science Major/Minor

ADDITIONAL COST: None

METHOD OF PRESENTATION:

- **Readings** will provide a foundation in theory and research relevant to the course.
- **Lectures** will help clarify readings, present additional, related material, and apply theory to observations of students' experiences in Spain.
- **Movies** will be used to explore and illustrate key issues addressed.
- **Class Discussion** will encourage students' active participation in the learning process and provide opportunities for application of theory to students' observations and experiences.
- **Interview of a Spanish person** will provide students with an opportunity to learn interview techniques, practice interview data-gathering skills and develop insight into the differences between Spanish and US development and identity.
- **Final paper (based on interview)** will challenge students to organize and represent theory and research in a coherent manner while applying it to data gathered in the interview.
- **Film viewings** Research film clips will provide insight into how developmental research is conducted, while commercial film will be used as a method of providing background information about culture in Spain while teaching students to observe people in context of their socio-cultural environment.

REQUIRED WORK AND FORM OF ASSESSMENT:

- Class participation -10%
- Class presentation -10%
- Journal -10%
- Community intervention final paper -20%
- School visit write-up -10%
- Midterm exam -20%
- Final exam -20%



Class participation

Students will be expected to participate in class discussions of course material and application of concepts to their observations and experiences.

Class presentation

Students will present the day's topic alone or in pairs with the objective of illustrating and "brining alive" the topic at hand.

Journal

Students will write a weekly journal in which they reflect upon the issues discussed in class as applied to their own experience.

Community intervention final paper (20%)

From different problems identified in the Spanish sociocultural context, the student will design strategies that promote the change of attitudes or behaviors of the community, school or families to reduce stigma, improve knowledge, prevent the disease or promote an improvement in the quality of life..

The evaluation of this activity will be distributed as follows:

1st draft proposal overview 2.5%, 250 words, 12 pt., double spaced

Academic Paper 10% 1000 words, 12pt, double spaced)

Class Presentation 7.5%

School visit write-up

10%, 1000 words, 12 pt. double spaced. Students will volunteer at a local school for 2-4 hours and on that basis will describe their observations and experience drawing from the class material.

Midterm exam & final exam

Both exams will cover material from readings and lectures. Both exams will be case studies.

LEARNING OUTCOMES:

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

- Identify the cultural components of key developmental constructs in psychology
- Develop a cultural critique of existing psychological theory such as attachment theory
- Differentiate between environmental, contextual, cultural, and psychosocial characteristics of key issues in human development
- Discuss important differences between US and Spanish culture that affect development
- Identify and discuss common differences in US and Spanish identity
- Analyse developmental causes of different psychosocial and sociocultural phenomena

ATTENDANCE POLICY:

As a member of our class community, you are expected to be present and on time every day. Attending class has an impact on your learning and academic success. For this reason, attendance is required for all IES Barcelona classes, including course-related excursions. If a student misses more than three classes in any course without justification, 3 percentage points will be deducted from the final grade for every additional absence. Seven unjustified absences in any course will result in a failing grade. Absences will only be justified, and assessed work, including exams, tests and presentations rescheduled, in cases of documented medical or family emergencies.

CONTENT:

Session	Content	Required Reading
Session 1	Introduction	
Session 2	Growing up in Spain (24 pages)	• Oller, J. M., Satorra, A., & Tobeña, A. (2021). Parochial Linguistic Education: Patterns of an Enduring Friction within a Divided Catalonia. <i>Genealogy</i>, 5(3), 77. • Wong, A. (2017). Is Catalonia using schools as a political weapon? <i>The Atlantic</i> https://www.theatlantic.com/international/archive/2017/11/is-

