EDHD 711: Peer-Culture and Group Processes in Human Development
(3 CREDITS)

Kenneth H. Rubin

Center for Children, Relationships, and Culture
1108 Benjamin Building
301-405-0458 or **301-467-7520**
krubin@umd.edu

Office hours:
Wednesday: 10:00 AM-Noon or by appointment.

Class Meetings:

Wednesday: 2:00-4:45 PM.

Course Content:
In this course, we will discuss issues and topics relevant to the study of children's peer interactions, relationships, and groups. Several themes will run through the course material: (1) the interdependencies of *individual characteristics* (e.g., gender; age; personality), *social behaviors* (e.g., aggression; exclusion; victimization; prosocial behavior; social competence), *social relationships* (e.g., friendships; peer acceptance and rejection; perceived popularity), and *social groups* (e.g., peer networks); (2) the relations between *familial* factors (e.g. attachment; parenting beliefs and behaviors) and *extra-familial* peer interactions and relationships; (3) proximal and distal causes and consequences of normal and abnormal peer relationships (e.g., the developmental "costs" of peer rejection, exclusion, and victimization); and (4) cross-cultural universals and differences related to "all of the above".

The typical child and adolescent spends significant periods of time, each day, in the company of peers. With increasing age, these periods of time with peers lengthen and extend beyond formal settings such as school and adult-led extracurricular activities. Significantly, it is within these various peer contexts that children and adolescents acquire a wide range of skills, attitudes, and experiences that influence their adaptation across the lifespan. Accordingly, peers are viewed as powerful socialization "agents," contributing well beyond the collective influences of family, school, and neighborhood, to child and adolescent social, emotional, and cognitive well-being and adjustment. Given these empirically supported realities, it is rather surprising that until 2009 and the publication of the *Handbook of Peer Interactions, Relationships, and Groups*, there had not been published a collection of reviews within which the history of research and theory, and descriptions of contemporary research and methods pertaining to child and adolescent peer interactions, relationships, and groups are considered within a single book-binding. This first edition of the *Handbook of Peer Interactions, Relationships, and Groups* has now been updated and the second edition (2018) now covers additional chapters pertaining to genetic and biological factors that influence peer interactions, relationships, and groups. In addition, new chapters are focused on methodology, neuroscience, context (neighborhood effects), culture, "translation" (e.g., interventions for anxiously withdrawn and aggressive youth), and policy.

The chapters that make up the *Handbook of Peer Interactions, Relationships, and Groups* can be viewed as both historical accounts and as state-of-the-art descriptions. The chapters represent

historical accounts as they describe the remarkable progress of research on peer interactions, relationships, and groups during the past six decades. They also provide a detailed description of what we know at this moment about the features, processes and effects of children's and adolescents' experiences with their peers.

Why Peer Relations?
There are at least five compelling reasons to be interested in peer relations. One is that peer relations are a basic part of our shared human nature. We are social beings. Nearly all of us live, work, and function in social groups. Experiences in friendships and in groups can begin as early as the first year of life when children are placed in infant care contexts for a few hours each day. Experiences with peers are an enduring and meaningful part of human experience across the life span. They are implicated in processes that exist at multiple levels of complexity, from the molecule to the nation state. These processes include affective, cognitive, psychophysiological, and behavioral aspects of functioning at the level of the individual as well as the internal dynamics of dyadic and group contexts. They are also known to vary across broader contexts such as schools, neighborhoods or cultures. To understand and appreciate human nature one needs to understand and appreciate peer relations.

A second reason for studying peers is that these experiences are necessary components of development. The features of interactions with peers are distinct from experiences with adults. In contrast to experiences with parents, peer relations are more likely to be based on equality. Whereas parent-child relations tend to have a vertical power structure, relations with peers are more likely to be "horizontal." This shared power and status are necessary ingredients of basic developmental processes, such as co-construction, that are needed for healthy cognitive and social development. Without peer relations, healthy human development would be, at the least, very unlikely, if not impossible. Peer relations are not an ephemeral luxury; they are a necessity. To understand development, one needs to understand peer relations.

A third reason follows from the second. Peer relations in childhood are powerful predictors of adjustment and maladjustment in adulthood. Experiences with peers are known to be antecedents of subsequent mental health and well-being. The association between childhood and adolescent peer relations has been observed with behavioral measures, such as aggression, victimization, and withdrawal; with affective measures such as the degree to which a child is liked and disliked by peers; and with dyadic and group measures, such as whether a child has a friend or whether a child has a central or a peripheral position in the peer group. If one wants to identify and understand the origins of healthy and problematic functioning in adulthood, one has to look to peer relations in childhood.

