

Risk and Resilience Across Development
PSYC489Y

Fall 2021

MW 4-5:15 – Biology-Psychology Building Room# 1236

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Office Hours: TBD

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Course Description and Objectives

The environments in which we live shape our brain, bodies, and behaviors. Adverse experiences (e.g., poverty, exposure to violence) and promotive factors (e.g., warm parenting, social cohesion) sculpt health and well-being across the life course. This class is designed to provide students with an overview of risk and resilience across multiple contexts (individual-, family-, and community-level) in childhood, adolescence, emerging adulthood, and older adulthood. This interdisciplinary class is well-suited for students interested in Developmental Psychology, Epidemiology, Sociology, and Medicine. Learning goals for this class include:

1. Describe core developmental theories of risk and resilience
2. Explain racial and ethnic disparities in access to resources across the lifespan.
Understand that differential exposure to risk is perpetuated by structural racism that disproportionately impacts Black, Indigenous, and people of color.
3. Evaluate the interaction between risk and resilience factors at the individual-, family-, and neighborhood levels
4. Identify risk and resilience factors that vary by developmental stage
5. Demonstrate improvements in academic writing across the semester

Format of the Course: In-person Fall 2021

Class Day	Content	Assignment
Monday	Lecture	Reading; Lecture quiz – due the next Sunday by 11:59pm
Wednesday	Discussion	Reading; Discussion question and peer responses – due 7am the morning of class

Course Materials:

- Required Text: One non-fiction book from approved list – see paper assignment
- ELMS course website: A course site has been created. Materials relevant to the class will be placed on this website, including lecture slides, recordings, and readings.

Campus Policies: It is our shared responsibility to know and abide by the University of Maryland’s policies that relate to all courses, which include:

- Academic integrity
- Student and instructor conduct

- Accessibility and accommodations
- Attendance and excused absences
- Grades and appeals
- Copyright and intellectual property

Please visit <https://academiccatalog.umd.edu/undergraduate/registration-academic-requirements-regulations/> and <http://www.ugst.umd.edu/courserelatedpolicies.html> for the Office of Undergraduate Studies' full list of campus-wide policies and follow up with me if you have questions.

Academic Integrity: Students in this course will be expected to comply with the University of Maryland standards for academic integrity. You are expected to have read and understand the following information about academic integrity at UMD:

<https://academiccatalog.umd.edu/undergraduate/registration-academic-requirements-regulations/academic-integrity-student-conduct-codes/>

I take academic integrity VERY seriously. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity.

All course materials employed in this class are copyrighted. Any person who is not formally enrolled in the course must obtain advance permission from the Instructor to attend class on a specific day. Students may not “sell” their course-related notes to anyone or seek employment as a “note taker” for the course.

Attendance. Your health and your family’s health are priority. I will cover a lot of content in our live Lectures (Mondays), and the easiest way to absorb the information is to be present. However, if you cannot attend, that is OK. Lectures will be recorded live, but attendance is not mandatory. Attendance in Wednesday’s discussion section is mandatory. Absences will be excused for religious observances, military obligation, illness of the student or an immediate family member, participation in university activities at the request of university authorities, and compelling circumstances beyond the student’s control (e.g., death in the family, required court appearance). Notify me at least 24 hours in advance or as soon as possible before class time begins.

Names/Pronouns and Self-Identifications: The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.). The pronouns someone indicates are not necessarily indicative of their gender identity. Visit <https://lgbt.umd.edu/rainbow-terrapin-network-transterps> to learn more. Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-

identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for your fellow Terps.

Communication with Instructor: If you need to communicate with me, please email me at arigard@umd.edu. Please DO NOT email me with questions that are easily found in the syllabus or on ELMS (i.e. When is this assignment due? How much is it worth? etc.) but please DO reach out about personal, academic, and intellectual concerns/questions. I will also send important announcements via ELMS messaging. You must make sure that your email & announcement notifications (including changes in assignments and/or due dates) are enabled in ELMS so you do not miss any messages. You are responsible for checking your email and ELMS inbox with regular frequency.

Communication with Peers: With a diversity of perspectives and experience, we may find ourselves in disagreement and/or debate with one another. It is important that we agree to conduct ourselves in a professional manner and that we work together to foster and preserve a virtual classroom environment in which we can respectfully discuss and deliberate controversial questions.

