For many young adults, the transition from high school to college is one of the most exciting periods of their lives. Normative developmental tasks, such as moving away from home, learning new academic material, forming adult relationships, and managing time and money, can create feelings of independence and generate a sense of mastery and competence unparalleled in earlier adolescence. The study abroad experience can redouble those feelings of independence.

As educators are well aware, however, these critical tasks can become a source of chronic stress. This applies as well to an international experience such as a semester overseas. Without parents, siblings, friends, and the resources of their high school and community, and face with a different culture and language, many students who were previously able to cope with the stresses of early adolescence and high school face considerably greater challenges away from home. If left unchecked, such stress can uncover or lead to more serious psychological disorders, which can, in turn, cause social isolation, school failure, and self-destructive behaviors.

Literature on college student health and wellness shows the high prevalence of depression, anxiety and eating disorders, and suicidal behavior among this population, with women being the most exposed. NYU students are vulnerable to all of these problems, as well as the challenges of being on their own in a large city. While most students handle this transition well, additional knowledge and strategies can help facilitate their growth and development. Universities have made strides in providing greater resources to help students in need and prevent the onset of more significant problems later on, but still more needs to be done.

While in their Study Abroad semester, NYU students face all these challenges added to those of the international experience they have undertaken. Students undergo a situation that borders the experience of tourists, but also that of immigrants, even that of expatriates – the different groups of people with whom they will share spaces, difficulties, and perhaps
solutions. In Buenos Aires, NYU students are also in a big city, one that on the surface might seem similar to any other big city, even similar to New York, and yet, a quite different one. With its 15 million inhabitants, Buenos Aires Metropolitan Region is one of the world’s largest urban conglomerates, an important commercial and financial center in the region, a crucial political node, a renowned place of scientific research and academic excellence, and an undisputed cultural and artistic capital.

Studying in a foreign land, with different language, culture, and even in an opposite season, can be challenging, but at the same time, it might be a most rewarding experience. We also know that attitudes towards the host culture, the ability to deal with difference and unpredictability and to generate emotional resources and links of affect are factors crucial for the wellbeing of people who relocate. These characteristics are essential to overcome the challenges of cultural shock, and a key point in making good use of intellectual abilities needed to study and research overseas. Positive Psychology teaches us that these characteristics are not fixe but can be developed and learnt. NYU BA students are faced with a unique opportunity for professional, academic, and also personal growth, and this class is set to make use and also potentiate that.

This course begins with a review of adolescent and young adult developmental theory to provide students with a framework of the psychosocial conflicts present during the college years. They are also presented with research on relocation, from tourism to migration to exile. Rather than looking at these issues from a psychopathological perspective, however, this course turns traditional psychology on its head and examines the theories and tenants of positive psychology. As we survey the contributions that positive psychology has made in helping individuals to create change in their lives, we find elevated self-esteem, improved physical well-being, and an increase in the overall sense of success to be achievable outcomes for college students. This class uses the international educational experience as a laboratory, or a practicum, from which students draw a mass of raw experiential and empirical data that will be analyzed with the theoretical and practical tools of the discipline. At the conclusion of the course, students are charged with synthesizing this material and creating their own project designed to improve mental health awareness within the NYU community exploring the possibilities of their host society.

<table>
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<th>Desired Outcomes</th>
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| **Knowledge** - Students will learn key aspects of:
  a) Theories of development, particularly the social and emotional changes (both normative and pathological) which are relevant to young adulthood as outlined by Erikson, Kegan, Seligman, and Ben-Shahar; and  
  b) Current mental health treatments for college students; and  
  c) Theoretical models targeted at increasing success and happiness in college  
  d) Theories that explain migration and international mobility |
| **Skills** - Students will be able to:
  a) Utilize theories of positive psychology to better understand human behavior and mechanisms of change; and  
  b) Apply basic developmental concepts to design projects that promote mental health for the university community; and  
  c) Identify stressors that students face as they enter college and learn strategies to cope with such stressors  
  d) Device ways to use the many stressors of the international education experience to better understand human mechanisms for development and creative life improvement |
| **Attitudes** - Students will develop:
  a) An understanding of the primary motivating forces facing college students; and  
  b) An appreciation of their potential for personal change; and  
  c) A consideration of ways to affect change in themselves and others through projects that promote mental health awareness on the college campus  
  d) An appreciation of their experience in international education, including the culture of...
their host country, as an opportunity for personal and professional growth

**Assessment Components**

Final project & Presentations: 35%
Weekly response papers and Final portfolio: 35%
Midterm paper: 10%
Class participation & attendance: 20%

**Final project, presentations, & symposium** – The final project is to be completed in small groups of 2-3 students. It can be a project of research or intervention. In any case, the groups will be encouraged to think as a mental health team and device a project that ideally would accomplish two goals: 1) help develop the wellbeing and chances of happiness for the NYU BA community and 2) engage in some aspect of the local culture, history, or life. The projects will be proposed in the beginning of the semester, executed during, and communicated at the end of the semester at our Symposium.