A fourth reason for studying peer relations is diversity. Genders, cultures, races, and neighborhoods differ in peer relations. They are a critical form of difference. The interactions between peers, the expectations children have for each other, what they look for in a friend, and the meanings that children ascribed to their experiences with peers vary as a function of gender and race, and the neighborhood and culture where one lives. Studying differences in the features, effects, and meanings of peer relations provides a direct and powerful approach to understanding diversity. Knowing the basic principles that govern the dynamics within the peer group for a particular gender, race, culture, or neighborhood will reveal much about what this group or place is like.

The intersection between peer relations for understanding diversity is seen in the multidisciplinarity content of peer research. Research on peer relations transcends disciplinary boundaries; it draws upon ideas, constructs and methods taken from multiple disciplines including different branches of psychology, sociology, gender studies, ethology, and anthropology. As

importantly, research on peer relations is relevant to both basic and applied objectives. Even when its purpose is to assess conceptually framed hypotheses, research on peer relations informs our understanding of how to make children's lives better; and even when research is aimed at assessing an intervention or a policy-oriented initiative, it can provide insight into the basic processes and effects of peer experience.

This breadth of purpose is related to the fifth reason for studying peer relations. Studying peer relations presents wonderful opportunities and challenges. Because its constructs exist at multiple levels of complexity and insofar as its ideas are taken from different disciplinary traditions, persons who study peer relations need to be adept at the integration of measures and ideas and the use of complex and engaging methods. It is not a simple enterprise. A central challenge to peer research is the study of change. Peer research is typically aimed at assessing how children change as a function of their experiences with age-mates. Of necessity, peer research relies on complex longitudinal methods that integrate measures from different forms of experience. The challenge of creating, testing, and interpreting these models is a fun, engaging and satisfying experience.

All-in-all this course and the *Handbook* that will provide the readings for the seminar marks a historical step in the field of developmental science. Forty years ago, the field of Developmental Science remained generally consumed by the notion that the primary influence on socio-emotional development emanated from the quality of children's and adolescents parent-child interactions and relationships. By the end of this course, you will know of the significance of peer interactions, relationships and groups.

Textbook:
Handbook of Peer Interactions, Relationships, and Groups (2018; new paperback available September 2019). W.M. Bukowski, B. Laursen, & K.H. Rubin (Eds.) (ISBN 9781462541218)

Course Goals

Course goals may be broadly described as follows:
(1) To enhance your understanding and familiarity with the literature and methods re: the *scientific* and *developmental* study of peer interactions, relationships, and groups;

(2) To provide you with a better understanding of the how theory and cultural assumptions influence empirical research and how to recognize the implications of theory for research, practice, and policy;

(3) To help develop your skills for scholarly communication by providing opportunities to make presentations and produce written work in formats that mimic those used by professionals in the field.

Course Requirements

Grades will be assigned on the basis of performance with regard to the following:
(1) **Topic Presentations and Discussion**. Students will take responsibility for "two-thirds" of one class meeting, focusing on a particular aspect of peer interactions, relationships, and groups. Presentation topics will be linked to the general topics (and chapters) listed below in this syllabus.
   a. Assignment of specific topics and scheduling of presentations will occur between the first and second class meeting. Although some of the presentation can be didactic, students are expected to involve all class members in a rigorous discussion of the issues that they

present. Evaluation will be based on both the substantive content of the presentation as well as the student's skill in leading a sophisticated discussion of issues emanating from her/his topic.

b. Students are encouraged to be creative in their mode of presentation, so as to engage class members in the topic. Our meeting room features audiovisual equipment that students can use in their presentations.

c. At the class *prior to* the seminar, presenters will be responsible for providing classmates with an e-mailed outline of their presentation. Additional readings (typically up to two empirical research articles) will appear on the outline and will be sent to each student as PDF files.

d. Students should arrange a meeting with the instructor *at least* two weeks in advance of the presentation, to discuss the content of the class meeting and assigned readings.

(40 percent of grade).

