

NC GLOBAL DISTINCTION

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Region: Latin America, South America

Course information and description: PSY 150-General Psychology

Course Description: This course provides an overview of the scientific study of human behavior. Topics include history, methodology, biopsychology, sensation, perception, learning, motivation, cognition, abnormal behavior, personality theory, social psychology, and other relevant topics. Upon completion, students should be able to demonstrate a basic knowledge of the science of psychology.

Description of module: This module will explore several key components of General Psychology within a global context. There are six activities aimed at showing how cultural and geographic influences affect behavior and mental processes. These activities can be modified to reflect multiple concepts within a general psychology course. These activities can be used within any geographic region.

Student Global Learning Outcomes (list 2-3):

- Discuss and understand global/cultural differences in an individual's behavior and mental processes within the context of historical and contemporary psychological theories and practices: including: biological, psychological, social, and sociocultural models.
- Demonstrate an understanding of the particular needs of individuals with different cultural backgrounds and apply this understanding in dealing with individuals in personal and professional relationships.
- Demonstrate an understanding of cultural influences on the complexities of human behavior, self-concept, social perception to assist individuals to be better prepared to cope with the problems and opportunities of living in an increasingly globalized world.

Student Global Learning Activities

Activity 1:

Description: Students will research various stressors facing individuals in South American countries as well as stressors facing visitors to these countries.

Students will identify coping mechanisms to potentially deal with these stressors, considering cultural values/views of the assigned country.

Objective: Understand and recognize global/cultural differences.

Understand how culture influences in individual's behavior and mental processes.

Identify various stressors experienced by individuals in other countries/cultures and identify coping mechanisms for dealing with these stressors.

Materials: Computer with access to Blackboard, Word, Power-point or other software.

Research on designated country for cultural information.

Procedure: Part 1: "Travel Ad" (In-Class Group Project)

1. Students will be placed into one of six groups; randomly assigned
2. Each group will be assigned a country to research (Mexico, Colombia, Argentina, Peru, Venezuela, Chile)
3. Students will work together to create a "travel ad" for their assigned country.
4. Students must imagine they are native to their assigned country and are trying to "sell" it to potential visitors
5. The ad must contain a discussion of at least 5 potential "good" stressors (eustress) for visitors and 5 potential "bad" stressors for visitors (distress) as well as 5 potential "good" stressors for natives of that country and 5 potential "bad" stressors for natives. The stressors need to be specific to their assigned country.
6. Students must also include at least one appropriate coping strategy (emotion-focused or problem-focused) for each stressor in their ad. Coping mechanisms must consider cultural beliefs/values.
7. Students will present their ad to the class as a power point or similar type of presentation.

Part 2: Travel Blog (individual)

1. Students will be randomly assigned a different country from the same list above.
2. Using their classmates' presentation as a guide, they will write a travel blog imagining they have traveled to their assigned country.
3. Students will discuss various stressors experienced on their trip and how they chose to cope with those stressors.
4. Students will also research a current event from their country using a newspaper that is local to their assigned country as discuss how they might have experienced that current event.

Resources and References used in the creation of the module (e.g. books, articles, etc.) Full list for all assignments attached to the end of this proposal.

1. Newspaper for Spanish speaking countries <http://www.prensaescrita.com/>
2. International Lib Guide - <http://guides.lib.unc.edu/latin-american-iberian-collections/collections>
3. Resource Center at UNC Chapel-Hill: <http://global.unc.edu/centerinstitutes>
4. World Map: <http://geology.com/world/world-map.shtml>
5. CIA World Fact Book: <https://www.cia.gov/library/publications/the-world-factbook/>
6. Every Culture: www.everyculture.com
7. <http://www.lonelyplanet.com/>
8. <http://www.nationalgeographic.com/>
9. Other websites specific to country chosen for research

International Library Guides:

1. <http://guides.lib.unc.edu/slavic-east-european-collections>
2. <http://guides.lib.unc.edu/c.php?g=9201&p=45680>
3. <http://guides.lib.unc.edu/africahome>
4. <http://guides.lib.unc.edu/latin-american-iberian-collections/collections>
5. <http://guides.lib.unc.edu/middleeasthome>
6. National Resource Center: <http://cgi.unc.edu/programs/national-resource-center>
7. Resource Center at UNC Chapel-Hill: <http://global.unc.edu/centerinstitutes>
8. World Map: <http://geology.com/world/world-map.shtml>
9. <http://www.lonelyplanet.com/>
10. <http://www.nationalgeographic.com/>
11. Other websites specific to country chosen for research

Argentina

Hecho en BS AS: <http://www.hechoenbsas.net/>
El Porteño: <http://www.plazademayo.com/>
Página 12 - <http://www.pagina12.com.ar/diario/ultimas/index.html>
Infobae - <http://www.infobae.com/america>
Gente BA - <http://www.genteba.com.ar/>
El 9 de Julio - <http://www.diarioel9dejulio.com.ar/>
Bahia Digital - <http://www.bahiadigital.com.ar/>
ABC Hoy - <http://www.abchoy.com.ar/>

Chile

El Mercurio: <http://www.emol.com/>
El Diario Oficial: <http://www.diariooficial.interior.gob.cl/>
Las últimas noticias: <http://www.lun.com/>
La Hora: <http://www.lahora.cl/>
Diario Financiero: <https://www.df.cl/>
Caras: <http://www.caras.cl/>