		catalonia-using-schools-as-a-political-weapon/544898/#main-content
Session 3	Nature is nurture (26 pages)	• Meyer, D., Wood, S., & Stanley, B. (2013). Nurture Is Nature: Integrating Brain Development, Systems Theory, and Attachment Theory. <i>The Family Journal</i>, 21(2), 162–169. • Gopnik, A. (2016). The Evolution of Childhood. In <i>The Gardener and the Carpenter: What the New Science of Child Development tells us about the Relationship between Parents and Children</i> (pp. 37-56). Farrar, Strauss & Giroux. • Polderman, T. J. C., Benyamin, B., de Leeuw, C. A., Sullivan, P. F., van Bochoven, A., Visscher, P. M., & Posthuma, D. (2015). Meta-analysis of the heritability of human traits based on fifty years of twin studies. <i>Nature Genetics</i>, 47(7), 702–9.
Session 4	Culture and human development (33 pages)	• Albert, I., & Trommsdorff, G. (2014). The Role of Culture in Social Development Over the Life Span: An Interpersonal Relations Approach. <i>Online Readings in Psychology and Culture</i>, 6(2). https://doi.org/10.9707/2307-0919.1057
Session 5	Course-related trip: Visit to Dolors Almeda School	
Session 6	Attachment (4 pages)	• Keller, H. (2016). Attachment. A pancultural need but a cultural construct. <i>Current Opinion in Psychology</i>, 8, 59–63.
Session 7	Spanish parenting styles (30 pages)	• Garcia, F., Serra, E., Garcia, O. F., Martinez, I., & Cruise, E. (2019). A Third Emerging Stage for the Current Digital Society? Optimal Parenting Styles in Spain, the United States, Germany, and Brazil. <i>International journal of environmental research and public health</i>, 16(13), 2333. https://doi.org/10.3390/ijerph16132333 • Gopnik, A. (2016). Against parenting. In <i>The Gardener and the Carpenter: What the New Science of Child Development tells us about the Relationship between Parents and Children</i> (pp. 21-36). Farrar, Strauss & Giroux.
Session 8	Digital daze (28 pages)	• Toh, S. H., Howie, E. K., Coenen, P., & Straker, L. M. (2019). "From the moment I wake up I will use it...every day, very hour": a qualitative study on the patterns of adolescents' mobile touch screen device use from adolescent and parent perspectives. <i>BMC pediatrics</i>, 19(1), 30. https://doi.org/10.1186/s12887-019-1399-5 • Casaló, L. V., & Escario, J. J. (2019). Predictors of excessive internet use among adolescents in Spain: The relevance of the relationship between parents and their children. <i>Computers in Human Behavior</i>, 92, 344–351. https://doi.org/10.1016/j.chb.2018.11.042

Session 9	Catalan school system Guest speaker	
Session 10	Racial and ethnic identity Attachment, parenting, and culture assignment due	• Umaña-Taylor, A. J., Quintana, S. M., Lee, R. M., Cross, W. E., Rivas-Drake, D., Schwartz, S. J., Syed, M., et al. (2014). Ethnic and racial identity during adolescence and into young adulthood: an integrated conceptualization. <i>Child development</i>, 85(1), 21–39. https://doi.org/10.1111/cdev.12196 • Prats, J., Deusdad, B., & Cabre, J. (2017). School xenophobia and interethnic relationships among secondary level pupils in Spain. <i>Education as Change</i>, 21(1), 95-112
Session 11	Gender (26 pages)	• Blasco, V. & Grau-Alberola, E. (2019). Gender and age differences in the internalization of gender stereotypes in early and mid adolescence. <i>Electronic Journal of Research in Educational Psychology</i>, 17 (1), 107-128. • Fine C., Joel D., Rippon G. (2019) Eight Things You Need to Know About Sex, Gender, Brains, and Behavior: A Guide for Academics, Journalists, Parents, Gender Diversity Advocates, Social Justice Warriors, Tweeters, Facebookers, and Everyone Else. S&F Online.
Session 12	LGBTQ (25 pages)	• Feijóo, S., Rodríguez-Fernández, R. (2021). A Meta-Analytical Review of Gender-Based School Bullying in Spain. <i>International Journal of Environmental Research and Public Health</i>. 18(23):12687 • Concannon, L. (2022). Pioneering safe & inclusive LGBT+ specific retirement accommodation. Exploring models in the USA, UK, & Spain. SocArXiv Papers
Session 13	Midterm review (take-home exam)	
Session 14	Bullying and child abuse (34 pages)	• Peredea Beltran, N. (2009). Psychological consequences of child sexual abuse. <i>Papeles del Psicólogo</i>, 30, 2. 135-144 • Muela, A., Arana, E. D., Barandiaran, A., Larrea, I., Vitoria, J. R., & Muela, A. (2012). Definition, incidence and psychopathological consequences of child abuse and neglect. <i>Child Abuse and Neglect—A Multidimensional Approach</i>, 2-20. • Garcia-Continente, X., Pérez-Giménez, A., Espelt, A., & Nebot Adell, M. (2013). Bullying among schoolchildren: differences between victims and aggressors. <i>Gaceta sanitaria / S.E.S.P.A.S.</i>, 27(4), 350–4.
Session 15	Child psychopathology (17 pages)	• Wichstrøm, Penelo, E., Rensvik Viddal, K., & Osa, N. (2018). Explaining the relationship between temperament and symptoms of psychiatric disorders from preschool to middle childhood: hybrid fixed and random effects models of Norwegian and Spanish children. <i>Journal of Child Psychology</i>