(2) **Research Proposal and Presentation**. Following a set of prescribed guidelines, class participants will be required to write a *brief* research *proposal* on a topic to be mutually agreed upon with the Instructor. The proposal must *not* exceed 3000 words (double spaced, including references). Guidelines for writing the proposal will be distributed in class.

a. The due date for the assignment is **November 20th @** 2 PM. *Absolutely no extensions will be given*. A loss of one percentage point will be assigned for *each day* that the assignment is late. Assignments should be sent to the course instructor as a WORD-file.

Following submission of the proposal, each student will describe the project to the class-at-large. The date of all presentations will be **December 4ᵗʰ**. Classmates will provide feedback. The presentation will take no longer than 20 minutes of class time. Feedback can be incorporated into a revision of the manuscript if the student wishes to do so.

Should the student decide to revise the proposal based on peer feedback, the final deadline for submission is **December 11ᵗʰ**.

(40 percent of grade).

(3) **Class Participation and Discussion**. Each student is required to attend *each* meeting of the seminar and to play an active role in class discussions. Active participation includes discussing the presentations given as well as demonstrating that the assigned readings have been read. Active participation also means providing feedback to fellow students during the presentation of their research proposals. *Every unexcused class missed by a student will result in the loss of 5 percent of the final grade.*

(20 percent of grade).

TOPICS

Aug 28   **Introduction to course and course requirements**

Sep 4   *History and guiding principles*

(Ch. 1) Peer Relations: Past, Present, and Promise
William M. Bukowski, Brett Laursen, and Kenneth H. Rubin

Sears, R.R. (1975). Your ancients revisited: A history of child development. In E.M. Hetherington (Ed), *Reviews of Child Development Research*. Chicago: University of Chicago Press.

Sep 11   *Thinking about and measuring peer interactions, relationships, and groups*

(Ch. 2) Socioethological/Developmental Principles and Perspectives on Peer Interactions, Relationships, and Groups from Early Childhood through Adolescence
António J. Santos and Brian E. Vaughn

Santos, A.J., Daniel, J.R., Fernandes, C., & Vaughn, B.E. (2015). Affiliative Subgroups in Preschool Classrooms: Integrating Constructs and Methods from Social Ethology and Sociometric Traditions. *Plos One*, 1-17. DOI:10.1371/journal.pone.0130932

(Ch. 4). Sociometric Perspectives
Antonius H. N. Cillessen and William M. Bukowski

Coie, J. D., & Dodge, K. A. (1983). Continuities and changes in children's social status: A five-year longitudinal study. *Merrill–Palmer Quarterly, 29,* 261–282.

Sep 18   *Early Childhood: Interactions, relationships, and groups*

(Ch. 11). The Beginnings of Peer Relations
Hay, D.F., Caplan, M., & Nash, A.

Brownell, C. A., Ramani, G. B., & Zerwas, S. (2006). Becoming a social partner with peers: Cooperation and social understanding in one- and two-year-olds. *Child Development, 77,* 803–821.

(Chapter 12) Children's Play and Peer Relations
Howe, N. & Leach, J.

Sobel, D. M. & Letourneau, S.M. (2018). Children's developing descriptions and judgments of pretending, *Child Development*, DOI: 10.1111/cdev.13099

Leach, J., Howe, N., & DeHart, G. (2015). "An earthquake shocked up the land!": Children's communication during play with siblings and friends. *Social Development, 24,* 95–112.

Sep 25   *Prosociality and Social Competence*

(Ch. 13) Prosocial Behavior with Peers: Intentions, Outcomes, and Interpersonal Adjustment
Dirks, M.A., Dunfield, K.A., & Recchia, H.E.

Song, J.-H., Colasante, T., & Malti, T. (2018). Helping yourself helps others: Linking children's emotion regulation to prosocial behavior through sympathy and trust. *Emotion, 18*(4), 518-527. http://dx.doi.org/10.1037/emo0000332

(REVIEW READING, Social Competence)

Crick, N. and Dodge, K. (1994). A review and reformulation of social information-processing mechanisms in children's social adjustment. *Psychological Bulletin, 115,* **74–101.**

Dodge, K. A., Lansford, J. E., Burks, V. S., Bates, J. E., Pettit, G. S., Fontaine, R., & Price, J.M. (2003). Peer rejection and social information-processing factors in the development of aggressive behavior problems in children. *Child Development, 74, 2,* 374–393. doi:10.1111/1467-8624.7402004

Burgess, K.B., Wojslawowicz, J.C., Rubin, K.H., Rose Krasnor, L., & Booth-LaForce, C. (2006). Social information processing and coping strategies of shy/withdrawn and aggressive children: Does friendship matter? *Child Development, 77,* 371-383.