I encourage you to confidently exercise your right to free speech—bearing in mind, of course, that you will be expected to craft and defend arguments that support your position. Keep in mind, that free speech has its limits. This course is NOT the space for hate speech, harassment, and derogatory language. I will make every reasonable attempt to create an atmosphere in which each student feels comfortable voicing their argument without fear of being personally attacked, mocked, demeaned, or devalued. Any behavior (including harassment, sexual harassment, and racially and/or culturally derogatory language) that threatens this atmosphere will not be tolerated. Please alert me and/or report the experience to the Department of Psychology's Diversity and Inclusion Committee (psycinclusion@umd.edu) immediately if you feel threatened, dismissed, or silenced at any point during our semester together and/or if your engagement in discussion has been in some way hindered by the learning environment. Please also report all incidents of hate and bias to the Office of Diversity and Inclusion (<https://www.diversity.umd.edu/hbrp/>).

Evaluation

Evaluation includes (1) lecture quizzes, (2) discussion questions and peer responses, (3) participation in discussion section, (4) podcast/video responses, and (5) final paper.

Lecture Quizzes = 20%

A short 5-question quiz (/5 points) will be posted on ELMS. Quiz responses are due by Sunday at 11:59pm.

Participation in Discussion Section = 20%

Participation is an important part of our discussion sections. Some of the topics we will cover are complex, and our collective learning will benefit from multiple perspectives and all questions. I understand that participating in discussions can be intimidating but doing so is

critical for this course. I am happy to meet with you to discuss ways to make participating easier and less intimidating, as well as to work with you on how to participate effectively. In-class participation includes frequency of participation, the quality of your in-class comments, and your demonstration of listening skills. For each Discussion class, your participation will be graded out of 9 points. As an example, if you attend class but do not participate or actively listen to your peers, you will receive a 3/9.

	Exemplary – 3/3	Proficient 2/3	Developing 1/3
Frequency of participation	Students initiates contributions more than once during each class	Student initiates contribution once in each class	Student does not initiate contribution and consistently needs instructor to solicit input
Quality of comments	Comments always insightful & constructive, uses appropriate terminology. Comments balanced between general impressions, opinions, & specific, thoughtful criticisms or contributions	Comments mostly insightful & constructive; mostly uses appropriate terminology. Occasionally comments are too general or not relevant to the discussion.	Comments are uninformative, lacking appropriate terminology. Heavy reliance on opinion & personal taste - e.g., “I love it”, “I hate it”, “It’s bad”, etc.
Listening skills	Student listens attentively when others present materials and perspectives, as indicated by comments that build on others’ remarks and indicators of active listening (head nodding, eye contact, etc)	Student is mostly attentive when others present ideas, materials, as indicated by comments that reflect & build on others’ remarks. Occasionally needs reminders from Instructor of focus of comment	Student is often inattentive and needs reminder of focus of class. Occasionally makes disruptive comments while others are speaking

Discussion Questions and Peer Responses = 10%

For discussion sections, students are asked to post one discussion question about reading #1 and respond to one of their peers’ discussion questions about reading #2 on ELMS. Thus, you are expected to read BOTH articles. Discussion questions and peer responses are due by 7am the morning of class. During class, these questions are excellent starting points for our discussions. Peer responses serve to orient students to others’ questions and concerns, in preparation for a productive discussion. These points/questions/responses need not be long, but should be thoughtful, reflecting a close reading of the material. Discussion questions and peer responses (5pts each, total 10pts) will be graded as complete/incomplete:

Completion?	Grade
2 posts about 2 articles	10/10
2 posts about 1 article	7.5/10
1 post	5/10
0 posts	0/10

Podcast/Video Responses = 20%

As one of the learning objectives of this course is to demonstrate improvements in academic writing across the semester, there are 4 short writing assignments. Each assignment asks students to listen/watch a podcast or video and respond to a short prompt. In some cases, the prompt mimics one or more components of the final paper. Responses should be 1-2 pages double-spaced. Grading (out of 9 points) is as follows:

	Exemplary – 3/3	Proficient – 2/3	Below standards – 1/3
Critical thinking and knowledge	Provides clear insights. Evidence of high-level analysis.	Attempts critical exploration and analysis and expanded ideas	Summarizes rather than analyzes
Reference to learning materials	Extensive use of reference and readings to support ideas. Enhanced vocabulary and application	Well-developed question related to course materials. Some depth and detail in application	No references or connections to the readings or no response
Writing clarity	Writes in a consistent tense using a formal writing style. Few grammatical errors. Response is well-structured with the use of topic sentences.	Attempts tense consistency and formal writing style. Some evidence of structural organization. Minor grammar and syntax issues	Writing style is informal and defined by frequent grammar and syntactical errors. Format is stream of consciousness rather than following an organized structure.

