



AFFILIATED WITH THE UNIVERSITY OF WATERLOO

**Renison University College**  
Affiliated with the University of Waterloo  
40 Westmount Road North  
Waterloo, ON Canada N2L 3G4  
Phone: 519-884-4404 | [uwaterloo.ca/renison](http://uwaterloo.ca/renison)

## Renison University College Land Acknowledgement

With gratitude, we acknowledge that Renison University College is located on the traditional territory of the Anishinaabeg, Hodinohsyó:ni, and Attawandaran (Neutral) Peoples, which is situated on the Haldimand Tract, the land granted to the Six Nations that includes ten kilometres on each side of the Grand River from mouth to source. Our active work toward reconciliation takes place in all corners of our campus through research, learning, teaching, community building and outreach. We are guided by the work of our Reconciliation and Restoring Steering Committee and Anti-Racism and Decolonization Spokesouncil, as well as the [University of Waterloo's Office of Indigenous Relations](#).

## Fall 2023

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**Course Code: SDS 355R**

**Course Title: Resilience and Social Support**

***Class Times/Location: (building, room number): Tuesdays, 2:30 p.m. to 5:20 p.m., REN 3106B***

**Instructor: Dr. Arshi Shaikh-Grande**

***Office: 1601, Department of Social Development Studies, Renison University College***

***Office Phone: 519-884-4401. Ext. 28688***

***Office Hours: Tuesdays, 11:00 a.m. to Noon***

***Email: [arshi.shaikh@uwaterloo.ca](mailto:arshi.shaikh@uwaterloo.ca)***

## Course Description

This course explores resilience from Eurocentric, Indigenous and Eastern perspectives. Students will learn about interconnectedness of individual, familial, community, and collective resilience. Students will examine and apply these varied concepts of resilience through weekly readings and discussions, and three written assignments involving media stories, art and literature, and their personal life within the larger familial, social, cultural and political context.

**Course Objectives and Learning Outcomes - (Upon completion of this course, students should be able to)**

- A. Understand the concept of resilience from different perspectives
- B. Examine the concept of resilience within larger familial, social, cultural and political context
- C. Engage in critical discourse about meaning and manifestation of resilience at individual, familial, community and collective levels
- D. Apply the above knowledge by examining resilience and articulating its relevance in media stories, art and literature, and personal life/story.

**Required Text**

- There is no textbook for this course.

**Readings Available on LEARN**

**Week 1 (Sept 12)**

No reading

Introduction to course syllabus

**Week 2 (Sept 19)**

International Journal of Arts and Sciences

Deconstructing Resilience: Myriad Conceptualizations and Interpretations

Shaikh, A., & Kauppi, C.

Resilience and recovery

Resilience and recovery: Findings from the Kauai Longitudinal Study

Emmy Werner

### **Week 3 (Sept 26)**

Canadian Journal of Psychiatry

Rethinking Resilience from Indigenous Perspectives

Kirmayer, I.J., Dandeneau, S., Marshall, E., Phillips, M.K., Williamson, K.J.,  
Rural Sociology

Unsettling Resilience: Colonial Ecological Violence, Indigenous Futurisms, and the  
Restoration of the Elwha River

K. Whitney Mauer

### **Week 4 (Oct 3)**

Canadian Journal of Community Mental Health

Distinguishing differences in pathways to resilience among Canadian youth

Ungar, M., Brown, M., Liebenberg, L., Cheung, M., & Levine, K.  
Health Psychology Review

Resilience: A new integrative approach to health and mental health research

Zautra, A. J., Hall, J. S., & Murray, K. E.

