

Dyadic Processes in Psychological Development

PSYD23H3S

Instructor: David Haley

Course Meetings

Mondays, 3:00 PM–5:00 PM

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	40%
Essay exam (midterm)	March (date TBA)	30%
Research proposal	April 5th	30%

Class participation: This is an advanced undergraduate seminar in which enthusiastic class participation is important. Participation includes attendance, punctuality, facilitating discussion, paying careful attention to classmates' presentations and comments, showing respect for others' contributions, and offering constructive feedback, critical questions, and comments after each presentation. It will also involve leading discussions about our weekly readings, submitting short written summaries weekly, and presenting a research proposal to the class. 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.

Written summaries: 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. To structure your summary, please answer these basic questions: What did the text say? How well did it say it? What are the implications to society of the data, findings, theories, and/or arguments it presents? You should aim for approximately 75 words. *Summaries should be posted to the class Discussion Board on Quercus by 11:59 pm each Sunday.*

Essay exam: For the essay exam, you will be asked to choose and write on two to three questions. The essay questions will be based on the readings and all material presented in class.

Research proposal: To enhance your research experience in social development and dyadic processes you will write a research proposal. The research proposal will be formatted for a graduate funding application to one of the research councils (NSERC, SSHRC, and CHIR).

Course Readings/Schedule

Week 1 (January 11) Introductions

Week 2 (January 18) Dyadic Consciousness and Synchrony

1. Tronick, E. Z. (1998). "Dyadically expanded states of consciousness and the process of therapeutic change." *Infant Mental Health Journal*, 19(3), 290–299.
2. Atzil, S. & Gendron, M. (2017). "Bio-behavioral synchrony promotes the development of conceptualized emotions" *Current Opinion in Psychology*, 17, 162-169.

Week 3 (January 25) Mother Effects and Neural Responses to Infants

1. Newman, L. K., Harris, M., Allen, J. (2011) Neurobiological basis of parenting disturbance. *Australian and New Zealand Journal of Psychiatry* 2011; 45:109–122.
2. Kim, P., Tribble, R., Olsavsky, A. K., Dufford, A. J., Erhart, A., Hansen, M., Grande, L., Gonzalez, D. M. (2020) Associations between stress exposure and new mothers' brain responses to infant cry sounds *NeuroImage* 223 (2020) 117360

Week 4 (Feb 1) Intersubjectivity and Understanding Others

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.
2. Vogeley, K. 2017. Two social brains: neural mechanisms of intersubjectivity. *Phil. Trans. R. Soc. B* 372: 20160245.

Week 5 (Feb 8) Neural synchrony in early social interactions

1. Wass, S. V., Whitehorn, M., Haresign, I. M., Philips, E., & Leong, V. (2020). "Interpersonal Neural Entrainment during Early Social Interaction." *Trends in Cognitive Sciences*, Vol. 24, No 4.
2. Nguyen, T., Schleihauf, H., Kayhan, E., Matthes, D., Vrticka, P., & Heohl, S. (2020). "The effects of interaction quality on neural synchrony during mother-child problem solving." *Cortex*, 124, 235-249.

Reading week February 15–19

Week 6 (Feb 22) Reading Fiction vs. Reading Minds

1. Tamir, D. I., Bricker, A. B., Dodell-Feder, D., & Mitchell, J. P. (2016). Reading fiction and reading minds: the role of simulation in the default network. *Social cognitive and affective neuroscience*, 11(2), 215–224.

Week 7 (March 1) A Psychoanalytic Approach to Bonding

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

Week 8 (March 8) Gender, Emotion, and the Family

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 15) Family Relations and 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 22) Evolutionary vs. Relational Perspectives in Female Sexual Orientation

1. Luoto, S., Krams, I. & Rantala, M.J. "A Life History Approach to the Female Sexual Orientation Spectrum: Evolution, Development, Causal Mechanisms, and Health". *Arch Sex Behav* 48, 1273–1308 (2019).
2. Diamond, L.M., Alley, J. "Was It Good for Her? An Alternative Perspective on Life History Theory, Female Same-Sex Sexuality, and Pleasure." *Arch Sex Behav* 48, 1315–1320 (2019). <https://doi.org/10.1007/s10508-018-1313-5>

Week 11 (March 29) TBA

Week 12 (April 5) TBA

Department and University Policies

AccessAbility Services

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability or health consideration that may require accommodations, please feel free to approach the instructor and/or the AccessAbility Services Office (in SW-302) as soon as possible. You instructor 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 members are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations.

