

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Spring 2020
Discipline:	Human Development and Family Studies
Course Number and Title:	HDFS 434 Risk and Resilience Across the Lifespan
Division:	Upper
Faculty Name:	Meg Jay
Semester Credit Hours:	3

Prerequisites: One (1) infant and child development course AND one (1) adolescent/early adult development course; (adolescent/early adult development course may be taken concurrently) OR by permission of instructor

COURSE DESCRIPTION

Whether it is loss of a parent through death or divorce, bullying, alcoholism or substance abuse in the home, mental illness in a parent or sibling, growing up with domestic violence or neglect, having a parent in jail, or emotional, physical or sexual abuse, 75% of us experience some significant adversity by age 20. In this class, the author of *Supernormal* takes students into the secret world of “family heroes,” or those to soar to unexpected heights after childhood adversity. Together, we will get to know everyday superheroes, or those who have made a life out of dodging bullets and leaping over buildings even as they hide in plain sight as doctors, entrepreneurs, teachers, artists, activists, parents and students. Students will learn how early chronic stress places even the strongest among us at risk for physical and mental health problems in adulthood, and they will find out how some individuals fare well. Throughout the course, risk and resilience are viewed as developmental, cumulative variables that come from many sources and that build up over time. Students will be asked to identify supernormals around the globe and to understand their stories in the context of their cultures and in that context of what we have learned.

***Please note that this course contains content relating to trauma and may be triggering for some; feel free to speak with me about this before or during the course.*

LEARNING OBJECTIVES

- To be exposed to the latest research and theory pertaining to adversity and resilience across the lifespan.
- To understand risk and resilience as developmental, cumulative variables.
- To recognize the many sources of resilience in individuals, families and communities.

REQUIRED TEXTBOOKS

AUTHOR: Jay, Meg

TITLE: Supernormal: The Secret World of the Family Hero

PUBLISHER: Hachette Book Group

ISBN: 9781455559138 (paperback) or 9781455559145 (ebook)

DATE/EDITION: 2019, paperback or ebook

TOPICAL OUTLINE OF COURSE

HDFS 434 is held on A days from 11:10-12:30 in Lastinger Union B (Starboard Forward)

Depart Ensenada, Mexico – January 4

A1–January 6: What are the ACEs? What is resilience (and what is it not)?
Reading: SN Supernormal + Bonanno article

A2–January 8: Divorce, trauma and the brain
Reading: SN Origin Story + Noltemeyer article

A3–January 10: Alcoholism, and where secrets come from
Reading: SN Secret + Ungar article

Honolulu, Hawaii, USA – January 12

Reflection & Study Day – January 13 (No Class)

A4–January 14: Bullying, and problem-solving coping
Reading: SN Fight + Bene article

International Date Line Crossing – January 16 (Lost Day)

A5–January 17: Mental Illness in a parent, and emotion-focused coping
Reading: SN Flight + Aldrich article

Study Day – January 19 (No Class)

A6–January 20: Test 1 + Field Class Essay

A7–January 22: Sibling violence, and the development of vigilance
Reading: SN Vigilance + Kukihara article

Kobe, Japan – January 24-28

A8–January 29: Mental Illness in a sibling, and being the strong one

Reading: SN Superhuman + Zhang article

Shanghai, China – January 31 – February 5

A9–February 6: Loss of a parent, and feeling alone
Reading: SN Orphan + Wang article

A10–February 8: Narcissistic parenting, and the false self
Reading: SN Mask + Beard article

Ho Chi Minh City – February 10-15

A11–February 16: Sexual abuse, and feeling different
Reading: SN Alien + Ahmad article

Community Programming – February 17 (No Class)

Port Klang/Kuala Lumpur, Malaysia – February 19-24

A12–February 25: Neglect, coping and substance use
Reading: SN Antihero + Sachs article

A13–February 27: Test 2

Cochin, India – February 29 – March 5

A14–March 6: Having a parent in jail, and starting over in adulthood
Reading: SN Reboot

Community Programming – March 7 (No Class)

A15–March 9: On family problems, and colliding with the past
Reading: SN Kryptonite + Harmon article

Port Louis, Mauritius – March 11

A16–March 12: Sibling sexual abuse, and sharing one's secrets
Reading: SN Secret Society

A17–March 14: Low-functioning parents, and heroic helpers
Reading: SN Cape + Truter article + Chtibi article

