

Cross-Cultural Psychology in Madrid

Course Details

Course Designator & Number: MADR 3301

Number of Credits: 3

Language of Instruction: English

Contact Hours: 45

Instructor: Saray Cáliz Aguilera, MSc

Course Description

This course's aim is to understand how cultural factors influence human behavior and development. Additionally, the interaction between different cultures and how to solve the difficulties that may arise during the acculturation process may be discussed. The course also studies the vision and treatment of mental disorders in different cultures, especially the differences and similarities between Spanish and North American cultures. Mental Health systems of both countries will be also analyzed and compared.

Course Objectives

- To recognize the cultural influence on human behavior, communication, attitudes, and values.
- To understand how culture has an impact on different basic principles of psychology, such as child development, identity formation, learning, psychopathology, and others. To learn how cultural shock works and different skills to overcome it.
- To acquire specific knowledge about the Spanish Mental Health System and the similarities and differences between Spain and America.
- To understand and know in a deeper way Spanish Culture.
- To observe one's own acculturation and the changes that occur in this process, using the participant – observer model.

Learning Outcomes

- Students will develop a perspective of cultural relativity through their experience and introspection. They will be able to evaluate their own cultural assumptions from that perspective and they will become more able to tolerate differences in other cultures and acquire more open mindedness.
- To acquire specific knowledge about the Spanish Mental Health System and the similarities and differences between Spain and America. Students will use the city of Madrid as an experiential classroom to observe behaviors of children, adolescents, adults, and families to understand differences and similarities that they would normally observe and participate in their own family, peer group, college campus, and other settings.
- Students will be able to make critical reflections throughout their experience and observe changes in one's own behavior in the transition from home to Madrid. Students will keep an observational and reflective journal throughout the semester. In these journals, students are asked to reflect on their service-learning and integrate their experience with the course content from the readings. At the end of the semester, students will analyze the journal to evaluate their progress in developing a culturally relevant cognitive perspective.

Methodology

The course will use a combination of guided lectures, discussions, classroom interaction and an individual oral presentation about an issue of their interest relevant to cross- cultural psychology. Regarding the final project, students will write a journal about the “cross-cultural experience of study abroad” applying the class material. All the assignments are to be completed on time, respecting their deadlines.

Required Reading / Materials

- 1. CROSS-CULTURAL PSYCHOLOGY: RESEARCH AND APPLICATIONS. (3 rd EDITION). Berry, Poortinga, Breugelmans, Chasiotis, Sam. (2011). Cambridge University Press.
- 2. THE NEW SPANIARDS (2nd Edition). John Hooper (2006) London: Penguin.

Additional Readings: will be distributed to students during the course.

Berry, J. W. (2005). Acculturation: Living successfully in two cultures. *International Journal of Intercultural Relations*, 29(6), 697-712.

Betancourt, H., & López, S. R. (1993). The Study of Culture, Ethnicity, and Race in American Psychology. *American Psychologist*, 48(6), 629-637.

Calvete, E. y Connor-Smith, J. (2005). Automatic thoughts and psychological symptoms: A Cross-Cultural Comparison of American and Spanish students. *Cognitive Therapy and Research*, 29(2), 201-207.

Enesco, I., Navarro, A., Paradelo, I. and Guerrero, S. (2005). Stereotypes and beliefs about different ethnic groups in Spain. A study with Spanish and Latin American children living in Madrid. *Journal of Applied Developmental Psychology*, 26(6), pp.638- 659.

Kagitcibasi, C. (2002). A model of family change in cultural context. In W. J. Lonner, D. L. Dinnel, S. A. Hayes, & D. N. Sattler (Eds.), *Online Readings in Psychology and Culture* (Unit 13, Chapter 1), (<http://www.wvu.edu/~culture>), Center for Cross-Cultural Research, Western Washington University, Bellingham, Washington USA.

Kirmayer, L. J. (2007). Psychotherapy and the Cultural Concept of the Person. *Transcultural Psychiatry*, 44(2), 232-257.

Kinzler, K., Shutts, K., DeJesus, J. and Spelke, E. (2009). Accent Trumps Race in Guiding Children's Social Preferences. *Social Cognition*, 27(4), pp.623-634.

Lucas, J. (2009). Over stressed, Overwhelmed, and Over Here: Resident Directors and the Challenges of Student Mental Health Abroad. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 18, 187-215

Qureshi, A., & Collazos, F. (2011). The intercultural and interracial therapeutic relationship: Challenges and recommendations. *International Review of Psychiatry*, 23(1), 10-19.

Wright, S. C. and Tropp, L. (2005) Language and intergroup contact: Investigating the Impact of Bilingual Instruction on Children's intergroup attitudes. *Group Processes and Intergroup relationships*, 8 (3), 309-328

Grading

Grading Rubric

Letter Grade	Score or Percentage	Description
A	93–100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90–92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87–89	
B	83–86	
B-	80–82	Achievement that meets the course requirements in every respect.
C+	77–79	
C	73–76	
C-	70–72	Achievement that is worthy of credit even though it fails to fully meet the course requirements.
D+	67–69	
D	60–66	
F	0–59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

Summary of How Grades Are Weighted

Assignments	Percentage of Grade
Participation in class (classroom interaction, and attendance)	15%
Class presentations	20%
Final Project (written journal)	20%
Midterm Exam	15%
Final exam	30%
Overall grade	100%

Participation

All classes (including lectures, activities, etc) require the student's active participation. In order to receive a high grade the student must be prepared in advance and make meaningful observations, comments or questions that prove his/her comprehension and interest in the subject.

Class attendance

Regular attendance and punctuality are mandatory in order to earn full marks. Nevertheless, students are allowed ONE UNJUSTIFIED absence. From that one on, each absence will affect the final grade. Instructor may deny the access to the classroom if the student arrives more than 10 minutes after the class has started. In the case of absences, it is the student's responsibility to find out what information was given in class including any announcements made.

Course Content

Please note that changes will be made as necessary and will be announced in class. Students are responsible for making themselves aware of any changes.

Unit 1

Introduction to course & Syllabus

Unit 2

Studying Developmental Psych Cross-Culturally

Unit 3

Psychopathologies across cultures

- Guest Lecture: Differences and similarities between Spain and North America.
- Counseling and Psychotherapy in Spanish Culture (to be confirmed).

Unit 4

Social Behavior

Unit 5

Personality and Culture

Unit 6

Cognition, Emotion, Perception and Language

- Midterm Exam

Unit 7

Methodology and theory

Unit 8

Acculturation

- Class discussion of study abroad experience

Unit 9

Intercultural Relations

- Refuting stereotypes and prejudices in Spanish and American culture

Unit 10

Intercultural communication and training

- Work and organizations

Unit 11

The vision of mental disorders in Spanish culture across time

- Psychopathology and culture through Spanish cinema

Unit 12

Spanish culture

- Guest Lecture: The role of gastronomy in Spanish culture and socialization (to be confirmed)

Unit 13

Presentations

- Cultural and Social myths: discrete view of Luis Buñuel, Spanish cultural icon

Unit 14

Final Exam

- Final project due

Policies

Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

University of Minnesota Policies & Procedures

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

Scholastic Dishonesty

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

Student Conduct

The University of Minnesota has specific policies concerning student conduct. This information can be found [on the Learning Abroad Center website](#).