Final Paper = 30%

The purpose of the final paper is to allow students to apply the material learned throughout the semester about risk and resilience to a real-world example. Students will choose one non-fiction book from the list below to read throughout the semester; this book will form the basis of the final paper assignment. The final paper is worth 30% of your total grade. Details of the assignment will be discussed on the first day of class. Each paper will be 8 – 10 double-spaced pages, using APA formatting (without a cover page or references). Both books can be purchased used or new through online retailers. If you need financial assistance, please do not hesitate to let me know.

- “The Center Cannot Hold: My Journey Through Madness” by Elyn R. Saks
- “The Other Wes Moore: One Name, Two Fates” by Wes Moore

Letter grades will be assigned at the end of the course as follows:

A+ = 98.0 – 100% B+ = 87.0 – 89.9% C+ = 77.0 – 79.9% D+ = 67.0 – 69.9%
A = 93.0 – 97.9% B = 83.0 – 86.9% C = 73.0 – 76.9% D = 63.0 – 66.9%
A– = 90.0 – 92.9% B– = 80.0 – 82.9% C– = 70.0 – 72.9% D– = 60.0 – 62.9%
F = 59.9% and below

Grade Adjustment: Students can drop the lowest grade in each of the following assignment categories: Discussion participation, discussion posts and peer responses, and quizzes.

Late Policy: For late assignments, 1 point will be deducted for each day that the assignment is late. This applies to lecture quizzes, discussion questions and peer responses, and podcast assignments.

Contesting a grade: If you wish to seek clarification about a grade, you must see me within one week of the distribution of the graded assignments. I will not discuss grades beyond one week of their distribution (an exception will be made only upon presentation of *documentation* verifying extenuating circumstances). Please save all course-related materials until after you have received your final grade. I will not deviate from the letter grade assignment above.

Resources & Accommodations

Accessibility and Disability Services. The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is also committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. The Accessibility & Disability Service (ADS) provides reasonable accommodations to qualified individuals to provide equal access to services, programs and activities. ADS cannot assist retroactively, so it is generally best to request accommodations several weeks before the semester begins or as soon as a disability becomes known. Any student who needs accommodations should contact me as soon as possible so that I have sufficient time to make arrangements. For assistance in obtaining an accommodation, contact Accessibility and Disability Service at 301-314-7682, or email them at adsfrontdesk@umd.edu. Information about sharing your accommodations with instructors, note taking assistance and more is available from the Counseling Center.

Student Resources and Services. Taking personal responsibility for your own learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come talk to me so that I can help you find the right approach to success in this course, and I encourage you to visit UMD's Student Academic Support Services website to learn more about the wide range of campus resources available to you. Everyone can use some help sharpening their communication skills (and improving their grade) by visiting UMD's Writing Center and schedule an appointment with the campus Writing Center. You should also know there are a wide range of resources to support you with whatever you might need (UMD's Student Resources and Services website may help). If you feel it would be helpful to have someone to talk to, visit UMD's Counseling Center or one of the many other mental health resources on campus.

Basic Needs & Security

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live, please visit UMD's Division of Student Affairs website for information about resources the campus offers you and let me know if I can help in any way. Additional resources:

Fostering Terp Success: <https://www.studentaffairs.umd.edu/fostering-terp-success>

UMD Campus Pantry: <http://campuspantry.umd.edu/>

UMD Student Crisis Fund: <http://www.crisisfund.umd.edu/>

Counseling Center: <http://www.counseling.umd.edu/CS/>

Zoom Etiquette

- The course is currently scheduled to be in-person Fall 2021. However, COVID-19 presents an ongoing threat to public health. Should the course revert back to a virtual format, it will take place on Zoom.
 - I encourage you to use your camera so that I can match your face to your name (I am quite bad at remembering names), and also because I think it encourages you to pay attention. However, you are not required to use your camera, and I will never ask you to do so.
 - There is no dress code
 - Need to eat during class? That is fine. Just make sure you are muted.
 - Roommates (partners, spouses, children, pets) in view of the camera will always be acceptable. I share my home office with my husband, so you may see him wandering in and out of frame at some point.