A18–March 16: Domestic violence, and becoming a parent
Reading: SN Avenger + Hills article + 2 Malindi articles + 2 Theron articles

Cape Town, South Africa – March 18-23

A19—March 24: ACEs, and the power of love
Reading: SN Redemption + Hunter article

Study Day — March 26 (No Class)

A20—March 27: Test 3

A21—March 29: Self-care and life after adversity
Reading: SN Epilogue Neverending

Tema, Ghana — March 30-31

Takoradi, Ghana — April 1-3

A22—April 5: Final Projects Due + Discussion

A23—April 7: Final Projects Due + Discussion

A24—April 9: Final Projects Due + Discussion

Casablanca, Morocco — April 11-14

Study Day — April 15 (No Class)

A25—April 16: Debrief + Have a great life!

Arrive Amsterdam, The Netherlands — April 20

FIELD WORK

Semester at Sea® field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete independent field assignments that span multiple countries.

Field Class & Assignment

The field class for this course is on **Sunday, 12 January 2020** in Honolulu, Hawaii,

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class. Field Classes constitute at least 20% of the contact hours for each course, and are developed and led by the instructor.

Title: Youth, Land and Community Helping Each Other

Description: Our class will visit Kahumana, an organic, inclusive and productive farm-based community providing services to homeless families, people with disabilities and youth since 1974. Guided by its mission of "building healthy communities by cultivating healthy people," and by its core values of mindfulness, empathy and working together, Kahumana offers transitional housing to those in need, teaches job and life skills training to disadvantaged populations, and provides 2000 meals a day to schools. This experience is designed to highlight how the community collective contributes to resilience rather than seeing resilience as something that resides solely within the individual.

The Field Assignment consists of an essay on Test 1 on January 20th. This essay will integrate the Field Class experience with what we have learned in class so far. This essay is worth 5 points of your final grade.

METHODS OF EVALUATION

Test 1	15 points
Test 2	15 points
Test 3	15 points
Article Presentation + Discussion	15 points
Final Project (see Appendix)	20 points
Field Class Attendance and Essay	20 points

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea® coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea® in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea® classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable

efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

LEARNING ACCOMMODATIONS

Semester at Sea® provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from students' home institutions verifying the accommodations received on their home campuses (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage. More details can be found within the Course Registration Packet, as posted to the [Courses and Field Classes page](#) no later than one month prior to registration.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea® courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

RESERVE BOOKS FOR THE LIBRARY

None

FILM REQUESTS

None

ELECTRONIC COURSE MATERIALS

Ahmad, N., Cheong, S. M., Ibrahim, N., & Rosman, A. (2014). Suicidal ideation among Malaysian adolescents. *Asia Pacific Journal of Public*

Health, 26(5_suppl), 63S-69S. (Malaysia)

- Aldrich, D. P., & Meyer, M. A. (2015). Social capital and community resilience. *American Behavioral Scientist*, 59(2), 254-269. (General)
- Beard, J., Biemba, G., Brooks, M. I., Costello, J., Ommerborn, M., Bresnahan, M., & Simon, J. L. (2010). Children of female sex workers and drug users: a review of vulnerability, resilience and family-centered models of care. *Journal of the International AIDS Society*, 13(2), S6. (Vietnam)
- Béné, C., Al-Hassan, R. M., Amarasinghe, O., Fong, P., Ocran, J., Onumah, E., & Mills, D. J. (2016). Is resilience socially constructed? Empirical evidence from Fiji, Ghana, Sri Lanka, and Vietnam. *Global Environmental Change*, 38, 153-170. (Ghana, Vietnam)
- Bonanno, G. A. (2012). Uses and abuses of the resilience construct: Loss, trauma, and health-related adversities. *Social Science and Medicine*, 74(5), 753. (General)
- Chtibi, H., Ahami, A., Azzaoui, F. Z., Khadmaoui, A., Mammad, K., & Elmassioui, F. (2018). Study of Psychological Resilience among Health Care Professionals, in Ibn Sina Hospital/Rabat/Morocco. *Open Journal of Medical Psychology*, 7(03), 47.
- Harmon, J. (2015). Resistance, resilience and accommodation in slave and post-emancipation societies: the case of AfroKreol protest songs in Mauritius. In *Conference on Comparative Perspectives on Resistance, Resilience and Accommodation in slave and postemancipation societies. La Reduit: University of Mauritius*. (Mauritius)
- Hills, F., Meyer-Weitz, A., & Asante, K. O. (2016). The lived experiences of street children in Durban, South Africa: violence, substance use, and resilience. *International Journal of Qualitative Studies on Health and Well-being*, 11(1), 30302. (South Africa)
- Hunter, A. J. (2001). A cross-cultural comparison of resilience in adolescents. *Journal of Pediatric Nursing*, 16(3), 172-179. (Ghana)
- Kukihara, H., Yamawaki, N., Uchiyama, K., Arai, S., & Horikawa, E. (2014). Trauma, depression, and resilience of earthquake/tsunami/nuclear disaster survivors of Hirono, Fukushima, Japan. *Psychiatry and Clinical Neurosciences*, 68(7), 524-533. (Japan)
- Malindi, M. J. (2014). Exploring the roots of resilience among female street-involved children. *South African Journal of Psychology*, 5(1), 35-45. (South Africa)

