



LEARNING ABROAD CENTER

UNIVERSITY OF MINNESOTA

# Resilience in Children & Youth: Global Perspectives

## Course Details

**Course Designator & Number: MONT 4312**

**Number of Credits: 3**

**Language of Instruction: English**

**Contact Hours: 45**

**Instructor: Mary Catherine Lombard, M.Ed.**

## Course Description

How do children overcome hazardous experiences to succeed in life? What can be done to protect young people at risk from trauma, war, disasters, and other adversities? This course examines the global literature on resilience in children and youth. We will focus on the origins, methods, findings, controversies, and future of research on how young people overcome adversity, as well as the implications of this body of knowledge for fostering resilience in children and societies.

This course combines a classroom seminar with a 6-module massive open online course (MOOC). Students will participate fully in the MOOC in addition to attending seminar sessions (see schedule below). Students will experience global interaction by participating in a live MOOC online with other participants around the world combined with the face-to-face dialogue in a seminar on campus.

## Course Objectives

Students will gain a deep understanding of the current research on resilience in human development, in addition to knowledge about the origins of this research area. Participants will gain a basic understanding of concepts and methods of research on resilience in children and youth, major findings from the first half-century of science on this topic, and a broad framework

for applications of this growing knowledge to improve the lives of children and youth threatened by hazardous circumstances.

Students will also gain a global awareness of diverse perspectives on resilience from interactions with other MOOC participants online in discussion forums.

## Methodology

This course combines online learning with a seminar discussion in person. The MOOC material includes videos, interviews, readings, active learning assignments, and discussion. Students are required to enroll in the MOOC and earn a certificate. Students will turn in a copy of their certificate as verification of participation in the MOOC portion of the class.

This is a three-credit course. The seminar meets in person weekly for two hours (110 minutes, representing 2 credit hours) and the other credit hour is based on MOOC presentations. Active participation is essential in this class. Class participation in the MOOC and the seminar will influence students' grades.

This course will consider controversial and sensitive issues. Debate and disagreement are a key component of active and critical learning; however, discussions will be held in the spirit of tolerance and mutual respect for differing points of view.

Course content will address these topics, among others:

- the meaning of resilience
- the origins of research on resilience in human development
- case approaches to understanding resilience
- models of risk and resilience
- effects on children of natural and technological disasters, war, and maltreatment
- a general framework for intervention
- enduring controversies
- new horizons in the study of resilience
- roles of families, schools, culture, and communities in promoting child resilience

Course materials will examine multimedia biographies as well as research studies on the effects of common and rare traumatic experiences on child development. Both classic and contemporary studies of risk and resilience in children facing the following kinds of adversities will be included.

- natural disasters (e.g., tsunami, hurricane, earthquake)
- political violence and war (e.g., child soldiers, refugees)

- terror attacks (e.g., 9/11, Beslan school)
- compounded trauma events such as the 2011 earthquake–tsunami–Fukushima meltdown
- child maltreatment
- severe poverty or privation

The course also will highlight new frontiers of research on resilience. These new horizons include the neurobiology of resilience, cultural protective processes, and preventive interventions to promote the capacity for resilience in young people, their communities, and societies.

## Course Prerequisites

This course will use the Coursera platform for the MOOC portion of the class. Support for the MOOC aspects of the class can be found through Coursera. It is very important that you follow these instructions in order to have access to the course for the entire semester and to receive your free certificate at the end.

1. Log into your University of Minnesota account. Go to [umn.edu](http://umn.edu) and sign in to MyU.
2. In the search window, search for Coursera for Minnesota.
3. You will see a search result called "Coursera for Minnesota ...a new benefit for you." Click on this to see a description, plus a button "Go to Coursera for Minnesota". Alternatively, after logging into MyU you can go here: <https://coursera.umn.edu/>
4. Once at Coursera, find the course in the catalog and click "Enroll for free."

MOOC: "Resilience in Children Exposed to Trauma, Disaster and War: Global Perspectives."  
<https://www.coursera.org/learn/resilience-in-children>

Video preview:

<https://www.class-central.com/mooc/1768/coursera-resilience-in-childrenexposed-to-trauma-disaster-and-war-global-perspectives>

## Required Reading / Materials

Masten, A. S. (2014; paperback 2015). *Ordinary Magic: Resilience in Development*. New York: Guilford Press.

## Additional Readings

- Amina Abubakar and Radosveta Dimitrova (2016). Social connectedness, life satisfaction and school engagement: moderating role of ethnic minority status on

resilience processes of Roma youth. *European Journal of Developmental Psychology*, 13:3, 361-376, doi:10.1080/17405629.2016.1161507.

- Forum on Investing in Young Children Globally; Board on Global Health; Board on Children, Youth, and Families; Health and Medicine Division; Division of Behavioral and Social Sciences and Education; National Academies of Sciences, Engineering, and Medicine. *Reaching and Investing in Children at the Margins: Summary of a Joint Workshop by the National Academies of Sciences, Engineering, and Medicine; Open Society Foundations; and the International Step by Step Association (ISSA)*. Washington (DC): National Academies Press (US); 2016 Jun 17. Available from: <https://www.ncbi.nlm.nih.gov/books/NBK373337/> doi: 10.17226/23491.
- Jones, L. (2018). Adversity and resilience: 10 lessons I have learnt from working with children in humanitarian emergencies. *Archives of Disease in Childhood*. doi:10.1136/archdischild-2017-314038.
- Masten, A. S., and Barnes, A. J. (2018). Resilience in children: Developmental perspectives. *Children*, 5, 98. doi:10.3390/children5070098.
- Masten, A. S., Fiat, A. E., Labella, M. H., and Strack, R. A. (2015). Educating homeless and highly mobile students: Implications of research on risk and resilience. *School Psychology Review*, 44, 315-330.
- Masten, A. S. (2018). Schools nurture resilience of children and societies. *Green Schools Catalyst Quarterly*, V(3), 14-19.
- Masten, A. S. (2018). Resilience theory and research on children and families: Past, present, and promise. *Journal of Family Theory and Review*, 10 (1), 12-31.
- Masten, A. S., Motti-Stefanidi, F., and Rahl, H. A. (2019, in press). Developmental risk and resilience in the context of devastation and forced migration. In R. D. Parke and; G. H. Elder, Jr. (Eds.), *Children in changing worlds: Sociocultural and temporal perspectives*. New York: Cambridge University Press.
- McEwen, B. S. (2019). Resilience of the brain and body. In G. Fink (Ed.), *Stress: Physiology, biochemistry and pathology* (pp. 19-33). Cambridge, MA: Academic Press. <https://doi.org/10.1016/B978-0-12-813146-6.00002-3>.
- Mohammadinia, L., et al. (2018). Domains and indicators of resilience children in natural disasters: A systematic literature review. *International Journal of Preventive Medicine*, 9. 10.4103/ijpvm.IJPVM\_1\_18.
- Suárez-Orozco, C., Motti-Stefanidi, F., Marks, A., and Katsiaficas, D. (2018). An integrative risk and resilience model for understanding the adaptation of immigrant origin children and youth. *The American Psychologist*, 73, 781-796.

# Grading

## Grading Rubric

Letter Grade	Score or Percentage	Description
A	93–100	Achievement that is outstanding relative to the level necessary to meet course requirements.
A-	90–92	Achievement that is significantly above the level necessary to meet course requirements.
B+	87–89	
B	83–86	
B-	80–82	Achievement that meets the course requirements in every respect.
C+	77–79	
C	73–76	
C-	70–72	Achievement that is worthy of credit even though it fails to fully meet the course requirements.
D+	67–69	
D	60–66	
F	0–59	Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.

## Summary of How Grades Are Weighted

<b>Assignments</b>	<b>Percentage of Grade</b>
MOOC certificate	25%
Discussion Forums and participation	10%
Seminar discussions and attendance	20%
Assignments (interview, reflection papers)	25%
Short paper or project of choice	20%
Overall grade	100%

# Course Content

## Unit 1

### Orientation to the course

- Introduction to the MOOC
- Assignments:
  - Masten & Barnes 2018
  - MOOC Info: interview a refugee or an asylum seeker

## Unit 2

### Overview on resilience in psychology

- Origins and definitions
- Assignments:
  - Text preface, chapter 1
  - MOOC module 1 and quiz

## Unit 3

### Methods of research on resilience Part I

- Case studies of resilience
- Guest speaker: a local immigrant or an asylum seeker
- Assignments:
  - MOOC module 2 and quiz
  - **MOOC interview assignment due**

## Unit 4

### Methods part 2

- Classic studies of resilience
- Assignments:
  - Text chapters 2, 3

## Unit 5

### Studies of poverty & homelessness

- France's Roma population: a case for resilience in youth
- Assignments:
  - Text chapter 4
  - Amina Abubakar and Radosveta Dimitrova, 2016
  - Masten et al., 2015

## Unit 6

### Resilience in mass trauma

- Natural disasters
- How the French prepare for the worst
- Assignments:
  - MOOC module
  - Text chapter 5
  - Mohammadinia et al., 2018
  - **Reflection #1 due**



## Unit 7

### War, conflict, & terrorism

- Resilience of refugees
- Guest speaker: a local immigrant or an asylum seeker invited to tell his/her story
- Assignments:
  - MOOC module 4: War & terror
  - Jones, 2018: Masten, Motti-Stefanidi, and Rahl, 2019
  - **Reflection #2 due**

## Unit 8

### Bastille Day terrorist attack in Nice: effect on and help for the children

- Ordinary magic and the Shortlist
- Assignments:
  - MOOC modules 5 and 6
  - Text chapter 6
  - Reading: TBA—on Nice attack
  - **MOOC final exam**

## Unit 9

### Advanced topics

- Neurobiology of resilience
- Assignments:
  - Text chapter 7
  - McEwen, 2019
  - **Reflection #3 due**

## Unit 10

### Family resilience

- Assignments:
  - Text chapter 8
  - Masten in JFTR 2018

## Unit 11

### Resilience & schools

- Assignments:
  - Text chapter 9
  - Masten 2018 in GSCQ
  - **Reflection #4 due**

## Unit 12

### Resilience & culture

- Is resilience different in France?
- Assignments:
  - Text chapter 10

## Unit 13

### Resilience in action

- Future directions
- Course wrap up
- Assignments:
  - Text chapters 11-12
  - **Final paper/project due**

# Policies

## Attendance Policy

Students are expected to be on time and attend all classes while abroad. Many instructors assess both attendance and participation when assigning a final course grade. Attendance alone does not guarantee a positive participation grade; the student should be prepared for class and engage in class discussion. See the on-site syllabus for specific class requirements.

## University of Minnesota Policies & Procedures

Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:

### Scholastic Dishonesty

Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.

Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an "F" or "N" for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

### Student Conduct

The University of Minnesota has specific policies concerning student conduct. This information can be found [on the Learning Abroad Center website](#).