

UNIVERSITY OF GUELPH
DEPARTMENT OF FAMILY RELATIONS AND APPLIED NUTRITION
FRHD*4400 Youth, Risk & Resilience
COURSE OUTLINE Winter 2016

Scheduled Class Time: Tuesday & Thursday 8:30-9:50

Location: MINS 106

Instructor: Dr. Andrea Breen (abreen@uoguelph.ca)
Room 328 MacDonald Stewart Hall
519-824-4120 Ext.53967 (*Email is best way to contact me*)

Course Description:

This course examines risk and resilience in the lives of youth. Psychological theories of Resilience will be emphasized as we examine literatures relating to risk, resilience, developmental trajectories, and intervention. Students will have a chance to critically examine many risk issues found in youth. Through participation in this course students will:

1. Develop a theoretical basis for integrating their extensive knowledge of normal and exceptional development with concepts of risk and resilience;
2. Critically examine issues relevant to youth from the lens of risk and resilience;
3. Demonstrate the ability to locate and apply theory and empirical findings relating to risk and resilience to understanding the lives of youth;
4. Critically reflect about power structures in society in relation to risk and resilience in youth;
5. Effectively collaborate with other students to deepen understanding of risk and resilience;
6. Engage with different forms of knowledge, including academic research and the arts to deepen learning;
7. Further develop writing and verbal skills in preparation for future graduate work and/or professional practice

Student-Led Learning:

Please note that this course is intended for advanced undergraduate students who bring diverse prior experience and knowledge relating to issues of risk and resilience. The emphasis of this course is on creating and participating in a *learning community*, which is the shared responsibility of students and the instructor. Students are expected to actively participate in all aspects of the course and to take responsibility for their own learning. To the extent possible given enrollment, this course will be conducted as a seminar. As such, it is expected that students come prepared for class having completed assigned readings in advance.

Readings:

There are two required texts for this course:

- (1) Masten, A. (2015). *Ordinary magic. Resilience in development*. Guilford Press.
- (2) Kate Tilleczek and Bruce Ferguson (eds.) (2013). *Youth, education & marginality: Local and global expressions*. Wilfred Laurier University Press.

Both books are available at the campus bookstore.

It is expected that students will read all assigned readings carefully prior to class and will be prepared for discussions and in-class activities relating to the reading.

Meeting with the Instructor:

The instructor welcomes opportunities to meet with students. In general the instructor is available to meet Thursdays after class and at other times by appointment. Please email the instructor to schedule a meeting. Office hours are by appointment.

Assignments and Grading:

1. **Blog posts** (15%)
First post (5%)
Second post (10%)
2. **Book club** (20%)
First book (10%)
Second book (10%)
3. **Class engagement** (25%)
Engagement in class discussions (10%)
Engagement demonstrated through in-class assignments (15%)
4. **Poster Presentation** (40%)
Verbal presentation: 10%
Poster written Content 30%

Blog Posts:

Students will write two blog posts (450-650 words each), **which will be submitted to Dropbox AND also posted on the Courselink Discussion Forum.** The first blog post will address the questions: What comes to mind when I think of “risk and resilience” in youth? What do I know to be true about risk and resilience? Where does this knowledge come from? Guiding questions for the second blog post will be distributed later in the semester.

Book Club:

Using Courselink, students will enroll themselves in groups (of approximately 6 people) for the “book club” component of the course. The aims of the book club are (1) to engage with other students in making connections between course material and a “case study” of one or more youth presented in a book and (2) to use literature to deepen our understanding of lived experiences of risk and resilience. Book clubs may choose to read **two** of the following books: *The Glass Castle* (by Jeannette Walls), *In Search of April Raintree* (by Beatrice Culleton Mosionier), *Lullabies for Little Criminals* (by Heather O’Neill), *I Know Why the Caged Bird Sings* (Maya Angelou), and *A Long Way Gone: Memories of a Boy Soldier* (Ishmael Beah).

Grading for the Book Club:

Participation in the book club will be graded on a 10 point scale for each book: 3 points for participating (or “showing up”), 3 points for quality of interaction with other group members, and 4 points for evidence thoughtful engagement with course content. **Book clubs may choose to meet in person instead of online**, in which case students should take notes of the meeting, including a record of attendance and detailed meeting minutes, and provide these to the instructor by email within 2 days of the meeting.