Our hope is that by means of their projects the students will disseminate information about positive psychology, student wellness, and the reality of the host country for the rest of the NYU BA community, in venues such as university events, the eatery, or the dormitories. The projects will focus on ways to improve self-esteem, happiness, physical health, also, on ways to interact with the host culture and society, and other wellness domains covered during the class. Students will meet individually with the Professor during office hours to have all projects approved and supervised as they are carried out. Students will make one 15-minute Presentation in which they will show the proposal to the rest of the class and have their feedback. During the last week of classes, students will present their projects and results in another 15-minute presentation at the Symposium, when they will discuss the challenges in carrying out such initiatives. In designing their projects, students will be encouraged to delve further into one of the subject areas that most resonates with them and to expand upon this theme. Possible examples of the projects include:

- **Optimism** – one project may seek to create awareness that optimism is not a static concept and that people can actually become more optimistic by identifying their cognitive distortions and consciously shifting their thoughts and behaviors. The project group might conduct a survey on campus of how students perceive themselves and their world, looking specifically at factors that may predispose one to an optimistic or pessimistic vantage point. The group will then present their results to the class the final week and perhaps post them in some spots on campus in abbreviated format. Finally, the group could then host an event within their dorm or at a common area where they disseminate information about the science of optimism and its relationship to change, and even make suggestions to the NYU BA staff or faculty, or device ways to convey their message to other or future students NYU BA.

- **Nutrition** – students interested in nutrition and the mind might hold a cooking session on 20 ways to eat healthy with a microwave. The group might also choose to clarify the relationship between caffeine, sleep, and attention. It is well known that many students use caffeine as a study aid, yet the effects on attention and concentration are often negated by sleep deprivation, lack of exercise, and generally poor eating habits. The students could include healthy sleep and nutrition tips for eating well while studying in Argentina and present this in a format that can be useful for other or future students.

**Presentations:** The final project groups will sign up for one presentation to happen during the semester. These first presentations will happen the second class of each week, and their goal is to help design the projects by assuring they are tied to a theoretical point of the class, and having the opportunity to have feedback from classmates. These first presentations will manage three different sets of materials: 1) their idea or proposal for a project, 2) the reading material for the week, and 3) a "case" or element exterior to the class, and local to the city or the country. Ideally they will draw on the readings for that week and introduce the materials through sharing a case study, example, or event, where we might see the theories and research studied. The presentations need to show their proposal including something exterior to the class: some element that is found locally in the city or the country: it can be an event of
the city, a place, a social phenomenon, performance, book, or a curiosity of Argentina or Buenos Aires. For those who present in the first part of the semester (before the break), the presentation will have the character of a proposal; for those presenting after break, this presentation will have to show a project under way, and at least partial results. A 3-page summary of the presentation will be submitted that day.

**Symposium:** The last week of classes there will be presentations of all the projects finished. These projects need to have addressed the two goals described above: 1) help develop the wellbeing of the NYU BA community, by means of some actual concrete action, and also 2) engaged somehow with some element of the city or the country, by means of actual observation, data collection, or by recording, photographing, or interviewing. The project proposed in the first presentation will have develop and might have changed, it does not need to continue illustrating the same readings of the beginning, as they will have a clearer focus by this time. If the first presentation was about an area of interest and a point in the syllabus, this final presentation has to show the results of the project, the data gathered, difficulties, problems and solutions, conclusions, and suggestions for future projects. A 3-page summary of the project will be submitted that day.