		and Psychiatry and Allied Disciplines, 59(3), 285–295. https://doi.org/10.1111/jcpp.12772 • Rojo, M.; Solano, S.; Lacruz, T.; Baile, J.I.; Blanco, M.; Graell, M.; Sepúlveda, A.R. Linking Psychosocial Stress Events, Psychological Disorders and Childhood Obesity. <i>Children</i> 2021, 8, 211. https://doi.org/10.3390/children8030211
Session 16	Family environment and quality of life (27 pages)	• Portnoy, S. (2007). The psychology of divorce: A lawyer's primer, part 2: The effects of divorce on children. <i>American Journal of Family Law</i>, 126–135. • Jiménez-García, P., Contreras, L., & Cano-Lozano, M. (2019). Types and intensity of postdivorce conflicts, the exercise of coparenting and its consequences on children. [Tipos e intensidad de los conflictos postdivorcio, ejercicio de la coparentalidad y sus consecuencias en los hijos] <i>Revista Iberoamericana de Psicología y Salud.</i>, 10(1), 48–63. https://doi.org/10.23923/j.rips.2019.01.025 • Martínez-Pampliega, A., Herrero, M., Cormenzana, S., Corral, S., Sanz, M., Merino, L., Iriarte, L., De Alda, I. O., Alcañiz, L., & Alvarez, I. (2021). Custody and child symptomatology in high conflict divorce: An analysis of latent profiles. <i>Psicothema</i>, 33(1), 95–102. https://doi.org/10.7334/PSICOTHEMA2020.224
Session 17	Adolescence (37 pages)	• Siegel, D.J. (2013). The Essence of Adolescence. In <i>Brainstorm: The Power and Purpose of the Teenage Brain</i> (pp 1-37). Tarcher Penguin. • Parra, Á., Oliva, A. and Sánchez-Queija, I. (2015). Development of emotional autonomy from adolescence to young adulthood in Spain. <i>Journal of Adolescence</i>, 38: 57-67. https://doi.org/10.1016/j.adolescence.2014.11.003
Session 18	School failure/dropout (14 pages)	• Garreta-Bohaca, J., & Llevot-Calvet, N. (2021). Gypsy students in Catalonia (Spain): compensation with improvable cultural recognition. <i>Educazione Interculturale</i>, 19(1), 18–34. https://doi.org/10.6092/ISSN.2420-8175/12961 • Bayón-Calvo, Lucas-García, J., & Gómez-García, R. (2021). An endogenous analysis of early school leaving in Spain: The role of gender and regional inequalities. <i>European Journal of Education</i>, 56(3). https://doi.org/10.1111/ejed.12461
Session 19	Adolescence and substance use (6 pages)	• Oksanen, A., Miller, B. L., Savolainen, I., Sirola, A., Demant, J., Kaakinen, M., & Zych, I. (2021). Social Media and Access to Drugs Online: A Nationwide Study in the United States and Spain among Adolescents and Young Adults. <i>European Journal of Psychology Applied to Legal Context</i>, 13(1), 29–36. https://doi.org/10.5093/EJPALC2021A5 • Fuentes, M. C., Garcia, O. F., & Garcia, F. (2020). Protective and Risk Factors for Adolescent Substance Use in Spain: Self-Esteem and Other Indicators of Personal Well-Being and Ill-Being.

