



## PS 350 HUMAN DEVELOPMENT IN THE SPANISH SOCIO-CULTURAL CONTEXT

IES Abroad Salamanca

**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

**LANGUAGE OF INSTRUCTION:** English

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

### 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** (e.g. *Babies*; *Todo lo que tú quieras*; *Biutiful*; *Krampack*) 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%)**  
Students will be expected to participate in class discussions of course material and application of concepts to their observations and experiences.
- **Class presentation (10%)**  
Students will present the day's topic alone or in pairs with the objective of illustrating and "brining alive" the topic at hand.
- **Journal (10%)**  
Students will write a weekly journal in which they reflect upon the issues discussed in class as applied to their own experience.
- **Semi-structured interview and final paper (20%)**  
Students will interview a Catalan/Spanish young adult about the development of their identity, relationships, career, etc. Students will then write a paper debating whether mainstream psychological models of development apply to Spanish individuals using data from their interview to support their argument. This is a qualitative academic paper.
- **School visit write-up (10%)**

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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 (20%)**
- **Final exam (20%)**

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:

Attendance is mandatory for all IES Abroad classes, including course-related trips. Any exams, tests, presentations, or other work missed due to student absences can only be rescheduled in cases of documented medical or family emergencies. If a student misses more than three classes in any course 3 percentage points will be deducted from the final grade for every additional absence. Seven absences in any course will result in a failing grade.

#### CONTENT:

Session	Content	Required Reading
Session 1	Introduction	
Session 2	Growing up in Spain (24 pages)	<ul style="list-style-type: none"><li>• Wattle-AMES, Helen (1999). Spain is Different (2nd Edition): Chapter 1: Spain is Different, 1-21. Yarmouth, Maine: Intercultural Press.</li><li>• Schiffen, A. (2003). The change in Spain: Transformed in a very short time. <i>Radical Society</i>, 30 (3-4), 7-11.</li><li>• Puig, M. (n.d.). The Impact of Growing Up in a Catalan/Spanish Bilingual Context on Language Use, Identity and Everyday Practices. Unpublished manuscript. Oxford Brookes University.</li></ul>
Session 3	Nature is nurture (26 pages)	<ul style="list-style-type: none"><li>• Meyer, D., Wood, S., &amp; Stanley, B. (2013). Nurture Is Nature: Integrating Brain Development, Systems Theory, and Attachment Theory. <i>The Family Journal</i>, 21(2), 162–169.</li><li>• Fine, C. (2015). Neuroscience, Gender, and “Development To” and “From”: The Example of Toy Preferences. In J. Clausen &amp; N. Levy (Eds.), <i>Handbook of Neuroethics</i> (pp. 1738–1750). Dordrecht: Springer Sciences.</li><li>• Polderman, T. J. C., Benyamin, B., de Leeuw, C. A., Sullivan, P. F., van Bochoven, A., Visscher, P. M., &amp; Posthuma, D. (2015). Meta-analysis of the heritability of human traits</li></ul>