**Weekly response papers** – In the form of “reading letters,” this weekly assignment is due the first class of each week, generally Monday. It consists on choosing three of the readings assigned for the week (the ones of the first week are already chosen) and report on them in a one-page essay, within the genre of the letter, that is, addressed to someone (family, friend, imaginary, legendary: your choice). The letters should convey the central idea of each of the readings, how the different authors concur or disagree on different aspects, and also a personal perspective or opinion on them; ideally, it will be well articulated and argued. Some weeks, there will be some more specifications to this basic requirement. You will always find one or two readings each week that seem not to have any relation with the rest. They are combined together for a reason of the teacher, but part of this assignment is to figure out your own creative way to make sense of these contrasts and differences. These response papers will be submitted by email (attached as Word document) before the respective class, and also in paper in class to the professor. Note: All written assignments will be shared with the rest of the class at some point of the semester – write accordingly. Peers: In addition to submitting them to the professor, you will give a copy of these writing letters to a peer student who will read it and give it back to you with comments on the margins; you will do the same with your peer. These pairs cannot be in the same final project group.

**Final portfolio:** at the end of the semester, all weekly assignments, presentation essays, and all other material produced in the class will be submitted together in a Portfolio. Final portfolio is due on Exams day.

**Midterm response paper** - This is a 2-page essay that can also take the form of a letter, but not necessarily. Beyond reporting on three chosen readings for Week 7, students will reflect on their own cognitive distortions and be challenged to set short-term goals that are meaningful and achievable. Students can also draw on their time in Argentina, and whether anything they have experienced had made them reflect on their own cognitive distortions.

**Class participation & attendance** - Students are encouraged, and asked, to participate actively in each class, asking questions, responding to assignments, or discussing the topics of the class. Participating in class discussions is tied to skills the class aims to develop and thus it is a crucial part of it; it will be graded accordingly.

Failure to submit or fulfill any required course component results in failure of the class.

**Assessment**

**Grade A:** The student makes excellent use of empirical and theoretical material and offers
well structured arguments in his/her work. The student writes comprehensive essays / exam questions and his/her work shows strong evidence of critical thought and extensive reading.

**Grade B:** The candidate shows a good understanding of the problem and has demonstrated the ability to formulate and execute a coherent research strategy.

**Grade C:** Work is acceptable and shows a basic grasp of the research problem. However, the work fails to organize findings coherently and is in need of improvement.

**Grade D:** The work passes because some relevant points are made. However, there may be a problem of poor definition, lack of critical awareness, poor research.

**Grade F:** The work shows that the research problem is not understood; there is little or no critical awareness and the research is clearly negligible.

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Final Exam dates cannot be changed under any circumstance.

Mid term exam dates will be scheduled with each professor and it must be before the break. Unexcused absences from exams are not permitted and will result in failure of the exam. If you are granted an excused absence from examination (with authorization, as above), your lecturer will decide how you will make-up the assessment component, if at all (by make-up examination, extra coursework, or an increased weighting on an alternate assessment component, etc.).

Written work due in class must be submitted during the class time to the professor.

**Final essays must be submitted to the professor in print and electronic copy.** If the student is not in Buenos Aires, he / she must send a printed copy via express postal mail (i.e. FeDEX, DHL, UPS, etc) to the NYU Center in Buenos Aires – Anchorena 1314 - (C1425ELF) Argentina. This copy must arrive before or on the date of established deadline.
NYU Buenos Aires has a **strict policy about course attendance.**

- Students should contact their class teachers to catch up on missed work but should NOT approach them for excused absences.
- Absences due to illness must be discussed with the Assistant Director for Academics Affairs, María Pirovano Peña within one week of your return to class.
- A doctor note excusing your absence is mandatory.
- **The date on the doctor’s note must be the date of the missed class or exam**
- Absence requests for non-illness purposes must be discussed with the Assistant Director for Academics Affairs, María Pirovano Peña prior to the date(s) in question.
- If students have more than two unexcused absences they will be penalized by deducting 50% of the class participation grade. Please be aware that in most of the courses the class participation grade is 20% of the final grade. So the 50% of the class participation grade would mean 10% of the final grade.
- If students have more than four unexcused absences they will fail the course.
- Intensive Languages Courses: students who have more than three unexcused absences will be penalized by deducting 50% of the class participation grade. Please be aware that in most of the courses the class participation grade is 20% of the final grade. So the 50% of the class participation grade would mean 10% of the final grade. Those students who have more than five unexcused absences will fail the course.
- Each class has a duration of one hour and half or two hours. **Missing one class represents one absence.** For those courses that meet once a week (three hours block), missing one class represents two absences.
- Students are responsible for making up any work missed due to absence.
- NYU BA also expects students to arrive to class promptly (both at the beginning and after any breaks) and to remain for the duration of the class. Three late arrivals or earlier departures (10 minutes after the starting time or before the ending time) will be considered one absence.
- Please note that for classes involving a field trip or other external visit, transportation difficulties are never grounds for an excused absence. It is the student’s responsibility to arrive at an agreed meeting point in a punctual and timely fashion.
- Holidays’ make up classes are mandatory as regular scheduled classes.

