

PSYC21. Advanced Development: Social Development
Prof. Haley

PSYC21
Advanced Development: Social Development
Wednesday, 7–9 pm
Room SW 309

Professor

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Course Web site

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

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Course texts

The course textbook is available at the UTSC bookstore; new and used copies can also be ordered directly from Amazon.com or obtained as an e-copy from the publisher; see below for more information and a list of course readings.

Course Description

How do relationships, biological mechanisms, and their interplay contribute to the capacity to understand, interact with, and be emotionally connected to others across the lifespan? This relationship-biology theme will be examined by studying the development of normal and pathological social behaviors in such areas as perception, temperament, attachment, emotion regulation, theory of mind, parenting, social groups, gender, morality, aggression, and memory.

Course Goals

After completing this course, students should be knowledgeable about:

- a) The research designs and measures used to study social behavior across the lifespan
- b) How to generate hypotheses about social development based on the literature and more recent evidence of the interaction between context and biology
- c) A relationship-biology approach used to understand the development of normal and pathological social behavior in such areas as perception, temperament, attachment, emotion regulation, theory of mind, parenting, social groups, gender, morality, aggression, and memory
- d) The major approaches to the study of social development using multiple perspectives, important contributions to each approach, and findings of landmark studies

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Week	Meetings	Topics	Readings	Assignments
1	Sept 14	Introduction A relationship-biology approach	Chapter 1	
2	Sept 21	Methods Designs and measures	Chapter 2	
3	Sept 28	Temperament Biological sensitivity to context	Chapter 3	Mini lab report #1
4	Oct 5	Attachment Outcomes and consequences	Chapter 4	
5	Oct 12	Emotion Regulation The regulatory function of relationships	Chapter 5	Mini lab report #2
6	Oct 19	Theory of Mind Origins of intersubjectivity	Chapter 6	
7	Oct 26	Parenting The cost of caring for others	Chapter 7	Mini lab report #3
8	Nov 2	Social Groups Staying emotionally connected to others	Chapters 8 and 9	
9	Nov 9	Gender Sexual identity as a matrix of causes	Chapter 10	Mini lab report #4
10	Nov 16	Morality Transgressions to self and others	Chapter 11	
11	Nov 23	Aggression Evolutionary and developmental origins	Chapter 12	Mini lab report #5
12	Nov 30	Memory Construction of self through narrative	Chapter 13 & 14	

Text

Social Development (2011) by Ross D. Parke and Alison Clarke-Stewart (John Wiley & Sons, Inc. USA). You can buy a copy of this text at the UTSC bookstore, order a copy of the text from Amazon.com, or obtain an e-copy from the publisher, which you can download to your computer, iPad, and most smart phones.

Reading

You are responsible for reading the entire textbook. Some but not all of the material in the lectures is also in the text. Also, there is material in the text that is not covered in lectures. You should spread out your reading of the text over the course of the semester, according to the schedule given on the previous page. The exams are based more on the lecture material than the text material, so you are strongly advised to attend class regularly. PowerPoint slides for the lectures will be posted on Blackboard following class. The slides are meant to contain all the important material from the lecture for which you are responsible, and they are made available for your convenience and to enhance your learning of the material. If you try to learn the material only by reading the PowerPoint slides and do not come to lecture, you will miss explanations, illustrations, and elaborations that enhance understanding and retention of the course material. Similarly, if you come to lecture without doing the reading you'll be less able to follow the lecture. You also miss the important learning activities of active listening and note-taking, which greatly facilitate understanding and retention.

A good way to consolidate your knowledge and understanding of the material is to 1) attend all classes and take notes; 2) print out the PowerPoint slides of the lecture after class and compare your notes with them, so that you can see if you are catching all the important information in your note-taking; and 3) look in the textbook for material corresponding to the lecture—keeping in mind that not all material covered in lecture is in the book (and vice versa). The organization of the lectures is independent of the text chapters, although reading assignments are placed next to the lecture for which they are most relevant. It is strongly recommended that you do the reading assigned for a meeting *before* the meeting. To facilitate your studying of the material in the text, a review session will be held before the final exam.

If you are struggling with the course material, you should come to office hours or send me an e-mail message to set up another time to meet. You should also ask your TA for help. The worst things you can do if you are struggling are to fail to ask for help, to stop coming to class, and to give up trying.

Evaluation

EVALUATION	PERCENT
Five mini-lab reports (taken from average of best 4)	20%
Mid-term Exam (date TBA)	30%
Final Exam	50%
Extra Credit	2%
Total	102%

Assignments: Mini lab reports

The mini lab reports are short assignments designed to help you explore and consolidate course material into a meaningful written narrative. More specifically, some of the assignments will be geared towards learning how to write an abstract, and a couple of the assignments will aim to integrate real-world experience with course material. Below is a brief description of the individual assignments. For due dates, see the schedule grid on page 2 of this syllabus.