Cinegrama: <http://www.cinegrama.cl/>

Cosas: <http://www.cosas.com/>

Capital: <http://www.capital.cl/>

¿Qué Pasa?: <http://www.quepasa.cl/>

Ed: <http://www.ed.cl/>

Colombia

El Tiempo: <http://www.eltiempo.com/>

Index: <http://ocean.st.usm.edu/~w302144/media.html>

El Espectador - <http://www.elespectador.com/noticias>

El Nuevo Siglo - <http://www.elnuevosiglo.com.co/>

Portafolio - <http://www.portafolio.co/>

Revista: Axxis - <http://revistaaxxis.com.co/>

Revista: Noticias y Actualidad Colombiana - <http://www.colombia.com/noticias/>

Revista: Cromos - <http://www.cromos.com.co/>

Revista: ComputerWorld Colombia - <http://www.computerworld.com.co/>

Revista: Dinero - <http://www.dinero.com/>

México

El Universal: <http://www.eluniversal.com.mx/>

El Debate: <http://www.debate.com.mx/eldebate/>

El Diario de Nuevo Laredo: <http://www.diariolaredo.com/>

El Herald de México: <http://www.heraldo.com.mx/>

Uno más uno: <http://www.unomasuno.com.mx/>

El Mexicano: <http://www.el-mexicano.com.mx/inicio.htm>

El Economista: <http://www.economista.com/>

El Financiero: <http://www.elfinanciero.com.mx/>

Alto Nivel: <http://www.altonivel.com.mx/>

15a20: <http://www.15a20.com.mx/>

Tiempo Libre: <http://www.tiempolibredigital.com.mx/>

Siempre: <http://www.siempre.com.mx/>

La Hora - <http://lahora.gt/>

Revista: Gaceta UNAM - <http://www.gaceta.unam.mx/>

Revista: Tú en línea - <http://www.tuenlinea.com/>

Revista: Ser Gerente - <http://www.canchamguatemala.com/es>

Perú

Caretas: <http://caretas.pe/Main.asp>

El Comercio: <http://elcomercio.pe/>

Perú 21 - <http://peru21.pe/>

Diario Correo - <http://diariocorreo.pe/>

La República - <http://larepublica.pe/>

Revista: Poder - <https://poder.pe/>

Venezuela

El Nacional: <http://www.el-nacional.com/>

Últimas Noticias - <http://www.ultimasnoticias.com.ve/>

El Universal - <http://www.eluniversal.com/>

Panorama - <http://www.panorama.com.ve/>

Nuevo Día - <http://nuevodia.com.ve/>

Revista: Analítica - <http://www.analitica.com/>

Revista: La Red - <http://lared.com.ve/>

Revista: Publicidad y Mercadeo - <http://www.publicidadymercadeo.net/>

Travel Blogs in Latin America

- Bani Amor-Ecuador
<https://www.fodors.com/world/north-america/usa/hawaii/experiences/news/how-native-hawaiians-are-decolonizing-tourism>
- Carol Cain-Dominican/Puerto-Rican
www.girlgonetravel.com
- Ana Astri-O'Reilly-Latina
Anatravels.org
- Lisa Martens

<https://medium.com/the-post-grad-survival-guide/a-latina-traveling-through-latin-america-ffd6679dd8a1>

Cuisine of Latin America

1. The Guardian: The geography of taste: how our food preferences are formed
<https://www.theguardian.com/lifeandstyle/wordofmouth/2013/sep/03/geography-taste-how-food-preferences-formed>
2. Latin American Cuisines by Region
https://oldwayspt.org/system/files/atoms/files/TradDiet_LARegionalProfiles_0.pdf

Activity 2:

Description: Students will first complete a scent activity to help differentiate the concepts of sensation and perception. Students will view a brief PowerPoint Presentation containing various corporate logos from Latin America and asked to identify or guess what they think each is.

The final activity is to listen to a sample of music and attempt to identify the various instruments being used and to discuss how the music makes them feel.

Students will then read articles and participate in small group discussions on how our perceptions can be influenced by language and culture.

Objective: Understand how culture influences in individual's behavior and mental processes.

Discover how the perception of sensory experiences can be influenced and guided by culture.

Materials: Various scratch and sniff stickers, votive candles or scented oils.

Latin American Logos/Music PPT Copies of Majid & Burenhult (2014) and Floyd et al. (2018)

Procedure: Students will close their eyes (or wear blindfolds) and individually try to identify scents from the instructor's choice of materials above. (It is expected that they will struggle with is, as numerous research has indicated that humans are bad at identifying scents).

They will be placed in small groups (2-3) to discuss the different processes of sensation and perception and how they were activated during the scent activity. Students will also be prompted to hypothesize why they had difficulty identifying the various smells.

The instructor will ask students to use a piece of scrap paper for the next two mini activities.

The instructor will show a brief PPT presentation with various logos from Latin American Culture. The students are to try to identify the logos or guess what they think they might represent. The instructor should prompt their thought by asking how their culture is affecting their perceptions of these different logos. The instructor will conclude with a brief piece of Latin American Music and ask the students to try to identify what instruments are playing and to indicate how the music makes them feel.

Copies of either Majid & Burenhult (2014) or Floyd et al. (2018) will be distributed to each group. Students will read their article as a group and discuss the results specifically related to scent, and the implications for the idea that "humans are bad at describing scents" and how culture can influence our sensory perceptions. Students will then join with a group given the alternate article and share their discussion. Groups will be brought back together for a full class discussion and students will complete a minute paper discussing what they learned.

Resources and References used in the creation of the module (e.g. books, articles, etc.)

Floyd, S., San Roque, L., & Majid, A. (2018). Smell is coded in grammar and frequent in discourse: Cha'palaa olfactory language in cross-linguistic perspective. *Linguistic Anthropology*, 28(2), 175-196. DOI: 10.1111/jola.12190.

Majid, A., & Burenhult, N. (2014). Odors are expressible in language, as long as you speak the right language. *Cognition*, 130(2), 266-270. doi:10.1016/j.cognition.2013.11.004.