**Late Submission of Work**

Late work should be submitted **in person** to the Assistant Director for Academics Affairs during office hours (Mon – Fri, 9.30 am to 5 pm), who will write on the essay or other work the date and time of submission, in the presence of the student. Another member of the administrative staff can accept the work, in person, in the absence of the Assistant Director for Academics Affairs and will write the date and time of submission on the work, as above.

Work submitted within 2 weekdays after the submission time without an agreed extension receives a penalty of 10 points on the 100 point scale.

Written work submitted after 2 weekdays after the submission date without an agreed extension fails and is given a zero.

Please note end of semester essays must be submitted on time

**Plagiarism Policy**

The presentation of another person’s words, ideas, judgment, images or data as though they were your own, whether intentionally or unintentionally, constitutes an act of plagiarism.

All your written work must be submitted as a hard copy AND in electronic form to the instructor.

It is expected that the student follow the rules on academic honesty and intellectual integrity established by NYU University.


Seligman, M. E. (2002). Positive psychology, positive prevention, and positive therapy. Handbook of positive psychology, 2, 3-12.


### Week 1

**Introduction: a Positive Psychology approach in overseas education**

This class provides an overview of positive psychology and introduces the theoretical models of adolescence and early adulthood as described by Erikson, Kegan, Seligman, and Ben-Shahar in order to build the basic framework for the course. We will review the many challenges of living an international experience: foreign country, language, and culture. The double emphasis is on understanding on one side where college-age students are situated in their development and how much physical and emotional growth still remains, and on the other, how the specificity of the international education experience makes this period a unique occasion, full of challenges and opportunities. In addition, the role of positive psychology and its influence on mental health is examined. The course reviews the growing evidence-based science of how to create meaningful personal change and contrasts this approach with the “self help” movement. We will also set in motion what will constitute our data source: the surrounding foreign environment and, most importantly, our own selves, minds, and hearts, as we will observe their strengths, challenges, and changes, as we live through the experience of otherness. Finally, we begin discussion of the final class assignment, which requires students to develop a mental health awareness promotion projec for the NYU community.

Read:


Suggested:


FRIDAY 8/30  
**Outdoors activity. Discovering the city: graffiti in Buenos Aires**  
(counts as class of 11/4, which will be cancelled)  
While you take this walking tour through different neighborhoods, make note of your impressions, things that you find similar, different, odd about the city, buildings, or people and try to write as many questions as you can about how things are. You can also write keywords and complete them afterwards. Also make note of how you feel, what you think, and if the landscape reminds you of something else. These notes are for yourself to keep, but we will draw information from these notes in different parts of the semester and in regards to different topics, so try to make an observation as complete as possible of what happens outside and inside of you. The following class, we will talk about the experience, and for week 3 you will reflect on it in writing.

**Week 2**

**Moving Beyond the Stigma: from disadvantage to challenge**  
This class reviews the history of stigma within illness and why mental illness, particularly in adolescence and young adulthood, creates such discomfort. We examine how an illness becomes integrated within a society and how it must be redefined so as to be acceptable for common consumption and conversation. Additionally, we examine why it is readily acceptable to take a medication for high blood pressure or asthma, while mental illness and its treatments remain stigmatized. We will also investigate whether this attitude towards mental health might be different in Argentina than in the US and the possible reasons for this. We discuss the availability of wellness services, specifically on college campuses, and we consider how the tenants of positive psychology can help us move beyond the stigma of mental illness.

Read:  

Write Response #2: Write your “reading letter” in which, in addition to the three readings of your choice for this week, you will cover information about the mental health resources available to you and your classmates during your stay in Buenos Aires. You might need to ask faculty or staff to find out that information – you are encouraged to do so.