		Sustainability, 12(15), 5962. https://doi.org/10.3390/SU12155962
Session 20	Adolescence and sexuality (8 pages) Interview Paper due	- Schalet, A. (2010). Sex, Love, and Autonomy in the Teenage Sleepover. <i>Contexts</i>, 9, 16–21. https://doi.org/10.1525/ctx.2010.9.3.16.summer - Schalet, A. (2016). Why boys need to have conversations about emotional intimacy in classrooms. <i>The Conversation</i>. https://theconversation.com/why-boys-need-to-have-conversations-about-emotional-intimacy-in-classrooms-54693 - Fernández-Fuertes, A. A., Fernández-Rouco, N., Lázaro-Visa, S., & Gómez-Pérez, E. (2020). Myths about Sexual Aggression, Sexual Assertiveness and Sexual Violence in Adolescent Romantic Relationships. <i>International journal of environmental research and public health</i>, 17(23), 8744. https://doi.org/10.3390/ijerph17238744
Session 21	Growing up in a postmodern world: McDonaldization and commodification	Timimi, S. The McDonaldization of Childhood: Children’s Mental Health in Neo-liberal Market Cultures. <i>Transcultural Psychiatry</i>, 47(5), 686-706.
Session 22	Emerging adulthood: Privilege and consequences of an adversity free life (23 pages)	- Arnett, J. (2004). Emerging Adulthood : The Winding Road from the Late Teens Through the Twenties (pp. 3-26). Oxford University Press. - Sánchez-Queija, I., Parra, Á., Camacho, C., & Arnett, J. (2020). Spanish Version of the Inventory of the Dimensions of Emerging Adulthood (IDEA-S). <i>Emerging Adulthood</i>, 8(3), 237–244. https://doi.org/10.1177/2167696818804938
Session 23	Adult development (10 pages)	- Eyetssemitan, F. (2002). Life-span developmental psychology: Midlife and later years in Western and Non-Western societies. <i>Online Readings in Psychology and Culture</i>, 6 (2). https://doi.org/10.9707/2307-0919.10581. - López, J., Perez-Rojo, G., Noriega, C., Carretero, I., Velasco, C., Martínez-Huertas, J., López-Frutos, P., & Galarraga, L. (2020). Psychological well-being among older adults during the COVID-19 outbreak: a comparative study of the young–old and the old–old adults. <i>International Psychogeriatrics</i>, 32(11), 1365-1370. DOI: 10.1017/S1041610220000964
Session 24	Wrap up	
Session 24	School visit write-up due	

Final exam

COURSE-RELATED TRIPS:

- Visit to Dolores Almeda School

REQUIRED READINGS:

- Albert, I., & Trommsdorff, G. (2014). The Role of Culture in Social Development Over the Life Span: An Interpersonal Relations Approach. *Online Readings in Psychology and Culture*, 6(2). <https://doi.org/10.9707/2307-0919.1057>, 6 (2).
- Arnett, J. (2004). *Emerging Adulthood : The Winding Road from the Late Teens Through the Twenties* (pp. 3-26). Oxford University Press.
- Bayón-Calvo, Lucas-García, J., & Gómez-García, R. (2021). An endogenous analysis of early school leaving in Spain: The role of gender and regional inequalities. *European Journal of Education*., 56(3). <https://doi.org/10.1111/ejed.12461>
- Blasco, V. & Grau-Alberola, E. (2019). Gender and age differences in the internalization of gender stereotypes in early and mid adolescence. *Electronic Journal of Research in Educational Psychology*, 17 (1), 107-128.
- Casaló, L. V., & Escario, J. J. (2019). Predictors of excessive internet use among adolescents in Spain: The relevance of the relationship between parents and their children. *Computers in Human Behavior*, 92, 344–351. <https://doi.org/10.1016/J.CHB.2018.11.04>
- Concannon, L. (2022). Pioneering safe & inclusive LGBT+ specific retirement accommodation. Exploring models in the USA, UK, & Spain. SocArXiv Papers
- Eyetsemitan, F. (2002). Life-span developmental psychology: Midlife and later years in Western and Non-Western societies. *Online Readings in Psychology and Culture*, 6 (2). <https://doi.org/10.9707/2307-0919.1058J>
- Feijóo, S., Rodríguez-Fernández, R. (2021). A Meta-Analytical Review of Gender-Based School Bullying in Spain. *International Journal of Environmental Research and Public Health*, 18(23):12687
- Fernández-Fuertes, A. A., Fernández-Rouco, N., Lázaro-Visa, S., & Gómez-Pérez, E. (2020). Myths about Sexual Aggression, Sexual Assertiveness and Sexual Violence in Adolescent Romantic Relationships. *International journal of environmental research and public health*, 17(23), 8744. <https://doi.org/10.3390/ijerph17238744>
- Fine C., Joel D., Rippon G. (2019) Eight Things You Need to Know About Sex, Gender, Brains, and Behavior: A Guide for Academics, Journalists, Parents, Gender Diversity Advocates, Social Justice Warriors, Tweeters, Facebookers, and Everyone Else. S&F Online.
- Fuentes, M. C., Garcia, O. F., & Garcia, F. (2020). Protective and Risk Factors for Adolescent Substance Use in Spain: Self-Esteem and Other Indicators of Personal Well-Being and Ill-Being. *Sustainability*, 12(15), 5962. <https://doi.org/10.3390/SU12155962>
- Galarraga, L. (2020). Psychological well-being among older adults during the COVID-19 outbreak: a comparative study of the young-old and the old-old adults. *International Psychogeriatrics*, 32(11), 1365-1370. <https://doi.org/10.1017/S1041610220000964ington USA>
- Garcia-Contiente, X., Pérez-Giménez, A., Espelt, A., & Nebot Adell, M. (2013). Bullying among schoolchildren: differences between victims and aggressors. *Gaceta sanitaria / S.E.S.P.A.S.*, 27(4), 350–4.
- Garcia, F., Serra, E., Garcia, O. F., Martinez, I., & Cruise, E. (2019). A Third Emerging Stage for the Current Digital Society? Optimal Parenting Styles in Spain, the United States, Germany, and Brazil. *International journal of environmental research and public health*, 16(13), 2333. <https://doi.org/10.3390/ijerph16132333>
- Garreta-Bochaca, J., & Llevot-Calvet, N. (2021). Gypsy students in Catalonia (Spain): compensation with improvable cultural recognition. *Educazione Interculturale*, 19(1), 18–34. <https://doi.org/10.6092/ISSN.2420-8175/12961>
- Gopnik, A. (2016). Against parenting. In *The Gardener and the Carpenter: What the New Science of Child Development tells us about the Relationship between Parents and Children* pp. 21-36). Farrar, Strauss & Giroux.
- Gopnik, A. (2016). The Evolution of Childhood. In *The Gardener and the Carpenter: What the New Science of Child Development tells us about the Relationship between Parents and Children* (pp. 37-56). Farrar, Strauss & Giroux.
- Jiménez-García, P., Contreras, L., & Cano-Lozano, M. (2019). Types and intensity of postdivorce conflicts, the exercise of coparenting and its consequences on children. [Tipos e intensidad de los conflictos postdivorcio, ejercicio de la coparentalidad y sus consecuencias en los hijos] *Revista Iberoamericana De Psicología y Salud*, 10(1), 48-63. <https://doi.org/10.23923/j.rips.2019.01.025>
- Keller, H. (2016). Attachment. A pancultural need but a cultural construct. *Current Opinion in Psychology*, 8, 59–63.
- López, J., Perez-Rojo, G., Noriega, C., Carretero, I., Velasco, C., Martinez-Huertas, J., López-Frutos, P., & Galarraga, L. (2020). Psychological well-being among older adults during the COVID-19 outbreak: a comparative study of the young-old and the old-old adults. *International Psychogeriatrics*, 32(11), 1365-1370. DOI: [10.1017/S1041610220000964](https://doi.org/10.1017/S1041610220000964)