<https://www.nytimes.com/2014/09/07/opinion/sunday/how-culture-shapes-our-senses.html>

<https://psychneuro.wordpress.com/2016/02/17/cultures-influence-on-perception/>

https://www.sagepub.com/sites/default/files/upm-binaries/45975_Chapter_3.pdf

https://www.google.com/search?q=Latin+American+corporate+logos&rlz=1C1CHBD_enUS788US788&source=lnms&tbn=isch&sa=X&ved=0ahUKEwjj4un5sdXgAhUGMt8KHbXyCQkQ_AUIDigB&biw=1920&bih=937

<https://www.rollingstone.com/music/music-latin-lists/50-greatest-latin-pop-songs-695776/benny-more-bonito-y-sabroso-1951-695801/>

Design for Diversity of Cultures: Perception of Colors

<https://design4users.com/design-for-diversity-of-cultures-perception-of-colors/>

Activity 3:

Description: Students will watch a CBS video and discuss a similar case from Chile, both involving mistaken eyewitness testimony. They will discuss different components of memory and discuss how memories can be altered depending on the circumstances and the influences surrounding the incident.

Students will research cultural perception and discuss how this can influence their memories of the event.

Objective: Understand how culture influences in individual's behavior and mental processes. Understand how memories can be changed/alterd and how our cultural beliefs and everyday experiences can influence what we remember about an event. Understand the connection between cultures and identify how their own culture influences their everyday world.

Materials: Computer with access to Blackboard, Word, Power-point or other software. Research on designated theorist for cultural information.

Procedure: Part 1: In-Class Discussion

Students will be shown the following video in class: **"Eyewitness Testimony"**

(<https://www.youtube.com/watch?v=u-SBTRLoPuo>). (If the link does not work, search for **"Eyewitness Testimony Part 1"** on youtube.com, posted by CBS.) Students will then read about the case of Cristian Lopez-Rocha and discuss similarities between the two cases (Note – be sure to use a web browser with translating capabilities when accessing the following web link:

(http://www.proyecto inocentes.cl/casos/detalle/35/cristian_lopez-rocha)

After watching discussing the two cases and reading the relevant section in their textbook on eyewitness testimony, students will pair up and answer the following questions: What was the most surprising thing that you learned in the video? Based on what you have learned from the textbook and both cases, how do memories get reconstructed and changed? Give 2 components of memory that influenced the change in Jennifer's memory. Using this information, why was Jennifer not able to recognize her rapist when he was sitting in the courtroom with her? What do both of these cases tell us about the accuracy of eyewitness testimony?

Part 2: Individual Paper
Students will read the following articles: "The Culture of Memory"

(<https://www.apa.org/monitor/sep05/culture>) and "How Culture Affects the Way We Think"

(<https://www.psychologicalscience.org/observer/how-culture-affects-the-way-we-think>)

Research shows dramatic differences in the ways people from different cultures perceive the world. Students will write a paper reflecting on how culture can influence memory and address the following questions: Discuss how someone's cultural background can influence their memory of certain events.

Find a current event from a Latin American country. Summarize this event. What was happening in the culture/society at the time of this event; give their frame of reference?

What sort of cultural influences were at play that might influence the memory formed of this event?

Give an example of how your own culture/society could influence your memories.

Resources and References used in the creation of the module (e.g. books, articles, etc.)

Eyewitness Testimony” (<https://www.youtube.com/watch?v=u-SBTRLoPuo>). Full list for all assignments attached to the end of this proposal.

Resources and References used in the creation of the module (e.g. books, articles, etc.)

Newspaper for Spanish speaking countries <http://www.prensaescrita.com/>

International Lib Guide - <http://guides.lib.unc.edu/latin-american-iberian-collections/collections>

Resource Center at UNC Chapel-Hill: <http://global.unc.edu/centerinstitutes>

World Map: <http://geology.com/world/world-map.shtml>

CIA World Fact Book: <https://www.cia.gov/library/publications/the-world-factbook/>

Every Culture: www.everyculture.com

<http://www.lonelyplanet.com/>

<http://www.nationalgeographic.com/>

Huffington Post (en español) - <http://www.huffingtonpost.es/>

Online Magazine Index: <http://www.todalaprensa.com/>

[Other websites specific to country chosen for research](#)

Activity 4:

Description: Students will research their own family history and a country different than their own. They will write a paper or create a PowerPoint that discusses different beliefs and traditions and how they affect their everyday life as well as how beliefs and traditions influence the lives of someone in another country. The purpose of this activity is for students to gain an understanding of the connection between cultures and identify how their own culture influences their everyday world.