**Week 3**

**Cognitive Distortions and Goal Pitfalls**  
(this day there will also be an evening activity, see below)  
This class begins to examine goal setting and focuses on the negative thoughts and behaviors that interfere with the achievement of goals and the attainment of success, especially as it applies to young adulthood. There is a common belief that in order to be successful one must accomplish goals without fault and without falling off task. Numerous studies suggest, however, that so-called perfectionists set themselves up for inevitable failure and that these individuals are at increased risk for lower self-esteem, difficulties with intimacy, and other undesirable outcomes, such as eating disorders, depression, and anxiety. We review the scientific literature supporting this theory and discuss how optimism and pessimism, traits
most people consider static, can be developed. We will discuss the way in which the intercultural experience might help us notice how these traits are relative, contextual, and can also change.

Read

Write Response #3: In addition to the three readings you chose for this week, you will suggest ways in which the intercultural experience might help us notice traits as relative, contextual, and changing rather than fixed. Use your notes of the walking field trip of 8/30 for this assignment. You can reflect on the differences you see in the city, or in aspects you notice in your own notes. Are they limited in some way? Would you notice other aspects should you take the same trip again?

Outdoor Activity. Concert: La bomba de tiempo
(counts as class of 11/18, which will be cancelled)
This event will give us material for our weeks on the care for the body and on pleasure and sensations. We will discuss this concert next class. We will go back to this experience as we work these themes on week 8 and 10.

Cognitive Distortions and Goal Pitfalls continued
We continue the discussion of goals, but integrating the experience of the concert. We will discuss how to articulate goal-oriented activities with non goal oriented ones, such as pleasurable activities that seem to be “waste of time.”

Presentations on Cognitive Distortions and Goal Pitfalls - See below for the description of these first Presentations that are part of the process of building the final project.

Therapy
We will review how psychotherapy works, with a special emphasis on Cognitive Behavioral Therapy. We examine the theories of Aaron Beck and look at his understanding of major maladaptive thought patterns. The behavioral techniques that can address negative thoughts and promote positive change are also reviewed. Cultural premises and schemas are considered, followed by an extensive discussion of the Pygmalion effect on students and the observations of social psychology. We begin to discuss how, with the aid of cognitive behavioral techniques, adolescents and young adults can create change on a personal level, and how this can be reflected in greater systems.

Read

Seligman, M. E. (2002). Positive psychology, positive prevention, and positive therapy. Handbook of positive psychology, 2, 3-12.

Cognitive therapy continued: we continue examining cognitive therapy, which we illustrate with the film that we have watched for this day.

**FILM** (an off-class screening will be arranged): “Pygmalion” (d. Anthony Asquith and Leslie Howard, 1938, UK) - The snobbish & intellectual Professor of languages, Henry Higgins, makes a bet with his friend that he can take a London flower seller, Eliza Doolittle, from the gutters and pass her off as a society lady.

**Week 5**
**M 9/23**

**The Science of Change — trauma, change, resilience**
The relationship between change, memory, and emotion is reviewed. In this class, we examine situations when change occurs suddenly, such as in a traumatic event, and review the alterations that occur as a result. We compare these alterations to changes associated with risk-taking behavior. Additionally, we look at the growing field of resilience as it applies to young adulthood, and we examine how studies of personal and collective success can illustrate the capacity for change. Empirical ways of creating personal change by accessing a variety of psychological therapies are also considered, followed by an introduction to mindfulness and other personal interventions such as goal setting, exercise, improved sleep hygiene and diet.

Read


Change continued: Continues discussion about different kinds of change.

**Week 6**
**M 9/30**

**Meaningful Goals**
This class examines the purpose of having meaningful goals and the integral role this plays in the lives of college students. We see how setting goals can contribute to self-esteem and success, and we look at the meaning of success — what does it mean to be successful? How does this differ for individuals? How do college students in general measure success? Differentiating between long-term and short-term goals and exploring the steps involved in creating realistic goals for oneself are reviewed. We conclude with a discussion that will review the goals that the students are establishing for their final projects (e.g., interventions designed to increase mental health awareness and wellness for the study abroad community).
Read

⇒ Write Response #6

W 10/2

⇒ Presentations on Goals

[10/7 to 10/11 - Fall Semester Break]

Week 7

Monday 10/14 – Holiday (make up day Friday 10/18)

Stress Management & Stress Reduction
Stress, a necessary component of all human endeavors and an inescapable part of University life, is defined as any situation or stimulus that challenges the brain. In this class we discuss the differences in the ability to tolerate and/or thrive under varying degrees of stress, with our levels of resilience reflecting a combination of genetic endowment, life experiences, and social support systems. This session explores how science has measured the optimal stress response curve. We look at how people can be trained to identify signals of diminishing returns and how to restore personal stress resources before they are depleted. We review the evidence behind various methods that help to reduce stress during young adulthood, including music, exercise, and yoga.

