

PSYC21. Advanced Development: Dev Soc Neuroscience
Prof. Haley

Advanced Development: Developmental Social Neuroscience (PSYC21)

Tuesdays, 12-2 pm
Room SW 143

Professor: Dr. David Haley
Office: Science Research Building (SY) 144
Office hours: Thursday 3-4 pm
Phone: (416) 208-4896
E-mail: haley@utsc.utoronto.ca

Course Web site: Blackboard, U of T Portal
<https://weblogin.utoronto.ca/>

Course texts: Selected readings will be available as a course reader at the UTSC bookstore and online (as PDFs on the course Web site); see list of readings below.

Exams: 2 term exams and 1 final exam (details below)

Teaching Assistants:

Diane Mangalindan
Office: H302
Tel: 416-287-7451
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Tim Cheng
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Weekly TA review sessions (optional):

- Section I: Mondays, 1-2 pm, loc. TBA
- Section II: Thursdays, 2-3 pm, loc. TBA

TA office hours arranged by appointment.

Course Description

Developmental social neuroscience is an emerging discipline in psychology that examines the mind's developing capacity to understand others. The first half of the course reviews some of the foundational theories of social emotional development across the life span. The second half of the course is focused primarily on our ability to understand others. Throughout the course, developmental, social, cultural, and evolutionary perspectives are highlighted and discussed.

Since the topics of the course cover a mixture of established and cutting edge research, we will read book chapters and recent review articles as well as some articles from newspapers and popular magazines, which will be made available in a reader and/or online.

Evaluation

DATE	EVALUATION	PERCENT
Oct. 20th	Term Exam 1 (in class)	30%
Nov. 17th	Term Exam 2 (take-home)	30%
TBA	Final Exam	35%
Weekly	Online participation in discussion groups	5%
	Total	100%

Lecture Topics and Readings

Readings are complementary to the lectures—that is, they overlap with but do not directly mirror material covered in class. Therefore, you will need to both attend lectures and do the readings each week in order to understand the course material fully.

9/15 Week 1. Course Introduction: Questions and Methods of Developmental Social Neuroscience

Michelle de Haan & Megan R. Gunnar (2009). The Brain in a Social Environment: Why Study Development? In M. De Haan & M.R. Gunnar (Eds.), *Handbook of Developmental Social Neuroscience* (New York: Guilford), pages 3-10.

9/22 Week 2. Early Adversity

Sandra Blakeslee (1995). Behind the Veil of Thought: Advances in Brain Research; In Brain's Early Growth, Time Table May Be Crucial. *New York Times*, August 29, 1995, pages 1-10.

Jelena Obradović W. Thomas Boyce (2009). Individual Differences in Behavioral, Physiological, and Genetic Sensitivities to Contexts: Implications for Development and Adaptation. *Dev Neuroscience*, pages 300–308.

9/29 Week 3. Attachment (Attachment)

J. Cassidy (1999). The nature of the child's ties. In *Handbook of Attachment* (New York: Guilford), pages 3-20.

10/06 Week 4. Temperament

L.A. Schmidt & M.K. Jetha (2009). Temperament and Affect Vulnerability: Behavioral, Electrocardiac, and Neuroimaging Perspectives. In M. De Haan & M.R. Gunnar (Eds.), *Handbook of Developmental Social Neuroscience* (New York: Guilford), pages 305-323.

10/13 Week 5. Socialization

Joan E. Grusec and Maayan Davidov (2009). Socialization in the Family: The Roles of Parents. In J.E. Grusec and P.D. Hastings (Eds.), *Handbook of Socialization: Theory and Research* (New York: Guilford), pages 284-308.

10/20 Week 6. Term Exam 1

10/27 Week 7. Evolution of Parenting

Natalie Angier. (2008). About Death, Just Like Us or Pretty Much Unaware? *New York Times*, September 2, pages 1-3.

PSYC21. Advanced Development: Dev Soc Neuroscience
Prof. Haley

Sarah Blaffer Hrdy. (2005). On Why It Takes a Village: Cooperative Breeders, Infant Needs, and the Future. In R. L. Burgess and K. MacDonald (Eds.), *Evolutionary Perspectives on Human Development*, 2nd Edition (Thousand Oaks: Sage Publications), pages 167-188.