#1 Statement of interest: What is your research topic? In your statement, please write 1–2 sentences stating the topic and related phenomena; 1–2 sentences summarizing what is written in the literature about it; and 1–2 sentences on what questions remain to be answered about your topic.

#2 What is your hypothesis, and what methods (design and measures) would you use to test it? This can be up to 6–9 sentences.

#3 Rewrite, integrate, and develop assignments #1 and #2 above into a 200-word abstract.

#4 Provide a hypothetical example of a negative relationship experience in the real world that would have an important and enduring effect on social behavior (50 words) and discuss any relevant psychological and biological mechanisms and models learned from the course material that help explain these effects (100 words).

#5 Provide a hypothetical example of a positive relationship experience in the real world that would have an important and enduring effect on social behavior (50 words) and discuss any relevant psychological and biological mechanisms and models learned from the course material that help explain these effects (100 words).

Midterm and Final Exams: The midterm and final exams will consist of True/False and multiple choice questions along with a few short answer and long essay questions. Practice questions for the exam will be posted on Blackboard. Exam dates TBA.

Extra Credit (up to 2%): Generating your own exam questions and preparing answers for them is a good way to learn the course material, and some of the best questions for exams come from students. Accordingly, from anyone who would like extra credit, I will accept five exam questions, each of which should be accompanied by a ¼- to ½-page answer; these questions must be received by me no later than one week prior to the midterm or final exam. For more information about this option, please speak a TA. I will grant up to (and a maximum of) 2% extra credit to students who complete these assignments for both the midterm and final exams. You can also get extra credit—up to 1%—for submitting five exam questions for the either the midterm or final exam only.

Course Web Site: 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.

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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 office hours, or discuss it with me during my office hours. You may also send an e-mail message to one of our TAs, 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.

Exams: Course requirements include two cumulative exams: one mid-term exam and one final exam. The mid-term exam is worth 30% of your total course grade, the final exam worth 50%. I will post short exam review sheets and sample test questions on the course Web site at least a week before the exams. Each exam will comprise approximately 70% multiple-choice questions and 30% short-answer questions and will cover reading and lecture materials.

Missed Exams: Professors and TAs are not authorized to negotiate changes to the final exam schedule. Please consult the university calendar for more information.

Downloading an E-Copy of Textbook: You first need to purchase an access code for the e-copy of the textbook from UTSC bookstore, which you can buy at the cash register. For a desktop version of the e-copy, carefully follow the instructions below for accessing your new Desktop Edition:

Step 1. Install the VitalSource Bookshelf software. The installer is available at <http://www.vitalsource.com/index/wiley>

NOTE: You will only need to complete this step for your first Wiley Desktop Edition. If you already have the Vital Source Bookshelf, launch it on your computer and proceed to Step 2.

Step 2. Redeem code and download the content:

- A. Launch the Bookshelf.
- B. Login (or register if this is your first time)
- C. Go to "Account" (top menu) and click on "Redeem Code".
- D. Enter your redemption code.
- E. Wait for the title to download.
- F. Go to "All Titles" (in the left-hand menu). Select the title you just redeemed.

Once downloaded, your Wiley Desktop Edition will appear in the VitalSource Bookshelf on your computer. You can access your digital text anytime since an Internet connection is not required.

If you need further technical assistance regarding The Bookshelf and Vital Book download or installation, please visit VitalSource at: <http://www.vitalsource.com/index/support>.

If you want to download an e-copy on your iPhone and iPad, complete Step 1 above and then obtain a free app for Apple products like the iPhone and iPad; unfortunately, there are no Blackberry or Android apps yet. The app can be found at the Apple App Store. More information is available at <http://vitalsource.com/iphone>.

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. They can be reached at (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 offenses. Potential offenses 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) doctors' 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>).

Suggested readings

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

Blakeslee, S. (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, 1-10.

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

Damasio, A. (2010). *Self Comes to Mind: Constructing the Conscious Brain*. Pantheon: New York.

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

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

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

Iacoboni, M., video discussion of mirror neurons and how we understand others, <http://www.youtube.com/watch?v=ESM7b-X8zhQ&feature=related>.

Johnson, M. (2011). Building a Brain. In M. Johnson, *Developmental Cognitive Neuroscience* (London: Wiley-Blackwell), 42-80.

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

National Geographic: Mapping Memory, <http://ngm.nationalgeographic.com/2007/11/memory/brain-interactive>.

Schmidt, L. A., and M. K. Jetha (2009). Temperament and Affect Vulnerability: Behavioral, Electrocortical, and Neuroimaging Perspectives. In M. De Haan & M. R. Gunnar, eds., *Handbook of Developmental Social Neuroscience* (New York: Guilford Press), 305-23.