- Malindi, M. J., & Theron, L. C. (2010). The hidden resilience of street youth. *South African Journal of Psychology*, 40(3), 318-326. (South Africa)
- Noltemeyer, A. L., & Bush, K. R. (2013). Adversity and resilience: A synthesis of international research. *School Psychology International*, 34(5), 474-487. (General)
- Sachs, E., Rosenfeld, B., Lhewa, D., Rasmussen, A., & Keller, A. (2008). Entering exile: Trauma, mental health, and coping among Tibetan refugees arriving in Dharamsala. *Indian Journal of Traumatic Stress: Official Publication of The International Society for Traumatic Stress Studies*, 21(2), 199-208. (India)
- Theron, L. C. (2012). Resilience research with South African youth: Caveats and ethical Complexities. *South African Journal of Psychology*, 42(3), 333-345. (South Africa)
- Theron, L. C. (2013). Black students' recollections of pathways to resilience: Lessons for school psychologists. *School Psychology International*, 34(5), 527-539. (South Africa)
- Truter, E., Fouché, A., & Theron, L. (2016). The resilience of child protection social workers: Are they at risk and if so, how do they adjust? A systematic meta-synthesis. *British Journal of Social Work*, 47(3), 846-863.
- Ungar, M. (2011). The social ecology of resilience: addressing contextual and cultural ambiguity of a nascent construct. *American Journal of Orthopsychiatry*, 81(1), 1. (General)
- Wang, P., Liu, D. Z., & Zhao, X. (2014). The social ecology of resilience: A comparison of Chinese and Western researches. *Procedia-Social and Behavioral Sciences*, 116, 3259-3265. (China)
- Zhang, W., Li, H., Gong, Y., & Ungar, M. (2013). Stressful events and depression among Chinese adolescents: The mitigating role of protective factors. *School Psychology International*, 34(5), 501-513. (China)

ADDITIONAL RESOURCES

None

APPENDIX: FINAL PROJECT

This is an 8-10 page paper that requires you to identify 1-3 individuals from continents we have visited who would be considered “supernormal.” They could be public figures or private citizens you met. You have two options for how to go about this paper:

Option 1: Choose one individual and map his/her experience of adversity and resilience onto the metastory of the superhero. What was her/his origin story (i.e., what ACEs s/he experienced)? In what ways did s/he survive and thrive (i.e., the use of fight, creative forms of flight, vigilance, a reboot, passing, a secret society, wearing a cape, the power of love)? In essence, you are writing a 10-page version of *Supernormal* in which you take 1 person’s experience and detail his/her heroic trajectory, including how s/he struggled along the way (i.e., feeling like an alien or orphan or antihero). Feel free to discuss the ways that Western superhero story may not do justice to this person’s experience.

Option 2: Compare and contrast 2 or 3 individuals. Identify the ACEs they grew up with, as well as what strategies they used to survive and thrive, and place these in their cultural context. How does where they live contribute to the adversities they have faced and to the ways in which they have (and have not) been able to be resilient? Be sure to include areas for prevention and intervention at the individual, family, community and/or national level, or ways in which better resources might contribute to better outcomes for all.

Any late work is will lose 1 point per day. All work should be typed, 12-point font, double-spaced with 1.5-inch margins.