### **Week 5 (Oct 17)**

Journal of College Counseling

Self-Compassion, Trait Resilience, and Trauma Exposure in Undergraduate Students

Karen Shebuski, Jhodi-Ann Bowie, and Jeffrey S. Ashby

RACE ETHNICITY AND EDUCATION

Trauma and resilience in the lives and education of Hmong American students: forging  
pedagogies of remembrance with critical refugee discourse

Rican Vue

## **Week 6 (Oct 24)**

### Challenges

Global Mapping of Indigenous Resilience Facing the Challenge of the COVID-19 Pandemic

Diosey Ramon Lugo-Morin

### Transcultural Psychiatry

Looking across three generations of Alaska Natives to explore how culture fosters indigenous resilience

Lisa Wexler

## **Week 7 (Oct 31)**

### Family Relations

Family Resilience amid Stigma and Discrimination: A Conceptual Model for Families Headed by Same-Sex Parents

Sarah Prendergast and David MacPhee

### Clinical child and family psychology review

Enhancing Family Resilience Through Family Narrative Co-construction (military families)

William R. Saltzman, Robert S. Pynoos, Patricia Lester, Christopher M. Layne, and William R. Beardslee

## **Week 8 (Nov 7)**

### Journal of Humanistic Psychology

Centering at the Margins: Critical Community Resilience Praxis

Devin G. Atallah, Gonzalo Bacigalupe and Paula Repetto

### Natural hazards and Earth systems sciences

Conceptualizing community resilience to natural hazards -the emBRACE framework  
Kruz et al.

### **Week 9 (Nov 14)**

Behavioral Medicine

Redefining Resilience and Reframing Resistance: Empowerment Programming with Black

Girls to Address Societal Inequities

Sara Goodkind, Britney G. Brinkman & Kathi Elliott

PEACE & CHANGE

Constructive Resilience: The Baha' 'i' Response to Oppression

Michael Karlberg

### **Week 10 (Nov 21)**

EDUCATIONAL GERONTOLOGY

The expressive arts and resilience in aging

Robin A. Majeskia and Merrily Stoverb

Journal of Intercultural Studies

Dance and Martial Arts in Timor Leste: The Performance of Resilience in a Post-Conflict Environment

Jacqueline Siapno

### **Week 11 (Nov 28)**

Clinical Psychology and Psychotherapy

Strengths-based Cognitive-Behavioural Therapy: A four-step model to build resilience

Christine A. Padesky and Kathleen A. Mooney

Community Resilience Assessment and Intervention

Community Resilience Interventions: Participatory, Assessment-Based, Action- Oriented Processes

Betty Pfefferbaum, Rose L. Pfefferbaum, and Richard L. Van Horn

Journal Community Psychology

The development of a family resilience-strengthening programme for families in a South

African rural community  
Serena Ann Isaacs Nicolette V. Roman Shazly Savahl

**Week 12 (Dec 5)**

CONTEMPORARY BUDDHISM  
RESILIENCE, AGENCY, AND EVERYDAY LOJONG IN THE TIBETAN DIASPORA  
Sara E. Lewis

Indian Journal of Psychiatry  
Building resilience in the COVID 19 era: Three paths in the Bhagavad Gita  
Matcheri S. Keshavan

**Course Requirements and Assessment**

**All readings are mandatory during the weeks 2 to 12, and students must complete them prior to coming to class.**

<b>Assessments</b>	<b>Date of Evaluation (if known)</b>	<b>Weighting</b>
Group Paper 1: Resilience and Media Story	October 10, 2023	25%
Paper 2	November 7, 2023	25%
Paper 3	December 5, 2023	30%
Discussion Participation Self-Evaluation	December 5, 2023	20%
<b>Total</b>		<b>100%</b>

### ***Group Paper 1***

**Paper 1 is about resilience and media story (e.g., newspaper, tv reports, social media like twitter).** Students will work in a group of 4-5 members.

Groups will be created randomly on LEARN.

Each group will find and analyze a media story about resilience in the face of major adversity or crisis. This media story can be about individual, family, community or collective resilience. Each group will prepare a paper in which they will include the following.

- A brief description of the story
- A rationale for the selection of this story
- Identify resilience and adversity(ies) within the story
- Identify the larger social, cultural and/or political context within which resilience is manifested
- Their own learnings/reflections about resilience based on media story.

The group paper should be written in Times New Roman font, 12 points, double-spaced with a page limit of 2 pages. (Instructor will not mark additional pages).

Include the name of group members who contributed to this paper.