Objective: Understand and recognize global/cultural differences.

Understand how culture influences in individual's behavior and mental processes.

Discuss and understand historical and contemporary psychological theories and practices in a global framework concerning Latin American Culture.

Procedure: Students can write an essay or create a power point presentation that answers the following questions: Part 1. Look at the sociocultural model of Psychology and define how this theory applies to you in your own words. Where were you born? What is your cultural background, your family's cultural background (go beyond "American")? Discuss your family and what values and beliefs are important in your family; where do these values and beliefs come from? Discuss your favorite holiday tradition that your family participates in. Discuss how values and beliefs are transmitted from our social and cultural environments. Part 2. Pick one of the following Latin American countries and discuss the following questions: Bolivia, Costa Rica, Cuba, Ecuador, El Salvador, Argentina, Guatemala, Venezuela, Chile, Brazil, Peru Pick one holiday tradition or belief that is practiced in this country. Discuss this tradition and how you feel it affects the people of that country's everyday life. How are religious beliefs in this country similar or different to your own beliefs? Discuss the differences in the values and beliefs of your chosen country and your own values and beliefs, where do you think these similarities and differences come from?

Resources and References used in the creation of the module (e.g. books, articles, etc.)

Holiday Traditions in Latin America

At Home: Our Blog. 5 Things You Should Know About the Holidays in Latin America

<http://spanishathome.com/5-latin-american-holiday-traditions/>

Take Lessons. 20 Spanish Traditions, Customs, and Superstitions

<https://takelessons.com/blog/spanish-traditions-z03>

Agricultura y Recursos Naturales. Major Holidays and Celebrations of Spanish-Speaking Countries

https://ucanr.edu/sites/Spanish/Calendario/Major_Holidays_and_Celebrations_of_Spanish-Speaking_Countries/

Huffington Post. 12 Latino Holiday Festivities and Traditions That Are Bigger Than Christmas Itself

https://www.huffingtonpost.com/entry/10-latino-holiday-festivities-and-traditions-that-are-bigger-than-christmas-itself_us_56699c99e4b0f290e52227ff

Religious Practices in Latin America

Latin-America Travel Guide. Religion in Latin America.

<https://www.whatlatinamerica.com/latin-america-religion.html>

Pew Research Center. Religion in Latin America.

<http://www.pewforum.org/2014/11/13/religion-in-latin-america/>

Americas Quarterly. Afro-Latin Religion

<https://www.americasquarterly.org/content/afro-latin-religion-americas>

Recreational Drug Use in Latin America

United Nations Office on Drugs and Crime. Closer to Home-drug use in six Latin American countries in focus. <https://www.unodc.org/unodc/en/frontpage/closer-to-home-drug-use-in-six-latin-american-countries-in-focus.html>

The Canyon. Issues of Drug Abuse In Latin America

<https://thecanyonmalibu.com/drug-addiction/issues-of-drug-abuse-in-latin-america/>

The Iris: Behind the Scenes at the Getty. An Overview of Latino and Latin American Identity

<http://blogs.getty.edu/iris/an-overview-of-latino-and-latin-american-identity/>

Other resources that can be helpful

CIA World Fact Book: <https://www.cia.gov/library/publications/the-world-factbook/>

Magazines: <http://www.revista-raices.com/intro/intro.php>

Online Newspaper Index: <http://www.prensaescrita.com/>

Online Magazine Index: <http://www.todalaprensa.com/>

<http://www.turevistero.com/>

Huffington Post (en español) - <http://www.huffingtonpost.es/>

BBC Mundo - <http://www.bbc.com/mundo>

International Studies Abroad: <http://studiesabroad.com/>

[Every Culture: www.everyculture.com](http://www.everyculture.com)

Activity 5:

Description: Students will discuss how social bias and social attribution influences the spread of prejudice and discrimination. Students will look at social biases in other cultures as well and come up with an action plan to combat and change these perceptions.