11/03 Week 8. Understanding Others: Empathy, Altruism, and Love

Carey Goldberg. (2006). Empathy may begin at the neurons. *New York Times*, December 14, 2006, pages 1-3.

Cara Buckley. (2007). Why Our Hero Leapt onto the Tracks and We Might Not. *New York Times*, January 7, 2007, pages 1-2.

Video: Marco Iacoboni's Discussion of mirror neurons and how we understand others. (<http://www.youtube.com/watch?v=ESM7b-X8zhQ&feature=related>).

Alison Gopnik. (2007). Cells That Read Minds? What the Myth of Mirror Neurons Gets Wrong about the Human Brain. *Slate*, April 26, 2007, pages 1-4.

11/10 Week 9. Understanding Others: Imitation and Joint Attention

Vittorio Gallese. (2003). The manifold nature of interpersonal relationships: The quest for a common mechanism. *Phil. Trans. R. Soc. London* 358: 517-528.

11/17 Week 10. Term Exam II (Take-home exam is due in class, but there is no lecture!)

11/24 Week 11. Understanding Others: Mutuality and Recognition

Gabriela Markova and Maria Legerstee. (2008). How Infants Come to Learn about the Minds of Others. *Zero to Three*, May, 2008, pages 26-31.

12/01 Week 12. Obstacles to Understanding Others: Jealousy and Hatred

Eddie Harmon-Jones, Carly K. Peterson, and Christine R. Harris (2009). Jealousy: Novel Methods and Neural Correlates. *Emotion*, Vol. 9, pages, 113-117.

Course Web Site and Discussion Forum (on Blackboard)

I will make the syllabus and all readings, lecture notes, announcements, and exam review materials available on the course Web site (log in to the U of T Blackboard portal at <https://weblogin.utoronto.ca/>). Please check this Web site regularly for announcements and messages. Also, please ensure that your current e-mail address is correctly linked to your Blackboard account.

Discussion Forum Participation: Since the class is too big for us to have small seminar-like discussions, we will have two online discussion groups. The discussions will each be monitored and evaluated by one of our two Teaching Assistants. The goal of the discussion is for students to raise and answer important questions that relate to the readings and lectures. Ideally, students

PSYC21. Advanced Development: Dev Soc Neuroscience
Prof. Haley

will alternate between raising and answering questions. Comments may include questions and answers about the reading or lecture as well as real-life applications of the material and discussion of additional studies to support existing or alternative understandings. Each week the TAs will report to me some of the major points that have been raised that week in discussion and I will briefly summarize them in class. To receive full credit for participation, each student will need to post every week.

Getting Help with Course Materials

If your question is not answered here in this syllabus or on the course Web site, you may post the question in the online discussion forum (on Blackboard; see above), bring the question to the TAs' weekly review session (see next section, below), or discuss it with me during my office hours. You may also send an email to one of our TAs or to me, but please allow *two working days'* time for a reply. Major questions relating to course content can be addressed in far greater depth in person, and if I or the TAs feel your question is too complex to be adequately addressed via e-mail, we will request that you bring your question to office hours or a TA review session.

Weekly Review Sessions (optional)

Our Teaching Assistants, Diane and Tim, will hold optional weekly review sessions (see above for times) in which they will be available to answer any questions you may have about the week's course material (lectures or readings). The difference between a review session and regular office hours is that TAs will answer your questions in a group setting rather than individually; this way, everyone can benefit from the information provided. The TAs will provide review only through the question and answer format; thus, if no one comes to a session with questions, no review will be provided.

Exams

Course requirements include three non-cumulative exams: two term exams and one final exam. The term exams are each worth 30% of your total course grade, the final exam worth 35%. I will post short exam review sheets and sample test questions on the course Web site at least a week before the two term exams and the final exam.

The first term exam and the final exam will comprise approximately 75% multiple-choice questions and 25% short answer questions and will cover reading and lecture materials.

The take-home exam is intended to provide you with an opportunity to 1) further pursue questions that interest you, 2) discuss theoretical and empirical links among ideas and studies from the readings, and 3) critically reflect on the implications of the theory and research you've learned during the semester. The exam will have several short answer questions and several long essay questions. You will have a choice on some of the questions (for example, "answer two of the following five questions"). Your finished exam response should total not more than seven (7) doubled-spaced pages. You will receive the questions at the end of class on November 10th and should submit your exam answers the following week no later than 12 pm, in class, on November 17th.