Every member in the group will receive the same grade. Those group members who do not participate and contribute to this paper will receive a grade of 0.

**Due Date: October 10, 2023. Please submit your group paper in PDF or WORD Format in a dropbox on LEARN.**

### ***Paper 2***

**Paper 2 is about resilience and art/literature/movie.** This is an individual assignment to be completed independently.

Each student will find or identify a particular work of art (e.g., photograph, painting) or a character in literature (e.g., real or fictional work of writing) or a character in a movie that manifests resilience, strength and power in the face of adversity(ies).

In the paper, students will include the following.

- A brief description of the work of art/a character in literature or movie
- Rationale for the selection this work of art or character
- Elements of resilience in the face of adversities and other relevant contextual details
- Lessons learned and reflections about resilience based on this artwork/character

The paper should be written in Times New Roman font, 12 points, double- spaced with a page limit of 2 pages. (Instructor will not mark additional pages).

**Due Date: November 7, 2023. Please submit your paper in a PDF or Word Format in a dropbox on LEARN.**

### ***Paper 3***

Paper 3 is about personal story of resilience. This is an individual assignment to be completed independently.

Students will identify a lived experience/demonstration of resilience, strength and power in the face of adversity(ies) and write a paper including the following.

- Describe personal concept or meaning of resilience
- Describe adversity faced in life
- Identify personal strengths and resilience in the face of adversity
- Identify protective and risk factors within the environment
- Analyze how personal resilience was impacted by these protective and risk factors
- Lessons learned and reflections about demonstration of personal resilience.

The paper should be written in Times New Roman font, 12 points, double- spaced with a page limit of 5 pages. (Instructor will not mark additional pages).

**Due Date: December 5, 2023. Please submit your paper in PDF or Word Format in a dropbox on LEARN.**

### ***Assignment 4 Weekly Discussion Participation Self-Evaluation Form***

Students are required to complete readings and participate in weekly discussions during Weeks 2 to 12 in classroom. At the end of the term, students will complete **Weekly Discussion**



**Participation Self-Evaluation Form (Weeks 2-11** and submit the Form in a dropbox on LEARN it by the **due date of December 5, 2023.**

**Course Outline**

<b>Week</b>	<b>Date</b>	<b>Topic</b>	<b>Readings Due</b>
1	Sept 12	Introduction and course syllabus overview	No readings
2	Sept 19	Resilience: Eurocentric Perspective	1. International Journal of Arts and Sciences Deconstructing Resilience: Myriad Conceptualizations and Interpretations  Shaikh, A., & Kauppi, C. 2. Resilience and recovery Resilience and recovery: Findings from the Kauai Longitudinal Study Emmy Werner
3	Sept 26	Resilience: Indigenous Perspective	1. Canadian Journal of Psychiatry Rethinking Resilience from Indigenous Perspectives Kirmayer, I.J., Dandeneau, S., Marshall, E., Phillips, M.K., Williamson, K.J.,  2. Rural Sociology Unsettling Resilience: Colonial Ecological Violence, Indigenous Futurisms, and the Restoration of the Elwha River K. Whitney Mauer
4	Oct 3	Resilience and Mental Health	1. Canadian Journal of Community Mental Health Distinguishing differences in pathways to resilience among Canadian youth Ungar, M., Brown, M.,

Week	Date	Topic	Readings Due
			<p>Liebenberg, L., Cheung, M., &amp; Levine, K.</p> <p>2. Health Psychology Review Resilience: A new integrative approach to health and mental health research Zautra, A. J., Hall, J. S., &amp; Murray, K. E.</p>
	<b>Oct 7 – 15</b>	<b>Reading Week</b>	
	<b>Oct 9</b>	<b>Thanksgiving</b>	
5	Oct 17	<p><b>Resilience, Trauma and Oppression</b></p> <p><b>Group Paper 1 is Due</b></p>	<p>1. Journal of College Counseling Self-Compassion, Trait Resilience, and Trauma Exposure in Undergraduate Students Karen Shebuski, Jhodi-Ann Bowie, and Jeffrey S. Ashby</p> <p>2. RACE ETHNICITY AND EDUCATION Trauma and resilience in the lives and education of Hmong American students: forging pedagogies of remembrance with critical refugee discourse Rican Vue</p>
6	Oct 24	<p><b>Resilience among Indigenous peoples</b></p>	<p>1. Challenges Global Mapping of Indigenous Resilience Facing the Challenge of the COVID-19 Pandemic Diosey Ramon Lugo-Morin</p> <p>2. Transcultural Psychiatry Looking across three generations of Alaska Natives to explore how culture fosters indigenous resilience Lisa Wexler</p>
7	Oct 31	<b>Family Resilience</b>	<p>Family Relations Family Resilience Amid Stigma and</p>