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		based on fifty years of twin studies. <i>Nature Genetics</i> , 47(7), 702–9.
<b>Session 4</b>	Culture and human development (33 pages)	<ul style="list-style-type: none"> <li>Rogoff (B. (2003). Orienting concepts and ways of understanding the cultural nature of human development. In <i>The Cultural Nature of Human Development</i> (pp. 3-36). Oxford University Press: Oxford.</li> </ul>
<b>Session 5</b>	Course-related trip: Visit to Dolors Almeda School	
<b>Session 6</b>	Attachment (4 pages)	<ul style="list-style-type: none"> <li>Keller, H. (2016). Attachment. A pancultural need but a cultural construct. <i>Current Opinion in Psychology</i>, 8, 59–63.</li> </ul>
<b>Session 7</b>	Spanish parenting styles (30 pages)	<ul style="list-style-type: none"> <li>Garcia, F. &amp; Gracia, E. (2009). Is always authoritative the optimum parenting style? Evidence from Spanish families. <i>Adolescence</i> (44)173 101-131</li> </ul>
<b>Session 8</b>	Digital daze (28 pages)	<ul style="list-style-type: none"> <li>Haughton, C., Aiken, M., &amp; Cheevers, C. (2015). Cyber Babies: The Impact of Emerging Technology on the Developing Infant. <i>Psychology Research</i>, 5(9), 504–518</li> <li>McDaniel, B. T., &amp; Radesky, J. S. (2017). Technoference: Parent Distraction With Technology and Associations With Child Behavior Problems. <i>Child Development</i>, 0(0), 1–10. <a href="https://doi.org/10.1111/cdev.12822">https://doi.org/10.1111/cdev.12822</a></li> <li>Royal Society for Public Health. (2017). <i>#StatusofMind: Social media and young people's mental health and wellbeing</i>. Retrieved from <a href="https://www.rsph.org.uk/our-work/policy/social-media-and-young-people-s-mental-health-and-wellbeing.html">https://www.rsph.org.uk/our-work/policy/social-media-and-young-people-s-mental-health-and-wellbeing.html</a></li> </ul>
<b>Session 9</b>	Catalan school system Guest speaker	
<b>Session 10</b>	Sesion 10: Racial and ethnic identity  <b>Attachment, parenting, and culture assignment due</b>	<ul style="list-style-type: none"> <li>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. doi:10.1111/cdev.12196</li> <li>Winkler, E. N. (2009). <a href="#">Children are not colorblind: How young children learn race</a>. <i>PACE: Practical Approaches for Continuing Education</i>. HighReach Learning., 3(3), 1-8.</li> </ul>
<b>Session 11</b>	Gender (26 pages)	<ul style="list-style-type: none"> <li>Fausto-Sterling, A., Coll, C. G., &amp; Lamarre, M. (2012). Sexing the baby: Part 1 - What do we really know about sex differentiation in the first three years of life? <i>Social Science and Medicine</i>, 74(11), 1684–1692. <a href="https://doi.org/10.1016/j.socscimed.2011.05.051">https://doi.org/10.1016/j.socscimed.2011.05.051</a></li> </ul>

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		<ul style="list-style-type: none"> <li>• Fausto-Sterling, A., Coll, C. G., &amp; Lamarre, M. (2012). Sexing the baby: Part 2 applying dynamic systems theory to the emergences of sex-related differences in infants and toddlers. <i>Social Science and Medicine</i>, 74(11), 1693–1702. <a href="https://doi.org/10.1016/j.socscimed.2011.06.027">https://doi.org/10.1016/j.socscimed.2011.06.027</a></li> <li>• Mínguez, A. M. (2010). Family and gender roles in Spain from a comparative perspective. <i>European societies</i>, 12(1), 85-111.</li> </ul>
<b>Session 12</b>	LGBTQ (25 pages)	<ul style="list-style-type: none"> <li>• Galán, J. I. P., Puras, B. M., &amp; Riley, R. L. (2009). Achieving Real Equality: A Work in Progress for LGBT Youth in Spain. <i>Journal of LGBT Youth</i>, 6(2-3), 272–287. doi:10.1080/19361650902897581</li> </ul>
<b>Session 13</b>	Midterm review (take-home exam)	
<b>Session 14</b>	Bullying and child abuse (34 pages)	<ul style="list-style-type: none"> <li>• Peredea Beltran, N. (2009). Psychological consequences of child sexual abuse. <i>Papeles del Psicologo</i>, 30, 2. 135-144</li> <li>• Muela et al. (2012). Definition, Incidence and Psychopathological Consequences of Child Abuse and Neglect, Child Abuse and Neglect - A Multidimensional Approach, Dr. Alexander Muela Aparicio (Ed.), ISBN: 978-953-51-0671-5, InTech, DOI: 10.5772/46135. (21 pages)</li> <li>• Garcia-Continente, X., Pérez-Giménez, A., Espelt, A., &amp; 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.</li> </ul>
<b>Session 15</b>	Child psychopathology (17 pages)	<ul style="list-style-type: none"> <li>• Johnson, P. B., &amp; Malow-Iroff, M. S. (2008). Chapter 7: Beyond Risk: Adolescent Mental Disorders. In <i>Making Sense of Psychology: Adolescents and Risk: Making Sense of Adolescent Psychology</i>. Westport, US: Greenwood</li> <li>• Lyons-Ruth, K. (1995). Attachment Relationships among Children with Aggressive Behavior Problems: The Role of Disorganized Early Attachment Patterns. <i>Journal of Consulting and Clinical Psychology</i>, v64 n1 p64-73</li> </ul>
<b>Session 16</b>	Family environment and quality of life (27 pages)	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Yárnoz-Yaben, S., &amp; Garmendia, A. (2015). Parental Divorce and Emerging Adults' Subjective Well-Being: The Role of "Carrying Messages". <i>Journal of Child and Family Studies</i>. doi:10.1007/s10826-015-0229-0</li> </ul>
<b>Session 17</b>	Adolescence (37 pages)	<ul style="list-style-type: none"> <li>• Siegel, D.J. (2013). Ch. 1. The Essence of Adolescence. In <i>Brainstorm: The Power and Purpose of the Teenage Brain</i>. New York: Tarcher Penguin. (pp 1-37)</li> </ul>