Oct 2   *Distinguishing Conflict from Aggression*
(Ch. 14)) Conflict Between Peers
Laursen, B. & Adams, R.

Laursen, B., Hafen, C. A., Rubin, K. H., Booth-LaForce, C., & Rose-Krasnor, L. (2010). The distinctive difficulties of disagreeable youth. *Merrill–Palmer Quarterly, 56*(1), 80–103.

(Ch. 15) The Interface of Aggression and Peer Relations in Childhood and Adolescence
Vitaro, F., Boivin, M., & Poulin, F.

Lansford, J. E., Malone, P. S., Dodge, K. A., Pettit, G. S., & Bates, J. E. (2010). Developmental cascades of peer rejection, social information processing biases, and aggression during middle childhood. *Development and Psychopathology, 22,* 593–602.

Oct 9   *Bullying and Victimization*
(Ch. 16) Bullying and Victimization
Salmivalli, C. & Peets, K.

Bradshaw, C., Waasdorp, T., & Johnson, S. (2015). Overlapping verbal, relational, physical, and electronic forms of bullying in adolescence: Influence of school context. *Journal of Clinical Child and Adolescent Psychology, 44,* 494–508.

Sentse, M., Veenstra, R., Kiuru, N., & Salmivalli, C. (2015). A longitudinal multilevel study of individual characteristics and classroom norms in explaining bullying behaviors. *Journal of Abnormal Child Psychology, 43,* 943–955.

Kärnä, A., Voeten, M., Little, T., Alanen, E., Poskiparta, E., & Salmivalli, C. (2011). Going to scale: A nonrandomized nationwide trial of the KiVa antibullying program for comprehensive schools. *Journal of Consulting and Clinical Psychology, 79,* 796-805.

Oct 16   *Social Withdrawal*
(Ch. 17) Avoiding and Withdrawing from the Peer Group
Rubin, K.H., Bowker, J.C., Barstead, M.G., & Coplan, R.J.

Rubin, K. H., Burgess, K. B., & Hastings, P. D. (2002). Stability and social-behavioral consequences of toddlers' inhibited temperament and parenting behaviors. *Child Development, 73,* 483–495.

Stewart, S. L., & Rubin, K. H. (1995). The social problem solving skills of anxious-withdrawn children. *Development and Psychopathology, 7,* 323–336.

Oh, W., Rubin, K., Bowker, J., Booth-LaForce, C., Rose-Krasnor, L., & Laursen, B. (2008). Trajectories of social withdrawal middle childhood to early adolescence. *Journal of Abnormal Child Psychology, 36,* 553–566.

Barstead, M. G., Smith, K. A., Laursen, B. , Booth-LaForce, C. , King, S.* and Rubin, K. H. (2018), Shyness, Preference for Solitude, and Adolescent Internalizing: The Roles of Maternal, Paternal, and Best-Friend Support. *Journal of Research on Adolescence, 28*, 488-504. doi:10.1111/jora.12350

Oct 23   *Dyadic Relationships*
             (Ch 18) Parent-Child Attachment and Peer Relationships
             Booth-LaForce, C. & Groh, A.M.

Raikes, H. A., & Thompson, R. A. (2008). Attachment security and parenting predict children's problem-solving, attributions, and loneliness with peers. *Attachment & Human Development, 10,* 319–344.

(Ch 19) Friendship in Childhood and Adolescence
Bagwell, C.L. & Bukowski, W.M.

Schwartz-Mette, R. A., & Rose, A. J. (2012). Co-rumination mediates contagion of internalizing symptoms within youths' friendships. *Developmental Psychology, 48,* 1355–1365.

Rubin, K. H., Wojslawowicz, J. C., Burgess, K. B., Rose-Krasnor, L., & Booth-LaForce, C. L. (2006). The friendships of socially withdrawn and competent young adolescents. *Journal of Abnormal Child Psychology, 34,* 139–153.

Oct 30   **Race, Ethnicity, and Culture**
             (Ch 30) Race and Ethnicity in Peer Relations Research
             Graham, S. & Echols, L.