Objective: Define terminology and the basic concepts of general psychology including physiological, cognitive, and the developmental processes, learning, perception, motivation and emotion, personality, social psychology, deviance and psychopathology, and the basic schools of therapy Demonstrate an understanding of his/her own self-concept and some concept of its origin and its effect on his/her behavior Demonstrate an understanding of the basic patterns of human behavior, so that he/she may feel better prepared to cope with the problems and opportunities of living.

Materials: Computer with access to Blackboard, Word, Power-point or other software. Research on designated country for cultural information. Kimer, 2016; Whitbourne, 2010; and De Oliveira, 2017

Procedure: Part 1 (Individual Paper):

Students are given the following writing prompt: We have all heard people use stereotypes at some point in our lives. When thinking of Latin American Culture, the following are misconceptions or stereotypes commonly heard in America: They all Mexicans and crossed the border illegally.

They all speak Spanish and poor broken English. They are uneducated and perform manual labor jobs.

They only eat tacos and burritos. They don't pay taxes and live "hidden in the shadows."

Please read the articles below. Please write an essay or create a power point presentation that answer all of the questions. You must put definitions, etc. into your own words. Do not use direct quotes. Be sure to elaborate on your answers. "[Seven Misconceptions or Stereotypes of Hispanic People](#)" (Kimer, 2016). "[In-groups, out-groups, and the psychology of crowds](#)" (Whitbourne, 2010) Define social cognition and discuss how we learn about other people based on social perceptions. Pick 2 of the stereotypes from the above article and explain how or why you think the stereotype was created.

Explain how we use information about the social environment to understand or perceive others' behavior. Define Attribution and give an example of a social attribution common to your culture. Encountering various cultures often promotes diversity. However, for some, the opposite occurs. Describe what factors people use to determine who is in the "in-group" or "out-group".

Discuss and define at least 2 social biases (i.e. Stereotyping, in-group biases, etc.) and give at least 2 examples of social bias within your culture. Discuss how social bias can lead to prejudice and discrimination. Part 2 (Group Discussion): Students will bring their paper to class and share with a small assigned group. They will discuss how we can combat social biases and discrimination. Using the examples from their papers of a social bias in your culture, they will create an action plan for steps that could be taken to change that perception. This action plan will be shared with the class. In the same groups, students will be given copies of "[Brazil's New](#)

[Problem with Blackness](#)”(De Oliveira, 2017). After reading the article, they will discuss how Brazil’s cultural problem with skin color is both similar to and different from our own in the United States.

Resources and References used in the creation of the module (e.g. books, articles, etc.)

International Library Guides <http://guides.lib.unc.edu/latin-american-iberian-collections/collections>

National Resource Center: <http://cgi.unc.edu/programs/national-resource-center>

Resource Center at UNC Chapel-Hill: <http://global.unc.edu/centerinstitutes>

World Map: <http://geology.com/world/world-map.shtml>

<http://www.lonelyplanet.com/>

<http://www.nationalgeographic.com/>

Other websites specific to country chosen for research

De Oliveira, C. (2017, April 5). Brazil's New Problem with Blackness. Retrieved from Dispatch: <https://foreignpolicy.com/2017/04/05/brazils-new-problem-with-blackness-affirmative-action/>

Kimer, S. (2016, August 29). Seven Misconceptions or Stereotypes of Hispanic People. Retrieved from Total engagement Consulting by Kimer: <http://www.totalengagementconsulting.com/blog/2016/08/misconceptions-stereotypes-hispanic-people/>

Whitbourne, S. K. (2010, December 07). In-groups, out-groups, and the psychology of crowds. Retrieved from Psychology Today: <https://www.psychologytoday.com/us/blog/fulfillment-any-age/201012/in-groups-out-groups-and-the-psychology-crowds>