- Martínez-Pampliega, A., Herrero, M., Cormenzana, S., Corral, S., Sanz, M., Merino, L., Iriarte, L., De Alda, I. O., Alcañiz, L., & Alvarez, I. (2021). Custody and child symptomatology in high conflict divorce: An analysis of latent profiles. *Psicothema*, 33(1), 95–102. <https://doi.org/10.7334/PSICOTHEMA2020.224>
- Meyer, D., Wood, S., & Stanley, B. (2013). Nurture Is Nature: Integrating Brain Development, Systems Theory, and Attachment Theory. *The Family Journal*, 21(2), 162–169.
- Muela, A., Arana, E. D., Barandiaran, A., Larrea, I., Vitoria, J. R., & Muela, A. (2012). Definition, incidence and psychopathological consequences of child abuse and neglect. *Child Abuse and Neglect—A Multidimensional Approach*, 2-20.
- Oksanen, A., Miller, B. L., Savolainen, I., Sirola, A., Demant, J., Kaakinen, M., & Zych, I. (2021). Social Media and Access to Drugs Online: A Nationwide Study in the United States and Spain among Adolescents and Young Adults. *European Journal of Psychology Applied to Legal Context*, 13(1), 29–36. <https://doi.org/10.5093/EJPALC2021A5>
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- Peredea Beltran, N. (2009). Psychological consequences of child sexual abuse. *Papeles del Psicologo*, 30, 2. 135-144
- Parra, Á., Oliva, A. and Sánchez-Queija, I. (2015), Development of emotional autonomy from adolescence to young adulthood in Spain. *Journal of Adolescence*, 38: 57-67. <https://doi.org/10.1016/j.adolescence.2014.11.003>
- Polderman, T. J. C., Benyamin, B., de Leeuw, C. A., Sullivan, P. F., van Bochoven, A., Visscher, P. M., & Posthuma, D. (2015). Meta-analysis of the heritability of human traits based on fifty years of twin studies. *Nature Genetics*, 47(7), 702–9.
- Portnoy, S. (2007). The psychology of divorce: A lawyer's primer, part 2: The effects of divorce on children. *American Journal of Family Law*, 126–135.
- Prats, J., Deusdad, B., & Cabre, J. (2017). School xenophobia and interethnic relationships among secondary level pupils in Spain. *Education as Change*, 21(1), 95-112
- Rojo, M.; Solano, S.; Lacruz, T.; Baile, J.I.; Blanco, M.; Graell, M.; Sepúlveda, A.R. Linking Psychosocial Stress Events, Psychological Disorders and Childhood Obesity. *Children* 2021, 8, 211. <https://doi.org/10.3390/children8030211>
- Sánchez-Queija, I., Parra, Á., Camacho, C., & Arnett, J. (2020). Spanish Version of the Inventory of the Dimensions of Emerging Adulthood (IDEA-S). *Emerging Adulthood*, 8(3), 237–244. <https://doi.org/10.1177/2167696818804938>
- Schalet, A. (2010). Sex, Love, and Autonomy in the Teenage Sleepover. *Contexts*, 9, 16–21. <https://doi.org/10.1525/ctx.2010.9.3.16.summer>
- Schalet, A. (2016). Why boys need to have conversations about emotional intimacy in classrooms. *The Conversation* <https://theconversation.com/why-boys-need-to-have-conversations-about-emotional-intimacy-in-classrooms-54693>
- Siegel, D.J. (2013). The Essence of Adolescence. In *Brainstorm: The Power and Purpose of the Teenage Brain*. (pp 1-37. Tarcher Penguin.
- Timimi, S. The McDonaldization of Childhood: Children's Mental Health in Neo-liberal Market Cultures. *Transcultural Psychiatry*, 47(5), 686-706.
- Toh, S. H., Howie, E. K., Coenen, P., & Straker, L. M. (2019). "From the moment I wake up I will use it...every day, very hour": a qualitative study on the patterns of adolescents' mobile touch screen device use from adolescent and parent perspectives. *BMC pediatrics*, 19(1), 30. <https://doi.org/10.1186/s12887-019-1399-5>
- Umaña-Taylor, A. J., Quintana, S. M., Lee, R. M., Cross, W. E., Rivas-Drake, D., Schwartz, S. J., Syed, M., et al. (2014). Ethnic and racial identity during adolescence and into young adulthood: an integrated conceptualization. *Child development*, 85(1), 21–39. doi:10.1111/cdev.12196
- Wichstrøm, P., E., Rensvik Viddal, K., & Osa, N. (2018). Explaining the relationship between temperament and symptoms of psychiatric disorders from preschool to middle childhood: hybrid fixed and random effects models of Norwegian and Spanish children. *Journal of Child Psychology and Psychiatry and Allied Disciplines*, 59(3), 285–295. <https://doi.org/10.1111/jcpp.12772>
- Wong, A. (2017). Is Catalonia using schools as a political weapon? *The Atlantic* <https://www.theatlantic.com/international/archive/2017/11/is-catalonia-using-schools-as-a-political-weapon/544898/#main-content>