Wilson, T., & Rodkin, P. (2013). Children's cross-ethnic relationships in elementary schools: Concurrent and prospective associations between ethnic segregation and social status. *Child Development, 84,* 1081–1097.

McGill, R., Way, N., & Hughes, D. (2012). Intra- and interracial best friendships during middle school: Links to social and emotional well-being. *Journal of Research on Adolescence, 22,* 722–738.

(Ch 28) Culture and Peer Relationships
Chen, X., Lee, J., & Chen, L.

Chen, X., Rubin, K. H., & Sun, Y. (1992). Social reputation and peer relationships in Chinese and Canadian children: A cross-cultural study. *Child Development, 63,* 1336–1343.

Farver, J. M., Kim, Y. K., & Lee-Shin, Y. (2000). Within cultural differences: Examining individual differences in Korean American and European American preschoolers' social pretend play. *Journal of Cross-Cultural Psychology, 31,* 583–602.

Li, Y., Xie, H., & Shi, J. (2012). Chinese and American children's perceptions of popularity determinants: Cultural differences and behavioral correlates. *International Journal of Behavioral Development, 36,* 420–429.

Nov 6   **Schools and Peer Relations**
(Ch 32) Peers, Academics, and Teachers
Ryan, A.M. & Shin, H.

Garandeau, C. F., Ahn, H.-J., & Rodkin, P. C. (2011). The social status of aggressive students across contexts: The role of classroom status hierarchy, academic achievement, and grade. *Developmental Psychology, 47*(6), 1699–1710.

Rambaran, A. J., Hopmeyer, A., Schwartz, D., Steglich, C., Badaly, D., & Veenstra, R. (2017). Academic functioning and peer influences: A short-term longitudinal study of network-behavior dynamics in middle adolescence. *Child Development, 88*(2), 523–543.

Shin, H., & Ryan, A. M. (2014a). Early adolescent friendships and academic adjustment: Examining selection and influence processes with longitudinal social network analysis. *Developmental Psychology, 50,* 2462–2472.

Nov 13   **"New Waves" in Peers research**
(Ch 27) Social Media and Peer Relations
Underwood, M., Brown, B.B., & Ehrenreich, S.E.

Ehrenreich, S. E., Underwood, M. K., & Ackerman, R. (2014). Adolescents' text message communication and growth in antisocial behavior across the first year of high school. *Journal of Abnormal Child Psychology, 42,* 251–264.

Nesi, J., & Prinstein, M. J. (2015). Using social media for social comparison and feedback seeking: Gender and popularity moderation associations with depressive symptoms. *Journal of Abnormal Child Psychology, 43,* 1427–1438.

(Ch 10) Neuroscience and Peer Relations
Guyer, A.E. & Jarcho, J.M.

Guyer, A. E., Jarcho, J. M., Perez-Edgar, K., Degnan, K. A., Pine, D. S., Fox, N. A., & Nelson, E. E. (2015). Temperament and parenting styles in early childhood differentially influence neural response to peer evaluation in adolescence. *Journal of Abnormal Child Psychology, 43*(5), 863–874.

Jarcho, J. M., Davis, M. M., Shechner, T., Degnan, K. A., Henderson, H. A. Stoddard, J., . . . Nelson, E. E. (2016). Early-childhood social reticence predicts brain function in preadolescent youths during distinct forms of peer evaluation. *Psychological Science, 27*(6), 821–835.

Heverly-Fitt, S., Rubin, K. H., Dennis, M., Taylor, H. G., Stancin, T., Gerhardt, C.A., . . . Yeates, K. O. (2016). Investigating a proposed model of social competence in children with traumatic brain injuries. *Journal of Pediatric Psychology, 41*(2), 235–243.

Nov 20   **Peer Status and Psychopathology**
Prinstein, M. J. Rancourt, D., Adelman, C.B., Ahlich, E., Smith, J., & Guerry, J.D.

Allen, J. P., Chango, J., Szwedo, D., Schad, M., & Marston, E. (2012). Predictors of susceptibility to peer influence regarding substance use in adolescence. *Child Development, 83,* 337–350.

Rancourt, D., & Prinstein, M. J. (2010). Peer status and victimization as possible reinforcements of adolescent girls' and boys' weight-related behaviors and cognitions. *Journal of Pediatric Psychology, 35,* 354–367.