Additional articles on Prejudice and Discrimination in Latin America

UNCTV. Brazil in Black and White: Discrimination and affirmative action in Brazil <https://www.pbs.org/wnet/wideangle/uncategorized/discrimination-and-affirmative-action-in-brazil/4323/>

UN Chronicle: The Magazine of the United Nations. Racial Discrimination and Miscegenation:
The Experience in Brazil

<https://unchronicle.un.org/article/racial-discrimination-and-miscegenation-experience-brazil>

USA Today. 136 Variations of Brazilian Skin Colors

<https://www.usatoday.com/story/sports/soccer/2014/07/08/136-variations-of-brazilian-skin-colors/12373343/>

Activity 6:

Description: Students will be placed into small groups and asked to select a fictional character from Latin American culture that they feel could have a psychological disorder. Students will create a PowerPoint explaining their character's symptoms and behaviors that they feel are consistent with the diagnosis, as well as discuss possible therapy options for their "client". Students will also discuss the stigma of mental health issues in Latin America.

Objective: Understand and recognize global/cultural differences.

Understand how culture influences in individual's behavior and mental processes.

Discuss and understand historical and contemporary psychological theories and practices in a global framework.

Materials: Computer with access to Blackboard, Word, Power-point or other software.

Research on designated country for cultural information. Cruz, 2015; Alarcón, 2003; and Mascayano et al., 2016

Procedure: Students will be placed into small and asked to choose a fictional TV, movie, or cartoon character from Latin American culture to diagnose with a psychological disorder. This person must never have drawn breath (it can't be an actual person, living or dead).

Some examples include:

Anton Chigurh: No Country for Old Men: "Coin Toss" (<https://youtu.be/OLCL6OYbSTw>)

"Milk Man" (<https://youtu.be/RWa0uIkpRWk>)

Jerry Sunborne: Things We Lost in the Fire "What's Heroin Like?" (<https://youtu.be/K44KIE3sSMM>)

Don Quijote (Mexico): Don Quijote: Bedtime Story animation (<https://youtu.be/2tWiLOOcYkE>)

Chi Chi Rivera: To Wong Foo, Thanks for everything, Julie Newmar: "If You're Going to Become a Drag Queen" (<https://youtu.be/cHAXgogNmKM>)

"Why Is That Little Latin Boy in Drag Crying?" (<https://youtu.be/6HZYVZBR1ns>)

Students will create a PowerPoint (or similar) presentation answering the following questions: Background and history for your client that make it likely your diagnosis is correct. If you don't have it, make it up. Your "client" won't be offended. Be culture specific. Current symptoms your client is experiencing. Be detailed and complete. The more convincing you are that your client has this disorder, the better. The diagnostic criteria for the diagnosis you have assigned and the reasons why you have assigned this diagnosis. How/why is your client's history, behavior and symptoms consistent with this diagnosis? "Sell it". Make sure to incorporate cultural differences that might be significant. Which type of therapies would you recommend for your "client" and why? Select at least two different

therapies. Explain the approach the chosen therapies take to treat your "client's" disorder. Identify an advantage and a disadvantage for each of the therapies you would choose. Note: When choosing your therapies, you will need to be specific. For example, it is not enough to say you would choose an insight therapy, you must specify which type of insight therapy. Is there a culture or another country where your character could live with their set of symptoms and be considered normal? If yes, discuss where and why. If no, discuss why not. Read one of the attached articles about the stigma of mental health in Latin America (Cruz, 2015; Alarcón, 2003; or Mascayano et al., 2016). Discuss how your client would be treated in Latin America vs getting treatment in America. What are the differences? What are the similarities?

Resources and References used in the creation of the module (e.g. books, articles, etc.)