Missed Exams

If you provide valid, verifiable medical documentation on a UTSC Student Medical certificate that documents your reason for missing the mid-term exam, I will re-weight your final exam so that it is worth 65% instead of 35%. Except in the case of an unforeseen, same-day emergency, you must notify me or one of the TAs more than 24 hours before the start of the midterm exam in order to be eligible for this re-weighting. If you have flu-like symptoms, please see the section on H1N1 flu-related absences below. If you miss the final exam, the procedure is different, and you must contact the UTSC Registrar's Office; professors and TAs are not authorized to negotiate changes to the final exam schedule. Please consult the university calendar for more information.

Extra credit: iClicker (optional)

I will occasionally use the iClicker system to take quick surveys during lectures or to demonstrate a concept. Purchase of an iClicker device and participation in iClicker surveys is optional but recommended. You can purchase an iClicker at the UTSC book store for \$35. The iClicker can be used in many courses at UTSC, and you can sell it back to the UTSC book store when you graduate. Once you've purchased the iClicker, you'll need to register it and bring it to class in order to participate. I will give 2% extra credit to all students who participate in at least 75% of iClicker surveys.

AccessAbility

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services Office as soon as possible. I will work with you and AccessAbility Services to ensure you can achieve your learning goals in this course. Enquiries are confidential. The UTSC AccessAbility Services staff (located in S302) are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (416) 287-7560 or ability@utsc.utoronto.ca.

Academic Integrity

Academic integrity is essential to the pursuit of learning and scholarship in a university, and to ensuring that a degree from the University of Toronto is a strong signal of each student's individual academic achievement. As a result, the University treats cases of cheating and plagiarism very seriously. The University of Toronto's Code of Behaviour on Academic Matters (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>) outlines the behaviours that constitute academic dishonesty and the processes for addressing academic offences. Potential offences include, but are not limited to:

In papers and assignments:

- Using someone else's ideas or words without appropriate acknowledgement.
- Submitting your own work in more than one course without the permission of the instructor.
- Making up sources or facts.
- Obtaining or providing unauthorized assistance on any assignment.

On tests and exams:

- Using or possessing unauthorized aids.

- Looking at someone else's answers during an exam or test.
 - Misrepresenting your identity.
- In academic work:*
- Falsifying institutional documents or grades.
 - Falsifying or altering any documentation required by the University, including (but not limited to) doctor's notes.

All suspected cases of academic dishonesty will be investigated following procedures outlined in the Code of Behaviour on Academic Matters. If you have questions or concerns about what constitutes appropriate academic behaviour or appropriate research and citation methods, you are expected to seek out additional information on academic integrity from your instructor or from other institutional resources (see <http://www.utoronto.ca/academicintegrity/resourcesforstudents.html>).

H1N1 flu-related absences

The following information is taken from "H1N1 Information for Students" at http://www.preparedness.utoronto.ca/pandemic/Information_for_Students.htm, which you should check regularly for updates:

September 8, 2009: Students who suspect they have H1N1 influenza or who are experiencing [flu symptoms](#) should stay at home or in their residence room in order to help minimize the spread of the disease. In order to receive academic accommodation, students will need to record all flu-related absences through a new tool on the Student Web Service of ROSI (www.rosi.utoronto.ca). At this time, students will not normally be asked to supply a doctor's note or medical certificate in relation to absences for flu or flu-like symptoms. This practice will be assessed over time and as the University receives additional information and guidelines from Public Health authorities. The University will also rely on this absence record to monitor the numbers and locations of student absences for academic planning, so if at all possible, students should record their absence as soon as it begins. They should also remember to record the last day of their absence as soon as they are able to return to classes. The absence declaration may be completed online while the student is absent, up until and including the day that the student returns to class; those who miss this opportunity may contact their registrar's office. Students should check their Faculty or Campus website for further information. While the University will make every effort to provide needed academic accommodation, students are advised that they continue to be responsible for meeting course requirements as determined by their instructors.