Heilbron, N., & Prinstein, M. J. (2010). Adolescent peer victimization, peer status, suicidal ideation, and nonsuicidal self-injury. *Merrill–Palmer Quarterly, 56,* 388–419.

Nov 27   **Thanksgiving**

Dec 4   **Presentations of *graduate* research projects**

TIPS AND SPECIAL CONSIDERATIONS

- If you don't know, ask
- Type everything; Copy everything! Do not turn in your only copy of something.
- Your task of learning children's social development will be easier if you ask me questions about the readings and lectures, take part in class discussions, suggest alternative viewpoints that supplement or contradict ideas presented in lectures or readings, and try to think like a developmental psychologist by applying course material to your day-to-day life.

- Inevitably, circumstances arise that make it advisable to deviate slightly from the schedule. Sometimes, students themselves are important in determining this. Some classes gallop along at a fast pace, whereas others move slowly. Some classes develop great interest in one topic, others in another. Expect me to stick by announced deadlines and schedules; At the same time, if I must make a change, expect me to be open to your needs. If a change poses a particular problem for you, let me know, and we'll see if something can be worked out.

CLASS POLICIES

Academic integrity: The University of Maryland, College Park has a student-administered Honor Code and Honor Pledge. For more information on the Code of Academic Integrity or the Student Honor Council, please visit https://www.studentconduct.umd.edu/.   The code sets standards for academic integrity at Maryland for all undergraduate and graduate students. As a student you are responsible for upholding these standards for this course. It is very important for you to be aware of the consequences of cheating, fabrication, facilitation, and plagiarism. The code prohibits students from cheating, fabrication, facilitating academic dishonesty, and plagiarism. Instances of this include submitting someone else's work as your own, submitting your own work completed for another class without permission, or failing to properly cite information other than your own (found in journals, books, online, or otherwise). Any form of academic dishonesty will not be tolerated, and any sign of academic dishonesty will be reported to the appropriate University officials.

Special needs: If you have a registered disability that will require accommodation, please see the instructor so necessary arrangements can be made. If you have a disability and have not yet registered with the University, please contact the Counseling Center's Office of Accessibility and Disability Services at https://www.counseling.umd.edu/ads/start/eligibility/ as soon as possible.

Religious observances: The University of Maryland policy on religious observances states that students not be penalized in any way for participation in religious observances. Students shall be allowed, whenever possible, to make up academic assignments that are missed due to such absences. However, the student must contact the instructor **before** the absence with a written notification of the projected absence, and arrangements will be made for make-up work or examinations.

Course evaluations: As a member of our academic community, students have a number of important responsibilities. One of these responsibilities is to submit course evaluations each term though CourseEvalUM in order to help faculty and administrators improve teaching and learning

at Maryland. All information submitted to CourseEvalUM is <u>confidential</u>. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for fall semester courses.

Missed single class due to illness: Once during a semester, a student's self-authored note will be accepted as an excuse for missing a minor scheduled grading event in a single class session if the note documents the date of the illness, acknowledgement from the student that information provided in the note is correct, and a statement that the student understands that providing false information is a violation of the Code of Student Conduct. Students are expected to attempt to inform the instructor of the illness prior to the date of the missed class.*

 Major scheduled grading events: Major Scheduled Grading Events (MGE) are indicated on the syllabus. The conditions for accepting a self-signed note do not apply to these events. Written, signed documentation by a health care professional, or other professional in the case of non-medical reasons (see below) of a University-approved excuse for the student's absence must be supplied. This documentation must include verification of treatment dates and the time period for which the student was unable to meet course requirements. Providers should not include diagnostic information. Without this documentation, opportunities to make up missed assignments or assessments will not be provided.

Non-consecutive, medically necessitated absences from multiple class sessions: Students who throughout the semester miss multiple, non-consecutive class sessions due to medical problems must provide written documentation from a health care professional that their attendance on those days was prohibited for medical reasons.

Non-medical excused absences: According to University policy, non-medical excused absences for missed assignments or assessments may include illness of a dependent, religious observance, involvement in University activities at the request of University officials, or circumstances that are beyond the control of the student. Students asking for excused absence for any of those reasons must also supply appropriate written documentation of the cause and make every attempt to inform the instructor prior to the date of the missed class.

Late Assignments: Assignments will automatically be marked down one letter grade for each weekday that they are late.

"Please see the University's website for graduate course-related policies at: https://gradschool.umd.edu/course-related-policies.