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. Adolescences 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%)**

IES Abroad is compliant with international and US copyright laws. It obtains permission from publishers to reproduce materials in electronic format or in course readers. Please, note that the copyright for this syllabus is retained both by the instructor and IES Abroad Barcelona.
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%, 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:**

<table>
<thead>
<tr>
<th>Session</th>
<th>Content</th>
<th>Required Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 1</td>
<td>Introduction</td>
<td></td>
</tr>
</tbody>
</table>

IES Abroad is compliant with international and US copyright laws. It obtains permission from publishers to reproduce materials in electronic format or in course readers. Please, note that the copyright for this syllabus is retained both by the instructor and IES Abroad Barcelona.
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 5</td>
<td>Course-related trip: Visit to Dolors Almeda School</td>
<td></td>
</tr>
<tr>
<td>Session 9</td>
<td>Catalan school system Guest speaker</td>
<td></td>
</tr>
</tbody>
</table>
**IES Abroad** is compliant with international and US copyright laws. It obtains permission from publishers to reproduce materials in electronic format or in course readers. Please, note that the copyright for this syllabus is retained both by the instructor and IES Abroad Barcelona.

<table>
<thead>
<tr>
<th>Session</th>
<th>Topic</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>LGBTQ</td>
<td>25 pages</td>
</tr>
<tr>
<td>13</td>
<td>Midterm review (take-home exam)</td>
<td></td>
</tr>
<tr>
<td>14</td>
<td>Bullying and child abuse</td>
<td>34 pages</td>
</tr>
<tr>
<td>15</td>
<td>Child psychopathology</td>
<td>17 pages</td>
</tr>
<tr>
<td>16</td>
<td>Family environment and quality of life</td>
<td>27 pages</td>
</tr>
<tr>
<td>17</td>
<td>Adolescence</td>
<td>37 pages</td>
</tr>
</tbody>
</table>

| Session 19 | Adolescence and substance use (6 pages) | • 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 Psicothema, vol. 25, núm. 3, 2013, pp. 292-298 |
| Session 23 | Adult development (10 pages) | • 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.wwu.edu/~culture](http://www.wwu.edu/~culture), Center for Cross-Cultural Research, Western Washington University, Bellingham, Washington USA. |
| Session 24 | Wrap up | |
| Session 24 | School visit write-up due | |

**Final exam**

**REQUIRED READINGS:**


IES Abroad is compliant with international and US copyright laws. It obtains permission from publishers to reproduce materials in electronic format or in course readers. Please, note that the copyright for this syllabus is retained both by the instructor and IES Abroad Barcelona.
• 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

• Eyeteemitan, 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.wwu.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]


• 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


IES Abroad is compliant with international and US copyright laws. It obtains permission from publishers to reproduce materials in electronic format or in course readers. Please, note that the copyright for this syllabus is retained both by the instructor and IES Abroad Barcelona.
RECOMMENDED READINGS:


