

**HDE 133, Section 001, Fall 2023**  
**STRESS, ADVERSITY, & RESILIENCE**  
**Tuesdays and Thursdays 9:00-10:20 am**  
**Chemistry 179**

Office Hours and Contact Information:

| <b>Instructor:</b> | <b>E-mail:</b>       | <b>Office Hours:</b>                     |
|--------------------|----------------------|--|
| Johnna Swartz      | jrswartz@ucdavis.edu | Thursdays 10:30-11:30 am, 1353 Hart Hall |

| <b>TAs:</b>   | <b>E-mail:</b>       | <b>Office Hours:</b>                  |
|---------------|----------------------|---------------------------------------|
| Maddy Frazier | mfrazier@ucdavis.edu | Tuesdays 2:00-3:00 pm, 2420 Hart Hall |
| Amoolya Gali  | agali@ucdavis.edu    | Tuesdays 3:00-4:00 pm, 2420 Hart Hall |

Required Materials:

Textbook: Harrington, R. (2012). *Stress, Health, and Well-Being: Thriving in the 21<sup>st</sup> Century*. CA: Cengage Learning.

\*\*A full PDF copy of the textbook is available for free on the Canvas site, under the “Reading List” tab.\*\*

The Course:

This course will focus on the development of the human stress response and resilience. Some of the topics covered include: How do stress and adversity affect human development? What are the effects of developmental exposure to adversity on physical and mental health? What factors explain why individuals respond differently to the same stressors? What are the biological, psychological, social, and cultural factors that predict resilience to stress and adversity? How can this knowledge be applied towards improving preventions and interventions for individuals experiencing adversity?

Learning Objectives:

After taking this course, you should be able to:

- Define stress and resilience and describe different approaches to measuring stress and resilience in research
- Describe the effects of stress on human development across multiple levels (physiology, brain development, psychological development, physical and mental health) and across the lifespan
- Describe factors at multiple levels (biological, psychological, social, contextual, cultural) that increase vulnerability to stress or promote resilience to stress
- Develop skills in reading, analyzing, and writing about scientific, peer-reviewed research

## Course Expectations and Policies:

- It is very important that you read this syllabus carefully and completely. If anything needs to be clarified, ask questions at the beginning of the quarter. Note due dates and plan on working on papers and assignments in advance.
- This class will cover interesting but at times potentially upsetting or controversial topics so it is expected that everyone will be respectful in their reactions to the material presented as well as to the diversity of views/opinions expressed. Please contact the instructor at any time with questions or concerns.
- Please note that professors and TAs are required to report certain information related to students' health and safety, including if we learn of sexual violence or if we suspect a student or others may be at risk of harm. Please be aware if you report anything personal that falls into one of these categories during one of the assignments or when meeting with us or in an e-mail that we will be required to report this information to the relevant reporting agency. If you are experiencing distress and would like to discuss this with a confidential resource, you can ask the professor or TAs, and we can connect you with confidential resources. The Canvas course site also contains links to student resources.
- I expect students to uphold the UC Davis Code of Academic Conduct as outlined online (<http://sja.ucdavis.edu/cac.html>).
- If you are a student that requires accommodations to assist with your learning, and that have been verified by the campus disability center, please let the instructor know within the first week of class. We will do our best to provide reasonable accommodations to help you have the most optimal learning experience for you.
- Any noted errors in grading, score calculations, and/or grading disputes must be submitted in writing within 48 hours of the grade being released and include reasons for why any grade change is warranted. After that date, no further changes to grades will be considered.
- I will respond to e-mails as promptly as possible. If you have sent me an e-mail, please wait at least 2 full business days for my response before e-mailing again. I only respond to e-mail on business days (Mondays-Fridays) and generally do not check my e-mail after 5 pm, so if you e-mail me after that time, I will not respond to your e-mail until the next business day.
- Most importantly, if you have any questions, concerns, or need for clarification, please let me know at the beginning of the quarter.

## Policy on the use of generative artificial intelligence (AI) in the course

This is a GE writing experience course and one of the major learning objectives for this course is to develop your skills in writing. Given this goal, using generative AI such as ChatGPT is not permitted for any assignments for the course. Any suspected use of generative AI for course assignments will be reported to the Office of Student Support and Judicial Affairs. The way I view generative AI for writing is that it is similar to a calculator. Calculators can be very useful tools but it is first necessary to learn the fundamentals of math by hand in order to understand what a calculator is doing and the underlying logic of math. Similarly, generative AI can be a useful tool, but it is first necessary to learn the fundamentals of professional writing on your own in order to understand the logic and conventions of writing. In this course, you will write papers

on your own in order to develop these fundamental writing skills that you can then build on in your future career.

### Lectures

Lectures will be given in-person and will also be recorded and posted on Canvas. PDF copies of the lecture slides will be available on Canvas before class. In-person attendance at lectures is expected.

### Readings

Each week you will be assigned a reading for the course. The reading will generally be a chapter from your required textbook, but may include additional sources such as a peer-reviewed journal article. All assigned readings are required readings, and class assignments and exams will include questions on these readings. A list of the readings is provided in the course schedule at the end of this syllabus.

### In-class assignments

Most days of class there will be an in-class assignment due during class. These assignments will be different each day, but may include group projects, submitting draft paragraphs for paper assignments, or reflection assignments. There will be a total of 16 in-class assignments throughout the quarter, each worth 5 points.

Please note there are no makeups permitted for missed in-class assignments for any reason. If you are sick, please stay home and do not attend class. If you miss class and cannot complete an in-class assignment, you will receive a 0 on that assignment. A total of 6 of the lowest assignment scores will be dropped from your grade. This means you can miss up to 3 weeks of class due to illness or other reasons without any impact on your grade! If you anticipate being absent more than 3 weeks of class due to a disability, please make sure you have your letter from the SDC sent to Professor Swartz by the first week of class so that we can determine accommodations for a higher number of absences. No accommodations for more absences will be provided without a letter from the UC Davis Student Disability Center (<https://sdc.ucdavis.edu/>).

Based on the drop policy above, the 6 lowest assignments will be dropped from your grade. This will leave a total of 10 in-class assignments, worth 5 points each, for a total of 50 points for in-class assignments.

### Midterm Exam

There will be an in-class open-book/open-note midterm exam on November 7. The exam will be multiple choice and will be worth 30 points. Please note that only paper notes will be allowed during the exam and no laptops, cellphones, or other electronic devices will be permitted during the exam. If you keep notes on your laptop, please make sure to print out your notes so that you have them available on paper for the exam. If you are sick, please do not attend class on that day

and e-mail me to schedule a makeup exam.

### Final exam

There will be a cumulative final exam, which will be a take-home style exam (open-book/open-note) administered online through Canvas. It will be available on the day of the final exam (December 15) from 10:30 am to 12:30 pm. You will have 120 minutes to complete the final exam. Please make sure that you will have reliable access to an internet connection on that day and time. The final exam will be worth a total of 40 points.

### Paper # 1: How does stress affect human development?

The first paper for this course will be due on **October 23 at 11:59 pm** and is worth a total of 25 points. For Paper #1, write a 3-4 page (3 full pages minimum, 4 full pages maximum) double-spaced paper that conducts a literature review with 2 empirical articles addressing how a specific stressor affects a specific aspect of human development at a specific stage of development.

You are also required to submit PDF copies of both of the articles you reference in this assignment. Canvas allows multiple uploads, so this can be done by uploading a copy of your paper and each of the PDF files when submitting the assignment. Please note that PDF copies of the articles submitted after October 23 at 11:59 pm will receive a 0 (even if your paper was submitted on time).

The full description for this assignment and the rubric for this paper will be posted on Canvas. This paper is due October 23 by 11:59 pm, to be submitted online on Canvas. Papers will only be accepted in electronic format submitted through Canvas. We will not accept hard copies of papers. We will use the date of submission on Canvas to determine whether a paper has been submitted late. Please note that all papers will be reviewed for plagiarism by Turnitin.com. Plagiarism will not be tolerated and will result in a score of 0 on the paper and referral to the Office of Student Judicial Affairs. Papers need to receive a Turnitin.com rating of green in order to be graded. You will have the option to resubmit a paper if it does not receive a green rating on the first submission, but you do need to leave yourself enough time to do this. If you submit or re-submit a paper late, it will receive late point deductions as noted below.

Papers submitted late will receive the following point deductions (the submission time on Canvas will be used to determine whether a paper is submitted late):

Papers submitted after October 23, 11:59 pm but before October 24, 11:59 pm: 2 point deduction  
Papers submitted after October 24, 11:59 pm but before October 25, 11:59 pm: 3 point deduction  
Papers submitted after October 25, 11:59 pm but before October 26, 11:59 pm: 4 point deduction  
Papers submitted after October 26, 11:59 pm: No longer accepted for credit

Please note that PDF copies of the articles submitted after October 23 at 11:59 pm will receive a 0 (even if your paper was submitted on time).

If you have extenuating circumstances (such as an illness) that prevent you from turning in your paper on time, please contact Professor Swartz. Decisions about paper extensions will be made on a case-by-case basis and I may ask for medical documentation when making a decision about paper extensions.

Paper #2: What is one thing you thought you knew about stress that you have now changed your perspective on?

Paper #2 will be a 2-3 page double-spaced paper (2 full pages minimum, 3 full pages maximum) and will be due **November 17 by 11:59 pm** on Canvas. In this paper you will address the question: What is one thing you thought you knew about stress that you have now changed your perspective on? In this paper, first describe something you thought you knew about stress. Then discuss how what you have learned in this course has changed your perspective. This paper must include at least one reference to the lecture and one reference to the textbook. You can use first-person when writing this paper. This paper will be worth a total of 15 points.

A full description and a rubric for this paper will be available on Canvas. This paper is due November 17 by 11:59 pm, to be submitted online on Canvas. Papers will only be accepted in electronic format submitted through Canvas. We will not accept hard copies of papers. We will use the date of submission on Canvas to determine whether a paper has been submitted late. Please note that all papers will be reviewed for plagiarism by Turnitin.com. Plagiarism will not be tolerated and will result in a score of 0 on the paper and referral to the Office of Student Judicial Affairs. Papers need to receive a Turnitin.com rating of green in order to be graded. You will have the option to resubmit a paper if it does not receive a green rating on the first submission, but you do need to leave yourself enough time to do this. If you submit or re-submit a paper late, it will receive late point deductions as noted below.

Papers submitted late will receive the following point deductions (the submission time on Canvas will be used to determine whether a paper is submitted late):

Papers submitted after Nov 17, 11:59 pm but before Nov 18, 11:59 pm: 2 point deduction  
Papers submitted after Nov 18, 11:59 pm but before Nov 19, 11:59 pm: 3 point deduction  
Papers submitted after Nov 19, 11:59 pm but before Nov 20, 11:59 pm: 4 point deduction  
Papers submitted after Nov 20, 11:59 pm: No longer accepted for credit

If you have extenuating circumstances (such as a health problem) that prevent you from turning in your paper on time, please contact Professor Swartz. Decisions about paper extensions will be made on a case-by-case basis and I may ask for medical documentation when making a decision about paper extensions.

Paper #3: A literature review of resilience

Paper #3 will be a 5-6 page double-spaced paper (5 full pages minimum, 6 full pages maximum) and will be due **December 7 by 11:59 pm** on Canvas. In this paper you will review research examining factors associated with resilience and will discuss how this research could be applied towards interventions to promote resilience. This paper will be worth a total of 40 points.

You are also required to submit PDF copies of all of the articles you reference in this assignment. Canvas allows multiple uploads, so this can be done by uploading a copy of your paper and each of the PDF files when submitting the assignment. Please note that PDF copies of the articles submitted after December 7 at 11:59 pm will receive a 0 (even if your paper was submitted on time).

A full description and a rubric for this paper will be available on Canvas. This paper is due December 7 by 11:59 pm, to be submitted online on Canvas. Papers will only be accepted in electronic format submitted through Canvas. We will not accept hard copies of papers. We will use the date of submission on Canvas to determine whether a paper has been submitted late. Please note that all papers will be reviewed for plagiarism by Turnitin.com. Plagiarism will not be tolerated and will result in a score of 0 on the paper and referral to the Office of Student Judicial Affairs. Papers need to receive a Turnitin.com rating of green in order to be graded. You will have the option to resubmit a paper if it does not receive a green rating on the first submission, but you do need to leave yourself enough time to do this. If you submit or re-submit a paper late, it will receive late point deductions as noted below.

Papers submitted late will receive the following point deductions (the submission time on Canvas will be used to determine whether a paper is submitted late):

Papers submitted after Dec 7, 11:59 pm but before Dec 8, 11:59 pm: 3 point deduction  
Papers submitted after Dec 8, 11:59 pm but before Dec 9, 11:59 pm: 5 point deduction  
Papers submitted after Dec 9, 11:59 pm but before Dec 10, 11:59 pm: 7 point deduction  
Papers submitted after Dec 10, 11:59 pm: No longer accepted for credit

If you have extenuating circumstances (such as a health problem) that prevent you from turning in your paper on time, please contact Professor Swartz. Decisions about paper extensions will be made on a case-by-case basis and I may ask for medical documentation when making a decision about paper extensions.

### Grading

The following is a breakdown of the points for each assignment and determination of the final grade:

|                       |            |
|-----------------------|------------|
| In-class assignments  | 50 points  |
| Midterm exam          | 30 points  |
| Final exam            | 40 points  |
| Paper #1              | 25 points  |
| Paper #2              | 15 points  |
| Paper #3              | 40 points  |
| Total possible points | 200 points |

The following grading scale will be used to determine letter grades:

|                 |                 |                 |                 |           |
|-----------------|-----------------|-----------------|-----------------|-----------|
| 97-100% = A+    | 87-89.999% = B+ | 77-79.999% = C+ | 67-69.999% = D+ | < 60% = F |
| 93-96.999% = A  | 83-86.999% = B  | 73-76.999% = C  | 63-66.999% = D  |           |
| 90-92.999% = A- | 80-82.999% = B- | 70-72.999% = C- | 60-62.999% = D- |           |

### Lecture, Reading, and Assignment Schedule

**Note: Paper deadlines are highlighted in yellow; exam dates are highlighted in blue.**

| <u>Date</u>                       | <u>Topics</u>  | <u>Reading</u>        |
|-----------------------------------|--|-----------------------|
| <b>Week 1-Sep 28</b>              | Course introduction and expectations   | This syllabus         |
| <b>Week 2-Oct 3 and 5</b>         | Defining and measuring stress<br>Can stress be good for you?<br>Biological pathways of stress, part 1                            | Harrington Chapter 1  |
| <b>Week 3-Oct 10 and 12</b>       | Biological pathways of stress, part 2<br>Effects of prenatal stress  | Harrington Chapter 3  |
| <b>Week 4-Oct 17 and 19</b>       | Effects of stress in infancy and early childhood<br>Effects of stress in adolescence   | Jost et al.<br>(2023) |
| <b>Paper #1 is due October 23</b> |  |                       |
| <b>Week 5-Oct 24 and 26</b>       | Effects of stress in adulthood and aging<br>Chronic adversity and human development  | Sapolsky (2005)       |
| <b>Week 6-Oct 31 and Nov 2</b>    | Trauma<br>Biological and psychological risk factors  | Harrington Chapter 6  |
| <b>Week 7-Nov 7 and 9</b>         | <b>Nov 7 – In class open-book/open note midterm exam</b><br>Defining resilience<br>Individual factors associated with resilience | Harrington Chapters 2 |
| <b>Week 8-Nov 14 and 16</b>       | Social, family, and contextual factors associated with resilience<br>Interventions to promote resilience                         | Masten Chapter 10     |

**Paper #2 is due November 17**

**Week 9-Nov 21** Writing tips for final paper assignment

**No class on November 23—enjoy Thanksgiving break!**

**Week 10-Nov 28 and 30** Interventions: Cognitive and Psychological  
Nature and resilience  
Optional reading: Harrington Chapter 10  
Harrington Chapter 15

**Week 11-Dec 5 and 7** Interventions: Lifestyle  
Interventions: Family, school, policy  
Hawkins et al. (2005)  
*Archives of Pediatric Adolescent Medicine*

**Paper #3 is due December 7**

**Final exam is December 15 at 10:30 am**