Week	Date	Topic	Readings Due
			<p>Discrimination: A Conceptual Model for Families Headed by Same-Sex Parents Sarah Prendergast and David MacPhee</p> <p>2. Clinical child and family psychology review Enhancing Family Resilience Through Family Narrative Coconstruction (military families) William R. Saltzman, Robert S. Pynoos, Patricia Lester, Christopher M. Layne and William R. Beardslee</p>
8	Nov 7	<b>Community Resilience</b>	<p>1. Journal of Humanistic Psychology Centering at the Margins: Critical Community Resilience Praxis Devin G. Atallah, Gonzalo Bacigalupe and Paula Repetto</p> <p>2. Natural hazards and Earth systems sciences Conceptualizing community resilience to natural hazards –the emBRACE framework Kruz et al.</p>
9	Nov 14	<b>Resilience and Collective/Constructive Resistance</b>  <b>Paper 2 is Due</b>	<p>1. Behavioral Medicine Redefining Resilience and Reframing Resistance: Empowerment Programming with Black Girls to Address Societal Inequities Sara Goodkind, Britney G. Brinkman &amp; Kathi Elliott</p> <p>2. PEACE &amp; CHANGE Constructive Resilience: The Baha'í Response to Oppression</p>

Week	Date	Topic	Readings Due
			Michael Karlberg Week 9 readings
10	Nov 21	<b>Arts &amp; Social Activism</b>	<p>1. EDUCATIONAL GERONTOLOGY The expressive arts and resilience in aging Robin A. Majeskia and Merrily Stoverb</p> <p>2. Journal of Intercultural Studies Dance and Martial Arts in Timor Leste: The Performance of Resilience in a Post-Conflict Environment Jacqueline Siapno</p>
11	Nov 28	<b>Resilience: Interventions, Programs</b>	<p>1. Clinical Psychology and Psychotherapy Strengths-based Cognitive Behavioural Therapy: A four-step model to build resilience Christine A. Padesky and Kathleen A. Mooney</p> <p>2. Community Resilience Assessment and Intervention Community Resilience Interventions: Participatory, Assessment-Based, Action-Oriented Processes Betty Pfefferbaum, Rose L. Pfefferbaum, and Richard L. Van Horn</p> <p>3. Journal Community Psychology The development of a family resilience-strengthening programme for families in a South African rural community</p>

Week	Date	Topic	Readings Due
			Serena Ann Isaacs Nicolette V. Roman Shazly Savahl
12	Dec 5	<b>Resilience: Eastern Perspective</b>  <b>Paper 3 is due.</b>  <b>Discussion Participation Self-Evaluation Form is due.</b>	1. CONTEMPORARY BUDDHISM RESILIENCE, AGENCY, AND EVERYDAY LOJONG IN THE TIBETAN DIASPORA Sara E. Lewis  2. Indian Journal of Psychiatry Building resilience in the COVID 19 era: Three paths in the Bhagavad Gita Matcheri S. Keshava

### **Late or Incomplete Work**

Students should make every effort to submit their assignments on time. Late work will be deducted cumulatively at 10% each day that the assignment is late, including weekends. If a student anticipates a conflict with an assignment deadline or has concerns about completing the assignment, the student should contact the instructor as soon as possible once the realization is made.

### **Coursework Submission Policy**

Students must submit all the coursework by due date in an appropriate Dropbox on LEARN.