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<b>Session 18</b>	School failure/dropout (14 pages)	<ul style="list-style-type: none"> <li>Fernández-Macías, F., Antón, J. I., Braña, F. J., &amp; Muñoz de Bistillo, R. (2013). Early school leaving in Spain: evolution, intensity and determinants. <i>European Journal of ...</i>, 48(1), 150–164. Retrieved from <a href="http://onlinelibrary.wiley.com/doi/10.1111/ejed.12000/full">http://onlinelibrary.wiley.com/doi/10.1111/ejed.12000/full</a></li> </ul>
<b>Session 19</b>	Adolescence and substance use (6 pages)	<ul style="list-style-type: none"> <li>Becoña, Elisardo; Martínez, Úrsula; Calafat, Amador; Fernández-Hermida, José Ramón; Juan, Montse; Sumnall, Harry; Mendes, Fernando; Gabrhelík, Roman Parental permissiveness, control, and affect and drug use among adolescents <i>Psicothema</i>, vol. 25, núm. 3, 2013, pp. 292-298</li> </ul>
<b>Session 20</b>	Adolescence and sexuality (8 pages)  <b>Interview Paper due</b>	<ul style="list-style-type: none"> <li>Schalet, A. (2010). Sex, Love, and Autonomy in the Teenage Sleepover. <i>Contexts</i>, 9, 16–21. <a href="https://doi.org/10.1525/ctx.2010.9.3.16.summer">https://doi.org/10.1525/ctx.2010.9.3.16.summer</a></li> <li>Schalet, A. (2016). Why boys need to have conversations about emotional intimacy in classrooms. The Conversation (available online at <a href="https://theconversation.com/why-boys-need-to-have-conversations-about-emotional-intimacy-in-classrooms-54693">https://theconversation.com/why-boys-need-to-have-conversations-about-emotional-intimacy-in-classrooms-54693</a>)</li> </ul>
<b>Session 21</b>	Growing up in a postmodern world: McDonaldization and commodification	<ul style="list-style-type: none"> <li>Timimi, S. The McDonaldization of Childhood: Children's Mental Health in Neo-liberal Market Cultures. <i>Transcultural Psychiatry</i>, 47(5), 686-706.</li> </ul>
<b>Session 22</b>	Emerging adulthood: Privilege and consequences of an adversity free life (23 pages)	<ul style="list-style-type: none"> <li>Arnett, J. (2004). <i>Emerging Adulthood : The Winding Road from the Late Teens Through the Twenties</i>. Chapter 1: A longer road to adulthood, 3-26. Cary, NC, USA: Oxford University Press.</li> </ul>
<b>Session 23</b>	Adult development (10 pages)	<ul style="list-style-type: none"> <li>Eyetsemitan, F. (2002). Life-span developmental psychology: Midlife and later years in Western and Non-Western societies.. In W. J. Lonner, D. L. Dinnel, S. A. Hayes, &amp; D. N. Sattler (Eds.), <i>Online Readings in Psychology and Culture</i> (Unit 12, Chapter 2), (<a href="http://www.wvu.edu/~culture">http://www.wvu.edu/~culture</a>), Center for Cross-Cultural Research, Western Washington University, Bellingham, Washington USA.</li> </ul>
<b>Session 24</b>	Wrap up	
<b>Session 24</b>	<b>School visit write-up due</b>	

## Final exam

### REQUIRED READINGS:

- Arnett, J. (2004). *Emerging Adulthood : The Winding Road from the Late Teens Through the Twenties*. Chapter 1: A longer road to adulthood, 3-26. Cary, NC, USA: Oxford University Press. (23 pages)

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- Becoña, Elisardo; Martínez, Úrsula; Calafat, Amador; Fernández-Hermida, José Ramón; Juan, Montse; Sumnall, Harry; Mendes, Fernando; Gabrhelik, Roman Parental permissiveness, control, and affect and drug use among adolescents *Psicothema*, vol. 25, núm. 3, 2013, pp. 292-298
- Eyetsemitan, F. (2002). Life-span developmental psychology: Midlife and later years in Western and Non-Western societies.. In W. J. Lonner, D. L. Dinnel, S. A. Hayes, & D. N. Sattler (Eds.), *Online Readings in Psychology and Culture* (Unit 12, Chapter 2), (<http://www.wvu.edu/~culture>), Center for Cross-Cultural Research, Western Washington University, Bellingham, Washington USA. (10 pages)
- Fausto-Sterling, A., Coll, C. G., & Lamarre, M. (2012). Sexing the baby: Part 1 - What do we really know about sex differentiation in the first three years of life? *Social Science and Medicine*, 74(11), 1684–1692. <https://doi.org/10.1016/j.socscimed.2011.05.051>
- Fausto-Sterling, A., Coll, C. G., & Lamarre, M. (2012). Sexing the baby: Part 2 applying dynamic systems theory to the emergences of sex-related differences in infants and toddlers. *Social Science and Medicine*, 74(11), 1693–1702. <https://doi.org/10.1016/j.socscimed.2011.06.027>
- Fernández-Macías, F., Antón, J. I., Braña, F. J., & Muñoz de Bistillo, R. (2013). Early school leaving in Spain: evolution, intensity and determinants. *European Journal of ...*, 48(1), 150–164.
- Fine, C. (2015). Neuroscience, Gender, and “Development To” and “From”: The Example of Toy Preferences. In J. Clausen & N. Levy (Eds.), *Handbook of Neuroethics* (pp. 1738–1750). Dordrecht: Springer Sciences. Ç
- Galán, J. I. P., Puras, B. M., & Riley, R. L. (2009). Achieving Real Equality: A Work in Progress for LGBT Youth in Spain. *Journal of LGBT Youth*, 6(2-3), 272–287. Garcia, F. & Gracia, E. (2009). Is always authoritative the optimum parenting style? Evidence from Spanish families. *Adolescence* (44)173 101-131 (30 pages)
- Garcia, F. & Gracia, E. (2009). Is always authoritative the optimum parenting style? Evidence from Spanish families. *Adolescence* (44)173 101-131
- 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. Haughton, C., Aiken, M., & Cheevers, C. (2015). Cyber Babies: The Impact of Emerging Technology on the Developing Infant. *Psychology Research*, 5(9), 504–518
- Johnson, P. B., & Malow-Iroff, M. S. (2008). Chapter 7: Beyond Risk: Adolescent Mental Disorders. In *Making Sense of Psychology : Adolescents and Risk : Making Sense of Adolescent Psychology*. Westport, US: Greenwood
- Haughton, C., Aiken, M., & Cheevers, C. (2015). Cyber Babies: The Impact of Emerging Technology on the Developing Infant. *Psychology Research*, 5(9), 504–518
- Keller, H. (2016). Attachment. A pancultural need but a cultural construct. *Current Opinion in Psychology*, 8, 59–63.
- Lyons-Ruth, K. (1995). Attachment Relationships among Children with Aggressive Behavior Problems: The Role of Disorganized Early Attachment Patterns. *Journal of Consulting and Clinical Psychology*, v64 n1 p64-73
- McDaniel, B. T., & Radesky, J. S. (2017). Technoference: Parent Distraction With Technology and Associations With Child Behavior Problems. *Child Development*, 0(0), 1–10. <https://doi.org/10.1111/cdev.12822>
- 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.
- Mínguez, A. M. (2010). Family and gender roles in Spain from a comparative perspective. *European societies*, 12(1), 85-111.
- Muela et al. (2012). Definition, Incidence and Psychopathological Consequences of Child Abuse and Neglect, Child Abuse and Neglect - A Multidimensional Approach, Dr. Alexander Muela Aparicio (Ed.), ISBN: 978-953-51-0671-5, InTech, DOI: 10.5772/46135.
- Puig, M. (n.d.). The Impact of Growing Up in a Catalan/Spanish Bilingual Context on Language Use, Identity and Everyday Practices. Unpublished manuscript. Oxford Brookes University.
- Peredea Beltran, N. (2009). Psychological consequences of child sexual abuse. *Papeles del Psicologo*, 30, 2.
- 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.