Read

⇒ Midterm Paper - due 10/16
(two is no response #7)

FRIDAY 10/18
Stress Management & Stress Reduction continued
(make up class for 10/14, which is a holiday)

⇒ Presentations on Stress
Week 8

**Pleasure and Thrill-seeking**

We examine pleasure-seeking behaviors and why people seek stress reduction through alcohol or drug use, rather than through those methods described in our stress reduction class. We explore the relationship between pleasure and happiness and why people often favor short-term rewards instead of pursuing a course of action with long-term benefits. We will review your notes of the fieldtrip and of the concert of the beginning of the semester and observe the categories by which the observation was made and what changes or enrichment might have happen in the perspective of the observation. Finally, the class engages in an examination of pleasurable behaviors with lasting rewards and on the value of pleasurable activities for a balanced life. We will go back to our notes and recollections of the concert on week 2.

Read

→Write Response #8

W 10/23

Pleasure and Thrill-seeking continued

→Presentations on Pleasure and Thrill-seeking

Week 9

**Mindfulness Meditation**

People develop mindfulness and insight through meditation. Review of the potential relationship and benefits of meditation and psychodynamic therapy. Cognitive schemas are addressed, including a review of the scientific literature on the role of mindfulness in improving mental health.

Read

→Write Response #9: Beyond reporting on three chosen readings for the week, students will consider areas in their lives where they feel overwhelmed and reflect on positive ways to reduce stress. Students can draw from experiences in their time in a foreign country and discuss positive ways to deal with the stress of cultural shock.

W 10/30

Mindfulness continued, with a special emphasis on cultural shock

→Presentations on Mindfulness and culture shock
**Week 10**

Monday 11/4 - Class cancelled (make up for this class was already covered by activity on 30/9)

**W 11/6**

**Physical Wellness: Sleep & Exercise**

This class reviews the stages of sleep as well as common sleep disorders, their symptoms, and treatments. Proper sleep hygiene and maintenance is emphasized. The class continues with a discussion of exercise, which has been shown to exert numerous positive effects on mood and anxiety. The role of exercise in improving wellbeing and the difficulty people have in fitting exercise into their daily routine is reviewed. We discuss the overlap between physical and mental wellness during later adolescence and young adulthood, focusing on the scientific literature supporting this connection. We also discuss differences in sleep habits that might be noticeable in the host country, and also differences between the habits in the “regular” life on the NYC campus compared to the Study Abroad experience.

Read


➔ Write Response #10: Besides reporting on your three readings, make sure to include a brief note on the possibilities you could have to exercise in the city. Are there events, marathons, parks, athletic clubs, recreational activities, sports, organized or otherwise? What do people of the city seem to do in that regard?

**Week 11**

**Eating, Nutrition & Food**

Maintaining a healthy nutritional status has become increasingly difficult for college students. All manner of eating disorders, including anorexia nervosa and bulimia nervosa (the most severe forms), are rampant on college campuses. We begin with a review of the specific eating disorders and then talk about body image and risk factors for the development of eating disorders, including the role of societal and media pressures. Eating is also a crucially central social activity, one in which many social, economical, political, familial, and spiritual tasks are performed. From the religious communion to the thanksgiving meal, humans perform many tasks, changes, and exchanges through eating. These uses and meanings vary highly with context, age, and culture. We pay attention to eating habits as we have been observing them in the Argentine context. The Buenos Aires culture of eating in might not be the same as in other places. What is the culture of eating and what can we learn from noticing those differences and/or similarities?

Read


Write Response #11: As students report their readings of the week, they are encouraged to reflect on the differences and similarities they have observed and learnt in the local habits of eating: When, how, what do people eat here? What does it mean for them? Is there any rationale for the differences?