International Library Guides <http://guides.lib.unc.edu/latin-american-iberian-collections/collections>

National Resource Center: <http://cgi.unc.edu/programs/national-resource-center>

Resource Center at UNC Chapel-Hill: <http://global.unc.edu/centerinstitutes>

World Map: <http://geology.com/world/world-map.shtml>

<http://www.lonelyplanet.com/>

<http://www.nationalgeographic.com/>

CIA World Fact Book: <https://www.cia.gov/library/publications/the-world-factbook/>

Magazines: <http://www.revista-raices.com/intro/intro.php>

Online Newspaper Index: <http://www.prensaescrita.com/>

Online Magazine Index: <http://www.todalaprensa.com/>

<http://www.turevistero.com/>

Huffington Post (en español) - <http://www.huffingtonpost.es/>

BBC Mundo - <http://www.bbc.com/mundo>

DonQuijote - <http://www.donquijote.org/travel/profiles/>

International Studies Abroad: <http://studiesabroad.com/>

Every Culture: www.everyculture.com

Other websites specific to country chosen for research

Mental Health in Latin America: Related Articles:

[Poor mental health, an obstacle to development in Latin America](#)

Cruz, A. (2015, July 13). Poor mental health, an obstacle to development in Latin America. In The World Bank. Retrieved from <http://www.worldbank.org/en/news/feature/2015/07/13/bad-mental-health-obstacle-development-latin-america>

[Mental health and mental health care in Latin America](#)

Alarcón R. D. (2003). Mental health and mental health care in Latin America. World psychiatry : official journal of the World Psychiatric Association (WPA), 2(1), 54-6.

[Stigma toward mental illness in Latin America and the Caribbean: a systematic review](#)

Mascayano, F., Tapia, T., Schilling, S., Alvarado, R., Tapia, E., Lips, W., & Yang, L. H. (2016). Stigma toward mental illness in Latin America and the Caribbean: a systematic review. Brazilian Journal of Psychiatry, 38(1), 73-85. <https://dx.doi.org/10.1590/1516-4446-2015-1652>

RESOURCES FOR CULTURAL ASSIGNMENTS

1. CIA World Factbook <https://www.cia.gov/library/publications/the-world-factbook/>
2. Country Studies (Library of Congress) <https://www.loc.gov/collections/country-studies/?dates=2000-2099>
3. Digital South Asia Library from University of Chicago and the Center for Research Libraries <http://dsal.uchicago.edu/>
4. Learning to Give <https://learningtogive.org>
5. National Geographic Countries <http://travel.nationalgeographic.com/travel/countries/>
6. National Institute on Aging <https://www.nia.nih.gov/>
7. National Resource Center: <http://cgi.unc.edu/programs/national-resource-center>
8. NC LIVE <http://www.nclive.org/browse>
9. Online Country Newspapers: (Listed by country) <http://www.onlinenewspapers.com/>
10. State Department <https://www.state.gov/p/nea/index.htm>
11. The Library of Congress's Internet Resources on Asian Reading Room <https://www.loc.gov/rr/asian/>
12. Time Magazine <http://time.com/>
13. UNC Global <http://global.unc.edu/centerinstitutes>
14. UNICEF: <https://www.unicef.org/reports>
15. UNICEF (Info by country) <https://www.unicef.org/where-we-work>
16. United Nations www.un.org/en/sections/where-we-work/
17. United Nations Human Development Reports <http://hdr.undp.org/en/countries>

18. US Census International Programs:

<https://www.census.gov/population/international/data/idb/informationGateway.php> WHO
(World Health Organization) <http://www.who.int/countries/en/>

19. WHO Reproductive Health <https://extranet.who.int/rhl>

20. World Map: <http://geology.com/world/world-map.shtml>

International Library Guides:

1. <http://guides.lib.unc.edu/africahome>

2. <http://guides.lib.unc.edu/c.php?g=9201&p=45680>

3. <http://guides.lib.unc.edu/latin-american-iberian-collections/collections>

4. <http://guides.lib.unc.edu/middleeasthome><http://guides.lib.unc.edu/slavic-east-european-collections>

5. <http://guides.lib.unc.edu/slavic-east-european-collections>

6. <http://www.lonelyplanet.com/>