- Rogoff (B. (2003). Orienting concepts and ways of understanding the cultural nature of human development. In *The Cultural Nature of Human Development* (pp. 3-36). Oxford University Press: Oxford.(33 pages)
- Royal Society for Public Health. (2017). *#StatusofMind: Social media and young people's mental health and wellbeing*. Retrieved from <https://www.rsph.org.uk/our-work/policy/social-media-and-young-people-s-mental-health-and-wellbeing.html>
- Mínguez, A. M. (2010). Family and gender roles in Spain from a comparative perspective. *European societies*, 12(1), 85-111. 16 pages)
- Schalet, A. (2010). Sex, Love, and Autonomy in the Teenage Sleepover. *Contexts*, 9, 16–21.
- Schalet, A. (2016). Why boys need to have conversations about emotional intimacy in classrooms. The Conversation (available online at <https://theconversation.com/why-boys-need-to-have-conversations-about-emotional-intimacy-in-classrooms-54693>)
- Schiffen, A. (2003). The change in Spain: Transformed in a very short time. *Radical Society*, 30 (3-4), 7-11. (4 pages)
- Secades-Villa, R., Fernández-Hermida, J. R. & Vallejo-Seco, G. (2005). Family Risk Factors for Adolescent Drug Misuse in Spain. *Journal of Child & Adolescent Substance Abuse*, 14(3), 1 – 15 (15 pages)
- Siegel, D.J. (2013). Ch. 1. The Essence of Adolescence. In *Brainstorm: The Power and Purpose of the Teenage Brain*. New York: Tarcher Penguin.
- Timimi, S. The McDonaldization of Childhood: Children's Mental Health in Neo-liberal Market Cultures. *Transcultural Psychiatry*, 47(5), 686-706. (20 pages)
- 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
- Wattle-AMES, Helen (1999). *Spain is Different (2<sup>nd</sup> Edition)*: Chapter 1: Spain is Different, 1-21. Yarmouth, Maine: Intercultural Press. (20 pages)
- Winkler, E. N. (2009). [Children are not colorblind: How young children learn race](#). *PACE: Practical Approaches for Continuing Education. HighReach Learning.*, 3(3), 1-8.
- Yáñez-Yaben, S., & Garmendia, A. (2015). Parental Divorce and Emerging Adults' Subjective Well-Being: The Role of "Carrying Messages". *Journal of Child and Family Studies*. doi:10.1007/s10826-015-0229-0