RECOMMENDED READINGS:

- Árbol-Pérez, I., & Entrena-Durán, F. (2021). Gender Parity in Spain: Attainments and Remaining Challenges. *Social Sciences*, 11(1), 4.

- Arranz Freijo, E. B., & Rodrigo López, M. J. (2018). Positive parenting in Spain: introduction to the special issue. *Early Child Development and Care*, 188(11), 1503-1513.
- Ballester-Arnal, R., Nebot-García, J.E., Ruiz-Palomino, E. et al. (2021) "INSIDE" Project on Sexual Health in Spain: Sexual Life During the Lockdown Caused by COVID-19. *Sex Res Soc Policy* 18, 1023–1041 <https://doi.org/10.1007/s13178-020-00506-1>
- Blanc, A., Navas, M., Calderón, S., & Sánchez-Castelló, M. (2022). The importance of family in acculturation process of adolescents of Moroccan origin in Spain. *International Journal of Psychology*, 57(2), 240-250.
- Blanco-Castilla, E., & Cano-Galindo, J. (2019). School bullying and teen suicide in the Spanish press: from journalistic taboo to boom. *Revista latina de comunicación social*, 74, 937-49.
- Castañeda, E., & Megens-Sedor, S. (2019). The Movement for Catalan Independence. In *Social Movements, 1768–2018* (pp. 208-219). Routledge.
- Cepeda, I. (2018). Fighting prejudice: campaigns on gender violence in Spain. *Journal of International Women's Studies*, 19(6), 17-34.
- Concannon, L. (2022). Pioneering safe and inclusive LGBT+ specific retirement accommodation Exploring models in the USA, UK, & Spain. <https://doi.org/10.31235/osf.io/jv5pd>
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