We all have lives outside of the classroom. Now, more than ever, those lives are blended. We all do some form of code-switching from the classroom to being at home. Doing so does not make you less of a scholar, nor does it make you a worse member of your household.

Workload for this Course

The estimated average weekly workload for this course is 7.10 hours (range = 6.3 – 8.25 hours), including 2-2.5 hours of class time (depending on the week). I estimated student workload using this online tool (<https://cat.wfu.edu/resources/tools/estimator2/>).

SEMESTER SCHEDULE

~Instructor reserves the right to alter the semester schedule as needed~

L = recorded lecture; D = discussion

Week	Date	Topic	Reading
1	8/30 - L	Theories of Risk & Resilience	Pluess & Belsky (2013); Masten Chapters 1 & 2
	9/01 - D		Frankenhuis et al. (2016); Raver & Blair (2020)
2	9/06	Racial & Ethnic Disparities in Access to Resources	No class; Labor Day
	9/08 - L		Pager & Shepard (2008); Slopen et al. (2016) [No discussion posts this week]
Podcast/Video Response Paper #1 Due Sunday 9/12 at 11:59pm <i>"Redlined: A Legacy of Housing Discrimination"</i> (YouTube, 15:06)			
3	9/13 - L	Culture & Context	Causadias (2013); Ungar (2008)
	9/15 - D		Del Toro et al. (2019); Dixon et al. (2008)
4	9/20	Neurobiological Risk & Resilience: Stress Physiology	Danese & McEwen (2012); Shonkoff (2012)
	9/22		Rodman et al. (2019); Gunnar et al. (2019)
5	9/27	Neurobiological Risk & Resilience: Molecular Genetics and GxE	Manuck & McCaffery (2014); Shonkoff (2012)
	9/29		Pagliaccio et al. (2015); Tykra et al., (2015)
Podcast/Video Response #2 Due Sunday 10/03 at 11:59pm TedX <i>"The science of cells that never get old"</i> (18min)			
6	10/04	Neurobiological Risk & Resilience: Statistical Genetics and GxE	Manuck & McCaffery (2014)
	10/06		Domingue et al. (2017); Wertz et al. (2020)
7	10/11	Risk & Resilience in Childhood I	Eisenberg et al. (2010)
	10/13		Tang et al. (2020); Waller et al. (2016)
8	10/18	Risk & Resilience in Childhood II	McLoyd (1998)
	10/20		Wurster et al. (2020); Noble et al. (2012)
9	10/25	Risk & Resilience Adolescence I	Gutman et al. (2017)
	10/27		Dodge et al. (2006); Bañales et al. (2020)
Podcast/Video Response #3 Due Sunday 10/31 at 11:59pm UW-Madison Poverty Research Podcast <i>"Undocumented and Unaccompanied ..."</i>			
10	11/01	Risk & Resilience Adolescence II	Crone & Dahl (2012)
	11/03		Rivenbark et al. (2019); Motta-Mena & Scherf (2016)
11	11/08	Risk & Resilience in Emerging Adulthood I	Arnett et al. (2000)
	11/10		Roisman et al. (2004); Gard et al. (2018)
12	11/15	Risk & Resilience in Emerging Adulthood II	Schulenberg et al. (2004)
	11/17		Patrick & Schulenberg (2011); Mitchell & Syed (2015)
13	11/22	Discussion of Final Paper	
	11/24	No class; Thanksgiving break	

Thanksgiving Recess			
14	11/29	Risk & Resilience in Older Adults I	Mather et al., (2015); Steptoe et al., (2015)
	12/01		Ailshire et al. (2015); O'Shea et al. (2017)
Podcast/Video Response #3 Due Sunday 12/05 at 11:59pm "Photographic Journey through Dementia" (TedX talk; 13min)			
15	12/06	Risk & Resilience in Older Adults II	Charles & Carstensen (2010)
	12/08		Fiori et al. (2007); Span - NYT article (2020)
16	12/13	Last day of class	Open office hours to discuss final paper
Final Exam is Tuesday 12/21 at 1:30 – 3:30; Final Papers due and in-class discussion			

References

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