#### RECOMMENDED READINGS:

- Arnett, J. (2011) Human development: A cultural approach. Ch. 5: Toddlerhood. Pp. 176; 183-206; 212-222 (no need to read material covered previously). Pearson (34 pages)
- Bretherton, I. (1992). The Origins of Attachment Theory. *Developmental Psychology*, 28, 759-775. Available: [http://www.psychology.sunysb.edu/attachment/online/inge\\_origins.pdf](http://www.psychology.sunysb.edu/attachment/online/inge_origins.pdf). Accessed: 6 Oct 1997.
- Cole, M., Cole, S., and Lightfoot, C. (2004). *The Development of Children (5<sup>th</sup> Edition)*. New York: Worth Publishers.
- Erikson, Erik (1950). *Childhood and Society*. New York: W. W. Norton & Company.
- Erikson, Erik (1980). *Identity and the life cycle*. New York: W. W. Norton & Company.
- Hooper, John (2006). *The New Spaniards (2<sup>nd</sup> Edition)*. London: Penguin Books.
- Kelly, J. B. (2007). Children's Living Arrangements Following Separation and Divorce: Insights From Empirical and Clinical Research. *Family Process*, 46(1), 35-52.(7 pages)
- Mahler, M. S., Pine, F. & Bergman, A. (1975). *The psychological birth of the human infant: Symbiosis and individuation*. New York: Basic Books.
- Miller, L. (1999). Babyhood: Becoming a person in the family. In Hindle, D., & Smith, M. V. (1999). *Personality Development : Psychoanalytic Perspective*. London, GBR: Routledge.(pp. 33-47). (14 pages)
- Mitchell, S.A., and Black, M.J. (1995). *Freud and Beyond: A History of Modern Psychoanalytic Thought*. New York: Basic Books.
- Molinuevo, B., Bonillo, A., Pardo, Y., Doval, E., & Torrubia, R. Participation in extracurricular activities and emotional and behavioral adjustment in middle childhood in Spanish Boys and Girls. *Journal of Community Psychology*, 38(7), 842-857. (15 pages)
- Perez-Vidal, C., Juan-Garau, M., and Bel, A. (2007). A Portrait of the Young in the New Multilingual Spain (Child Language & Child Development). London, U.K.: Multilingual Matters.

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Piaget, J. (1983). Piaget's Theory. In W. Kessen (Ed.) & P. H. Mussen (Series Ed.), *Handbook of child psychology: Vol. 1. History, theory, and methods* (pp. 103–126). New York: Wiley.

- Siegel, D. J. (1999). *Developing Mind : Toward a Neurobiology of Interpersonal Experience*. Chapter 1: Introduction: Mind, brain and experience, 1-22. New York, NY, USA: Guilford Press. (21 pages)
- Stanton, Edward F. (2002). *Culture and Customs of Spain*. Westport, CT: Greenwood Press.
- Steiner, D. (1999). The toddler and the wider world. In Hindle, D., & Smith, M. V. (1999). *Personality Development : Psychoanalytic Perspective*. London, GBR: Routledge.(pp. 48-70).
- Vaillant, George (1997). *The Wisdom of the Ego*. Cambridge, MA: Harvard University Press.
- Wattley-Ames, Helen (1999). Chapter 4: Language and Communication. In *Spain is Different (2<sup>nd</sup> Edition)*: 65-82. Yarmouth, Maine: Intercultural Press.
- Woolard, K.A: (2009). Linguistic Consciousness among Adolescents in Catalonia: A Case Study from the Barcelona Urban Area in Longitudinal Perspective. *Zeitschrift für Katalanistik* 22, 125–149. (24 pages)