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# Cross – Cultural Psychology Madrid

**COURSE DESIGNATOR****LANGUAGE OF INSTRUCTION: ENGLISH****NUMBER OF CREDITS 3****CONTACT HOURS 45**

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## COURSE DESCRIPTION

### INSTRUCTOR

Saray Cáliz Aguilera, MSc.

### 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<sup>rd</sup> EDITION). Berry, Poortinga, Breugelmans, Chasiotis, Sam. (2011). Cambridge University Press.
2. THE NEW SPANIARDS (2<sup>nd</sup> 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

### SUMMARY OF HOW GRADES ARE WEIGHTED

Each student will be graded individually according to the following criteria:

ACTIVITIES	PERCENTAGE OF THE TOTAL GRADE
Final Exam	30%
Class presentations	20%
Final Project (written journal)	20%
Midterm Exam	15%
Class participation (classroom interaction, and attendance)	15%
Overall grade	100%

## GRADING

Grading Rubric		
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 meet fully 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.

### **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/SCHEDULE

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.

Week 1
Introduction to course & Syllabus

Week 2
Studying Developmental Psych Cross-Culturally
Week 3
Psychopathologies across cultures Guest Lecture: Differences and similarities between Spain and North America. Counseling and Psychotherapy in Spanish Culture (to be confirmed).
Week 4
Social Behavior
Week 5
Personality and Culture
Week 6
Cognition, Emotion, Perception and Language Midterm Exam
Week 7
Methodology and theory
Week 8
Acculturation Class discussion of study abroad experience
Week 9
Intercultural Relations Refuting stereotypes and prejudices in Spanish and American culture
Week 10
Intercultural communication and training Work and organizations
Week 11
The vision of mental disorders in Spanish culture across time Psychopathology and culture through Spanish cinema
Week 12
Spanish culture Guest Lecture: The role of gastronomy in Spanish culture and socialization (to be confirmed).

Week 13
Presentations Cultural and Social myths: discrete view of Luis Buñuel, Spanish cultural icon
Week 14
Final Exam Final project due

**Academic behaviour**

The Fundación Ortega-Marañón expects all the students to complete coursework responsibilities with fairness and honesty. Plagiarizing and cheating on assignments or examinations will be considered scholastic dishonesty. Within this course any student with such behavior can be assigned an F. No cellular phones may be connected during classes or any other Program Activities.

**Students with disabilities**

Students in need of assistance have to fill a form at their Home University in order to help us make the Fundación facilities suitable to their needs. In the first class, students must inform the instructor in order to make appropriate arrangements.

**Disclaimer**

The class schedule and material is subject to change. The placement in one of the participating labs will be available on first come first serve basis. Unlike at the US universities, the labs are scattered within Madrid’s metropolitan area and some of them in nearby Toledo, so the students will need to use the public transportation to get to them. The FOGM staff will provide students with detailed information about the public transportation and if necessary accompany them to their labs.