### **Policy on Plagiarism**

“Policy 71’s glossary defines plagiarism, in part, as “presenting, whether intentionally or not, the ideas, expression of ideas or work of others (whether attributed or anonymous) as one’s own in any work submitted whether or not for grading purposes”.

The Vice-President Academic and Dean has the authority to assess instances of plagiarism and the resultant penalties that are raised by an instructor. An instructor can propose a grade penalty to the Vice-President Academic and Dean, who will decide whether to accept the penalty or initiate a formal inquiry.”

For additional information on how plagiarism is dealt with at Renison, review the policy from where the above text is copied: [Policy 71 - Student Discipline](#).

Students should also be aware that copyright laws in Canada prohibit reproducing more than 10% of any work without permission from its author, publisher, or other copyright holder. See Waterloo's policy on [Fair Dealing](#). Violation of Canada's Copyright Act is a punishable academic offence under [Policy 71 – Student Discipline](#).

### **Electronic Device Policy**

Students who choose to use electronic devices to support their learning may do so provided that the individuals in the class are not disturbed or prohibited from their own learning. Electronic devices should be used for the purposes of supplementing the learning experience and focus on topics being discussed in class. Phones should be kept on silent during the class.

### **Attendance Policy**

Student should make every effort to attend each class as scheduled. If a student is aware of an upcoming absence, the student should inform the instructor, and the TA if applicable, as soon as possible after the realization.

### **Communication Policy**

Email, using the uWaterloo provided email address, is the approved method of communication for Renison. The Office 365 email that you use to login using your WatIAM login and password is secure and confidential. Take caution when forwarding your WatIAM email to an external email service as confidential information forwarded to a third-party provider could be a data security breach and violation of FIPPA (Freedom of Information and Protection of Privacy Act) under which all students, staff, and faculty are bound by law.

### **Final Examination Policy**

For **Fall 2023**, the established examination period is **December 8 - 21**. The schedule will be available early October. Students should be aware that student travel plans are not acceptable grounds for granting an alternative final examination time. See the [Final Examination Schedule](#).

## **Accommodation for Illness or Unforeseen Circumstances**

The instructor follows the practices of the University of Waterloo in accommodating students who have documented reasons for missing quizzes or exams. See [Accommodation due to illness](#).

## **Accommodation Due to Religious Observances**

The University acknowledges that, due to the pluralistic nature of the University community, some students may seek accommodations on religious grounds. Accordingly, students must consult with their instructor(s) within two weeks of the announcement of the due date for which accommodation is being sought. Failure to provide a timely request will decrease the likelihood of providing an accommodation. [See Request for accommodation on religious grounds](#).

## **Academic Integrity, Grievance, Discipline, Appeals and Note for Students with Disabilities**

**Academic Integrity:** To maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect, and responsibility. See the [UWaterloo Academic Integrity](#) and the [Arts Academic Integrity](#) websites for more information.

Renison University College is committed to the view that when a problem or disagreement arises between a faculty member and a student every effort should be made to resolve the problem through mutual and respectful negotiation. Most issues are resolved by a student/faculty meeting to discuss differences of opinion. It is only after this stage, when a common understanding or agreement is not obtained that further actions listed below could be taken.

**Discipline:** Every student is expected to know what constitutes academic integrity, to avoid committing academic offences, and to take responsibility for their own actions. [Check the [Office of Academic Integrity](#) website for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about “rules” for group work/collaboration, should seek guidance from the course professor or academic advisor. When misconduct has been found to have occurred, disciplinary penalties are imposed under the University of Waterloo [Policy 71 – Student Discipline](#). For information on categories of offences and types of penalties, students should refer to [Policy 71 - Student Discipline](#). For typical penalties check the [Guidelines for the Assessment of Penalties](#).

**Grievance:** A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read [Policy 70, Student Petitions and Grievances, Section 4](#). When in doubt, please be certain to contact the Department's administrative assistant, or Academic Advisor, who will provide further assistance.

