

**PSYC21 Advanced Development: Social Development**

Tuesday, 5-7 pm  
Room SW 143

**Professor**

Dr. David W. Haley  
Office: Science Research Building (SY) 144  
Office hours: Tuesday, 3-4 pm  
Office phone: (416) 208-4896  
E-mail: [d.haley@utoronto.ca](mailto:d.haley@utoronto.ca)

**Teaching Assistants**

Carly Prusky  
Office: SY142  
Tel: 416-208-4897  
E-mail: [carly.prusky@utoronto.ca](mailto:carly.prusky@utoronto.ca)

**Course Web site**

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

Kaljani Mahalingam  
Office: SY142  
Tel: 416-208-4897  
E-mail: [o7mahali@utsc.utoronto.ca](mailto:o7mahali@utsc.utoronto.ca)

**Course texts**

The course textbook is available at the UTSC bookstore; new and used copies can also be ordered directly from Amazon.com; or obtain an e-copy from the publisher, which you can download to your computer, iPad and iPhone but not other smart phones at this time. See list of readings below.

Trevor Williams  
Office: SY142  
Tel: 416-208-4897  
E-mail: [trevor.williams@utoronto.ca](mailto:trevor.williams@utoronto.ca)

**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, and aggression.

**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 relational-biological 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, and aggression.
- d) The major approaches to the study of social development using multiple perspectives, important contributions to each approach, and findings of landmark studies

Meetings	Topics	Readings	Week
Sept 11	Introduction A relationship-biological approach		1
Sept 18	Methods Theories, designs, and measures	Chapter 1 & 2	2
Sept 25	Temperament Biological sensitivity to context	Chapter 3	3
Oct 2	Attachment Outcomes and consequences	Chapter 4	4
Oct 9	Emotion Regulation and Intersubjectivity The regulatory function of relationships	Chapters 5 & 6	5
Oct 16	Midterm Exam		6
Oct 23	Parenting The cost of caring for others	Chapter 7	7
Oct 30	Social Groups Staying emotionally connected to others	Chapters 8 and 9	8
Nov 6	Gender Sexual identity as a matrix of causes	Chapter 10	9
Nov 13	Morality Transgressions to self and others	Chapter 11	10
Nov 20	Aggression Evolutionary and developmental origins	Chapter 12	11
Nov 30	Review	Chapter 13 & 14	12

## 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
Mini-lab reports (first draft and final draft each worth 10%)	20%
Mid-term Exam	30%
Final Exam	50%
Extra Credit	2%
Total	102%

**Assignment: Mini lab report (first draft due Oct 2; final draft due Nov 6)**

The mini-lab report is a relatively short assignment designed to help you explore and consolidate course material into a meaningful written narrative. It is also designed to give you the experience of conducting scholarly research and proposing new experiments—just like any other scientist or researcher. More specifically, the assignment will be geared towards learning how to write an abstract for a research proposal. Below is a brief description of the individual components of the assignment, which we will discuss in class in greater detail:

**Long Mini Lab report**

#1.1 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 indicating your knowledge of the literature; and 1–2 sentences on what questions remain to be answered about your topic.

#1.2 What methods (design and measures) would you use to examine your question? This can be up to 6–9 sentences.

#1.3 What specific hypotheses do you plan to test based on your question and methods? This can be up to 1–2 sentences.

N.B. The draft of your mini lab report can be a maximum of **500 words** and it should have several relevant citations in the statement of interest and methods. A list of references should be provided as well but will not be counted as part of the word limit.

**Short Mini Lab report**

Based on feedback from on your first draft, you may write a revised and final draft of your mini lab report, and it must be **250 words or less!** This assignment is a challenge because it requires you to be both concise and precise, and is an invaluable skill in the sciences.

**Late Assignments.** Late assignments will receive a 5% per day deduction.

**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 are inspired by students. Accordingly, from anyone who would like extra credit, I will accept five exam questions, each of which should have 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. These questions should be a mixture of T/F, multiple choice, and essay. More comprehensive questions will receive more credit. I will grant up to (and a maximum of) 1% extra credit to students who complete this assignment for the midterm or final exam. So you **can get earn extra credit --say, up to 1%--for doing questions for just one or the other exam.** But keep in mind that receiving full credit it not automatic for completing the assignment.

**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.

**Getting Help with Course Materials:** If your question is not answered here in this syllabus or on the course Web site, you may send an e-mail message to one of our TAs, but please allow *two working days' time* for a reply. Each TA will be attending several of the course lectures and they will be familiar with the course material for the weeks they attend lecture (see schedule below). So if you have a question about lecture content or course material please contact the TA who has attended the lecture and reviewed the material that you have a question about by email or by attending their office hour.

LECTURES/MATERIAL	TA
Weeks 3-5	na
Weeks 7-9	na
Weeks 10-12	na

**Exams:** Course requirements include a mid-term exam and one final (cumulative) exam. The mid-term exam is worth 30% of your total course grade, the final exam is 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 80% multiple-choice questions and 20% short-answer questions and will cover reading and lecture materials.

**Missed Mid-Term Exam:** Since the final exam is cumulative if you miss the midterm your final exam will be reweighed from 50% to 80%. There are no make-up exams.

**Missed Final Exam:** 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 isn't any Blackberry or Android apps yet. The app can be found at the Apple App Store and the students can find info about it here: <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](mailto: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.