Class Engagement:

Please bring a name card (both first and last name) to each class. Students in this class bring extensive experience, knowledge, and individual interest to the topic of risk and resilience and there

will be varied opportunities to engage with one another and the class material. There are two aspects of engagement in this class. (1) Engagement in class discussion and (2) Individual engagement with assigned readings and material presented in class.

Engagement in class discussion: This will be assessed using a 5-point scale. Full grades will be given for students whose participation in class discussions demonstrates thoughtful engagement with course material. Please note that it is *quality* of participation rather than *quantity* that is important in this class.

Engagement with course content: It is expected that students will *closely* read the assigned readings prior to attending class. Students are also expected to engage with material presented while in class.

There will be short in-class writing assignments (please see course schedule for dates).

Writing tasks will be based on both assigned readings and content presented in class. These will be assessed using a 5-point scale. Full grades will be given for thoughtful engagement with course content. The lowest 2 assignment grades will not be counted towards the final grade. Missed assignments will be graded as 0.

Poster Presentation:

Each student will prepare a poster to be presented in an in-class poster fair at the end of the semester. Posters will focus on a specific topic related to risk and Resilience. Poster presentations will include a brief oral presentation. Posters will include the following elements: (1) An Abstract: (2) A summary of current research on the topic; (3) Information on policies and/or programs relating to the topic; and (4) a reference list. Further details will be provided in class. Please note that the Abstracts will be shared with all members of the class and will be included in the assigned readings for the course.

Schedule:

Class Date	Topic	Readings	Tasks
01/12	Introduction	No assigned readings	
01/14	No Class	Time to be spent on Assignment #1	Blog post #1. Due Sunday January 17 th at 11:59 pm.
01/19	What is Resilience?	Masten, A. (2015). <i>Ordinary magic: Resilience in development</i> . Chapter 1 (pp. 3-22). Bazon. A Question of Resilience http://www.nytimes.com/2006/04/30/magazine/30abuse.html?pagewanted=print&_r=0	In-class assignment
01/21	Models of Resilience	Masten, A. (2015). <i>Ordinary magic: Resilience in development</i> . Chapter 2 (pp. 23-50).	
01/26	Adaptive Systems	Masten, A. (2015). <i>Ordinary magic: Resilience in development</i> . Chapter 6 (pp. 147-173).	
01/28	Neurobiology of Resilience	Masten, A. (2015). <i>Ordinary magic: Resilience in development</i> . Chapter 7 (pp. 174-197). Kolbert, E. (2015, August 31). The terrible teens: What's wrong with them? <i>The New Yorker</i> . http://www.newyorker.com/magazine/2015/08/31/the-terrible-teens	In-class assignment

02/02	Resilience in the context of Families	Masten Chapter 8	In-class assignment
02/04	Resilience in the Context of Culture	Masten Chapter 10	
02/09	Poverty and Resilience	Masten Chapter 4	In-class assignment
02/11	Mass Trauma and Resilience	Masten Chapter 5	
		READING WEEK	
02/23	Resilience Framework for Action	Masten Chapter 11	In-class assignment
02/25		NO CLASS—Book Club Meetings	
03/01	Resilience Framework for Action: A Different Perspective	Ungar, M. (2008). Putting resilience theory into action: Five principles for intervention. In L. Liebenberg & M. Ungar (Eds.), <i>Resilience in action: Working with youth across cultures and contexts</i> (pp. 17-38). Marshall, E. A. & Leadbeater, B. J. (2008). Policy responses to youth in adversity: An integrated, strengths-based approach. In L. Liebenberg & M. Ungar (Eds.), <i>Resilience in action: Working with youth across cultures and contexts</i> .	In-class assignment
03/03	Arts-Based Approaches to Research and Intervention	Tilleczek, K., & Ferguson, B. (2013). Living Intersections of Marginality & Humanities-Infused practices for youth. In K. Tilleczek & H. Bruce Ferguson (Eds.), <i>Youth, Education, and Marginality</i> . Wilfred Laurier University Press Boydell, K.M. (2013). Using visual arts to enhance mental health literacy in schools. In K. Tilleczek & H. Bruce Ferguson (Eds.), <i>Youth, Education, and Marginality</i> . Wilfred Laurier University Press	
03/08	Marginalization	Smyth, J. (2013). Young people speaking back from the margins. In K. Tilleczek & H. Bruce Ferguson (Eds.), <i>Youth, Education, and Marginality</i> . Wilfred Laurier University Press	
03/10	Indigenous Youth & Reconciliation	King, J., Edwards, C., & Blackstock, C. (2013). A time for dreams: The right to education for First Nations children and youth living on-reserve. In K. Tilleczek & H. Bruce Ferguson (Eds.), <i>Youth, Education, and Marginality</i> . Wilfred Laurier University Press *Additional reading TBA	In-class assignment
03/15	Poverty and Education	Tilleczek, K. (2013). On being poor in school. In K. Tilleczek & H. Bruce Ferguson (Eds.), <i>Youth, Education, and Marginality</i> . Wilfred Laurier University Press	
03/17	Marginalization	Anneke, J, Rummens, A. & Dei, G. J. (2013). Marginalization inside education: Racialized, immigrant and Aboriginal youth. In K. Tilleczek & H. Bruce Ferguson (Eds.), <i>Youth, Education, and Marginality</i> . Wilfred Laurier University	In-class assignment

