

Dyadic Processes in Psychological Development

PSYD23H3S-L01

Instructor: David Haley
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Course Meetings

L01: Mondays, 11:00 AM–1:00 PM; Room SW316

Course Description

Mutual recognition is one of the hallmarks of human consciousness and psychological development. This course explores mutual recognition as a dyadic and regulatory process in development, drawing on diverse theories from developmental science, social psychology, neuroscience, philosophy, literature, psychoanalysis, and gender studies.

Course Evaluation

<u>Component</u>	<u>Date(s)</u>	<u>Weight</u>
Class participation	Weekly	20%
Presentations (2 presentations: 10% + 20%)	Assigned	30%
Midterm exam	Feb 25	20%
Final exam	TBD	30%

Class participation: This is an advanced undergraduate seminar in which enthusiastic class participation is important and is graded. Participation includes attendance, punctuality, facilitating discussion, paying careful attention to classmates' presentations, showing respect for others' contributions, and offering constructive feedback, critical questions, and comments after each group presentation. To help create a stimulating, safe, equitable discussion environment, each of you should try balance your capacity to listen with your capacity to respond to others.

Class participation also includes preparing a brief critical summary of the week's reading to stimulate critical thinking about the reading material and to help you prepare for the seminar discussion each week. *Summaries should be posted to the class Discussion Board on Quercus by 11:59 pm each Sunday.* To structure your summary, please answer these basic questions: What did the text say? How well did it say it? What are the

implications of the data, findings, theories, and/or arguments it presents to society? You should aim for approximately 150 words.

Presentations

Presentation 1 (10%): Each week a group of students will present the week's reading material to provide insights and to facilitate class discussion of it. The students presenting this "tutorial" will meet in advance with the instructor to strategize how best to achieve these goals. The tutorial should include a 30- to 40-minute presentation at the beginning of the seminar followed by 60 to 80 minutes of discussion.

Presentation 2 (20%): To reflect on how the course material can be applied to real-world problems we will devote the last four weeks of the course to group presentations on topics to be chosen in class.

Midterm Exam: During the semester we will have a written take-home exam. For this exam, you will be asked to choose one to two questions to answer out of several choices. The exam will be based on the readings and group presentations that precede it. You will have 24 hours to complete this exam.

Final Exam: At the end of the semester we will have a written exam in class. For this exam, you will be asked to choose one to two questions to answer out of several choices. The exam will be based on the readings and group presentations that precede it.

Course Readings/Schedule

Week 1 (Jan 7) Introductions

Week 2 (Jan 14) Cognitive Mechanisms

1. Gallese, Vittorio. "A New Take on Intersubjectivity." In *The Birth of Intersubjectivity: Psychodynamics, Neurobiology, and the Self*, by Massimo Ammaniti and Vittorio Gallese. New York: W. W. Norton, 2014. Chapter 1, pages 1–25.
2. Voegeley, K. 2017. "Two social brains: neural mechanisms of intersubjectivity." *Phil. Trans. R. Soc. B* 372: 20160245. <http://dx.doi.org/10.1098/rstb.2016.0245>

Week 3 (Jan 21) Philosophical Assumptions

1. "The Myth of the Isolated Mind." In *Contexts of Being: The Intersubjective Foundations of Psychological Life*, by Robert D. Stolorow and George E. Atwood. Hillsdale, NJ: The Analytic Press, 1992. Chapter 1, pages 7–28.

Week 4 (Jan 28) Attachment and Regulation

1. Murphy, K. (2017). "Yes, it's your parents' fault." January 7, 2017. *New York Times*.
2. Tronick, E. Z. (1998). "Dyadically expanded states of consciousness and the process of therapeutic change." *Infant Mental Health Journal*, 19(3), 290–299.

Week 5 (Feb 4) Developmental Psychoanalysis

1. "The First Bond." In *The Bonds of Love*, by Jessica Benjamin. New York: Pantheon, 1988. Chapter 1, pages 11–50.

Week 6 (Feb 11) Literature

1. *Sophocles*, Carson, A., & Shaw, M. (2001). *Electra*. Oxford University Press. <http://go.utlib.ca/cat/8982826>
2. *After Electra*, by April De Angelis. London: Faber and Faber, 2014, pages 1–34.

Reading Week (Feb 18)

Week 7 (Feb 25) Midterm paper due (no class meeting)

Week 8 (March 4) Gendered Emotions

1. Brody, L. (1998). "The State of the Art: Biological Differences?" In *Gender, Emotion, and the Family*. Pp. 101-127. Cambridge, Massachusetts: Harvard University Press.

Week 9 (March 11) Gender Development

1. Brody, L. (1998). "Transactional Relationships within Families" and "Gender Identification and De-identification in the Family." In *Gender, Emotion, and the Family*. Pp. 147–175. Cambridge, Massachusetts: Harvard University Press.

Week 10 (March 18) TBA

Week 11 (March 25) TBA

Week 12 (April 1) TBA