**Appeals:** A decision made or penalty imposed under [Policy 70, Student Petitions and Grievances](#) (other than a petition) or [Policy 71, Student Discipline](#) may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to [Policy 72, Student Appeals](#).

**Academic Integrity Office (UWaterloo):** The website can be found at [uwaterloo.ca/academic-integrity/](http://uwaterloo.ca/academic-integrity/)

### **Accommodation for Students with Disabilities**

[AccessAbility Services](#) is located in Needles Hall, Room 1401, and collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

Students are encouraged to register with AccessAbility Services (AAS) at the start of each term if they require accommodations due to a disability. However, some students not connected to AAS may require accommodations later in the term. In that case, you should immediately consult with your instructor and/or your Academic Advisor.

### **Intellectual Property**

Students should be aware that this course contains the intellectual property of the instructor, which can include:

- lecture handouts and presentations (e.g., PowerPoint slides)
- lecture content, both spoken and written (and any audio or video recording thereof)
- questions from various types of assessments (e.g., assignments, quizzes, tests, final exams)
- work protected by copyright (i.e., any work authored by the instructor)



Making available the intellectual property of instructors without their express written consent (e.g., uploading lecture notes or assignments to an online repository) is considered theft of intellectual property and subject to disciplinary sanctions as described in [Policy 71 – Student Discipline](#). Students who become aware of the availability of what may be their instructor’s intellectual property in online repositories are encouraged to alert the instructor.

## **Mental Health Support**

All of us need a support system. The faculty and staff in Arts encourage students to seek out mental health supports if they are needed.

### **On Campus**

- [Counselling Services](#): counselling.services@uwaterloo.ca / 519-888-4096
- [MATES](#): one-to-one peer support program offered by the Waterloo Undergraduate Student Association (WUSA) and Counselling Services
- [Health Services](#) – Student Medical Clinic: located across the creek from Student Life Centre

### **Off Campus, 24/7**

- [Good2Talk](#): Free confidential help line for post-secondary students. Phone: 1-866-925-5454
- [Empower Me](#): Confidential, multilingual, culturally sensitive, faith inclusive mental health and wellness service.
- Grand River Hospital: Emergency care for mental health crisis. Phone: 844-437-3247
- [Here 24/7](#): Mental Health and Crisis Service Team. Phone: 1-844-437-3247
- [OK2BME](#): set of support services for lesbian, gay, bisexual, transgender, or questioning teens in Waterloo. Email: [ok2bme@kwcounselling.com](mailto:ok2bme@kwcounselling.com) Phone: 519-884-0000

Full details can be found online at the [Faculty of ARTS](#) website.

Download [UWaterloo and regional mental health resources \(PDF\)](#)

Download the [WatSafe](#) app to your phone to quickly access mental health support information.

## **A Respectful Living and Learning Environment for All**

Everyone living, learning, and working at Renison University College is expected to contribute to creating a respectful environment free from harassment and discrimination.

Harassment is unwanted attention in the form of disrespectful comments, unwanted text messages or images, degrading jokes, rude gestures, unwanted touching, or other behaviours meant to intimidate.

According to the Ontario Human Rights Code, discrimination means unequal or different treatment causing harm, whether intentional or not, because of race, disability, citizenship, ethnic origin, colour, age, creed, marital status, sex, sexual orientation, gender identity, and gender expression, or other personal characteristic.

If you feel that you are experiencing the above from any member of the Renison community (students, staff, or faculty), you may contact Melissa Knox, Renison's external anti-harassment and anti-discrimination officer, by email ([mnknox@uwaterloo.ca](mailto:mnknox@uwaterloo.ca)) or by phone or text (226-753-5669). Melissa is an employment and human rights lawyer and part-time Assistant Crown Attorney for the Ontario Ministry of the Attorney General. Melissa is experienced in case management, discipline and complaints processes, and works with organizations across Canada to foster safe, respectful, and inclusive work and learning environments through policy development, educational workshops, conflict mediation and dispute resolution, and organizational culture audits.

For additional information see Renison's [Harassment, Discrimination, and Abuse](#) policy.