		Press	
03/22	Researching Resilience	Sanders, J. & Munford, R. (2009). Participatory action research, In L. Liebenberg & M. Ungar (Eds.), <i>Researching resilience</i> . (pp. 77-102) Fraser, H. & Jarldorn, M. (2015): Narrative Research and Resistance: A Cautionary Tale. In L. Brown & S. Strega (Eds.), <i>Research as Resistance: Revisiting Critical, Indigenous, and Anti-Oppressive Approaches</i> , Second Edition.	In-class assignment
03/24		NO CLASS --BOOK CLUB meetings	
03/29	TOPIC TBD		
03/31	Poster Conference 1	Reading: Poster Abstracts	
04/05	Poster Conference 2	Reading: Poster Abstracts	
04/07	Poster Conference 3	Reading: Poster Abstracts	In-class assignment Blog post #2 due Tuesday April 12 th at 11:59 pm.

Meeting Deadlines: It is the student’s responsibility to meet all deadlines. Due to the time sensitive nature of the assignments in a collaborative learning community extensions are only possible for medical and compassionate reasons. Late assignments will receive a 0%.
If you find yourself unable to meet course requirements due to illness or compassionate reasons, please advise the course instructor in writing. This should be done in advance of the missed work or event, or as soon as possible after the due date, and **NO LONGER THAN ONE WEEK LATER**. If no contact is made with the instructor within one week, the student will receive a grade of “0%” on that specific course assignment/requirement.

Missed In-Class Assignment:

There will not be opportunity to “make up” missed in-class assignments. Please note that the lowest 2 grades will be dropped.

Academic Misconduct:

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection.

Please note: Whether or not a student intended to commit academic misconduct is not relevant for a

finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member. For further information please consult the undergraduate calendar: <http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml>

Accommodation of Religious Obligations:

The University acknowledges the pluralistic nature of the graduate and undergraduate communities. Accommodation will be made to students who experience a conflict between a religious obligation and requirements to attend and participate in classes on a specific date. The type of accommodation granted will vary depending on the nature, weight and timing of the work for which accommodation is sought. **Accordingly, the request for alternative arrangements normally must be submitted to the instructor in charge of the course *within two weeks of the distribution of the course outline.*** A student requiring accommodation may submit the request to the instructor directly or through her/his program counsellor. The instructor has a responsibility to provide reasonable alternative arrangements that do not put the student at an academic disadvantage.

Students with Disabilities:

If you are a student who identifies as living with a disability, (e.g. vision impairment, hearing impairment, mental health, learning disabilities, physical etc.), you should be in contact with The Centre for Students with Disabilities to discuss all appropriate academic procedures, and if needed, consult about possible accommodations to succeed in this course. It is your responsibility to **contact me within the first week of class** to discuss your needs, to ensure that appropriate accommodations can be made, and provide me with the appropriate paper work. You will be responsible to take any steps that may be required on your part in order to achieve a reasonable accommodation.

Writing help: Specially trained Peer Helpers and professional staff in Learning and Writing Services can help you achieve your academic goals. Get personalized assistance in appointments or walk-in sessions, or stop by the Learning Commons (1st Floor Library) for free handouts and workshop information. Visit online at www.learningcommons.uoguelph.ca or call ext. 53632