W 11/13

Eating, Nutrition & Food continues

➡ Presentations on Eating, Nutrition & Food

Week 12

Monday 11/18 - Class cancelled (make up for this class was already covered by activity on 9/9)

W 11/20

Relationships
We grow up, develop, and become human beings inside human relationships. There is no part of our life outside of relationships with others. Yet, relationships might be one of the most feared, loved, and discussed topics in any person’s life. This class looks at the role that friendships, familial relationships, and romantic love play in the lives and mental well-being of college-age students. We examine what makes relationships necessary and successful for an individual and how this contributes to a person’s development and growth. We examine long distance relationships, virtual relationships and learn how to assess relationships that are abusive, toxic, or co-dependent. Additionally, this session provides information about sexual health and sexual harassment and offers strategies for effective relationships.

Read

➡ Write Response #12

Week 13

Monday 11/25 – Holiday (make up day Friday 10/29)

W 11/27

Barriers to Treatment and Change that Lasts
During this session, we review the internal and external barriers to treatment. We discuss obstacles to changing behavior and consider why education and insight do not necessarily lead to behavioral transformation. Using case examples of how other health policies have succeeded and failed, including anti-smoking and AIDS awareness campaigns, we discuss how mental health and wellness campaigns can succeed in the future.
Read

→ Write Response #13

FRIDAY 11/29
Change that lasts, continued
(make up day for 11/25)
We continue covering the internal and external barriers to change. This class we will also do a collective evaluation and balance of the semester, our achievements, troubles and challenges.

No presentations this day

Week 14
Symposium
In our final week of classes, students present the results of their projects. This is an opportunity for the students to develop and practice academic presentation skills and to share their experiences of developing the project with the rest of the class. Both for this class as for the following session, students are encouraged to invite people from outside of the class, who they might desire to attend their presentations.

M 12/2
End Symposium & Party
We continue the last presentations and we also celebrate our achievements and work together, so this class will be consider our “Party”: for this class, we will all bring food, anecdotes, and perhaps photographs or souvenirs to share, class might meet at the downstairs cafeteria or in a nearby cafe.

Week 15
Portfolio
W 12/11
Due date for Final Portfolio. Exams day, 1 PM to 3 PM.

Classroom Etiquette
The use of Blackberrys, phones and IPods in class are forbidden

Required Co-curricular Activities
Friday 8/30 - Discovering the city: graffiti in Buenos Aires
(counts as class of 11/4, which will be cancelled)
While you walk this tour through different neighborhoods, make note of your impressions, things that you find similar, different, odd about the city, buildings, or people and try to write as many questions as you can about how things are. You can also write keywords and complete them afterwards. Also make note of how you feel, what you think, and if the landscape reminds you of something else. These notes are for yourself to keep, but we will draw information from these notes in different parts of the semester and in regards to different topics, so try to make an observation as complete as possible of what happens.
outside and inside of you. The following class, we will talk about the experience, and for week 3 you will reflect on it in writing.

Monday 9/9 - **Concert: La bomba de tiempo**
(counts as class of 11/18 which will be cancelled)
This event will give us material for our weeks on the care for the body and on pleasure and sensations. We will discuss this concert the following class and go back to this experience as we work these themes on week 8 and 10.

**Your Instructor**

Diego Benegas Loyo. Psychoanalyst, scholar, and social researcher specialized in interdisciplinary approaches to trauma and political subjectivity. A Fulbright grantee from Argentina, works on theory and clinic of trauma, insurgent social movements, and new interdisciplinary research methods. Psychoanalytic clinic and his interests have taken him to generate projects with migrants, queer communities, and refugees.

Dr. Benegas Loyo received his Ph.D. in Performance Studies, NYU and an MA in Comparative Studies, Ohio State University. He has a *Licenciatura* and a *Profesorado* in Psychology from the National University of Cordoba.

Diego Benegas Loyo teaches *The Science of Happiness* at NYU Buenos Aires; he is Full Professor of Emergencies in Psychology at the University Institute Barceló Foundation, Research Professor at the University of Mothers of Plaza de Mayo, and also a practicing clinician. Has taught graduate and undergraduate at University of Buenos Aires, National University of Rio Cuarto, National University of Cordoba, and New York University in New York City.

Publications include "Identity in an Intercultural Context (in Spanish, in Identidad e integración multicultural, ICALA 2000), "If There’s No Justice...’ Trauma and Identity in Post Dictatorship Argentina (Performance Research 2011), "Argentina’s Post Dictatorship Activism: Towards a Political Psychology of Trauma“ (Oppositional Conversations, forthcoming), "Working the Neighborhood: street action as cultural intervention“ (in Spanish, Acta Sociológica 2013).---