AccessAbility Services contact information Phone: (416) 287-7560

Email: 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. Behaviours that constitute academic dishonesty and the processes for addressing academic offences are outlined in The University of Toronto's Code of Behaviour on Academic

Matters: <http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>

Potential offences include, but are not limited to: • On tests and exams: (a) Using or possessing unauthorized aids; (b) Looking at someone else's answers during an exam or test; (c) Misrepresenting your identity. • In academic work: (a) Falsifying institutional documents or grades; (b) 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.

Psychology Department Missed Term Work Policy, WINTER 2021

For missed term work (assignments and term tests) due to illness, emergency, or other mitigating circumstances, please follow the procedures outlined below.

Notes:

- The following reasons are not considered sufficient for missed term work: travel for leisure, weddings, personal commitments, work commitments, human error.
- Missed Final Exams are handled by the Registrar's Office and should be declared on eService: <http://www.utsc.utoronto.ca/registrar/missing-examination>
- Instructors cannot accept term work any later than five business days after the last day of class. Beyond this date, you would need to file a petition with the Registrar's Office: <https://www.utsc.utoronto.ca/registrar/term-work>

Accommodations for Illness or Emergency:

For missed work due to ILLNESS OR EMERGENCY, please complete the following **two-step** process:

1. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>) and email it to Keely Hicks at keely.hicks@utoronto.ca,

and

2. **Declare your absence** on ACORN (Profile & Settings > Absence Declaration)

Deadline: You must complete the above steps **within 3 business days** of the missed work.

Note: For this semester, we do not require any additional supporting documentation (ex. medical notes) to support your missed term work accommodation request.

Accommodations for Academic Conflicts:

For missed term work due to an ACADEMIC CONFLICT (i.e. two quizzes or tests scheduled at the same time),

please complete the following process:

1. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>), choosing “Other” as your reason for missed work and explaining the conflict in the space provided.
2. Take screenshots of your course homepages that demonstrate the conflict.
3. Email the form and screenshots to Keely Hicks (keely.hicks@utoronto.ca).

Deadline: You should report the conflict to Keely Hicks (keely.hicks@utoronto.ca) **at least two weeks (10 business days) before the date of the activity**, or as soon as possible if it was not possible to identify the conflict earlier.

Note: Multiple assignments due on the same day are not considered conflicts. Accommodations may only be possible in the case of quizzes and tests that are both scheduled during the same discrete period. Back-to-back tests/quizzes are not considered conflicts.

Note: Students are responsible for keeping their course timetables conflict-free. Students who choose to register in two synchronous courses with overlapping lecture/tutorial/lab schedules may not necessarily be accommodated.

Accommodations for Religious Conflicts:

For missed term work due to a RELIGIOUS CONFLICT, please complete the following process:

1. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>), choosing “Other” as your reason for missed work and noting “Religious conflict” in the space provided.
2. Email the form to Keely Hicks (keely.hicks@utoronto.ca).

Deadline: You should report the conflict to Keely Hicks (keely.hicks@utoronto.ca) **at least two weeks (10 business days) before the date of the activity**, or as soon as possible if it was not possible to identify the conflict earlier.

Accommodations for Time Zone Conflicts:

If you are physically in a different time zone and a quiz or midterm is scheduled outside of 7:00am to midnight in

your local time, please complete the following process:

1. Complete the **Time Zone Conflict Form** (<https://uoft.me/PSY-TimeZone>), and
2. Email the form to Keely Hicks (keely.hicks@utoronto.ca)

Deadline: You should report the conflict to Keely Hicks (keely.hicks@utoronto.ca) **at least two weeks (10 business days) before the date of the activity**, or as soon as possible, if it was not possible to identify the conflict earlier.

Accommodations for Students Registered with AccessAbility Services:

For missed **TERM TESTS** due to ACCESSABILITY REASONS:

- **Contact your AccessAbility consultant** and have them email Keely (keely.hicks@utoronto.ca) detailing accommodations required.

For missed **ASSIGNMENTS** due to ACCESSABILITY REASONS:

- If your desired accommodation is **within the scope** of your Accommodation Letter (ex. your letter includes “extensions of up to 7 days” and you need 3 days):
 1. Complete the **Request for Missed Term Work Accommodations Form** (<http://uoft.me/PSY-MTW>).
 2. Email the form and your **Accommodation Letter** to Keely Hicks (keely.hicks@utoronto.ca).
- If your desired accommodation is **outside the scope** of your Accommodation Letter (ex. your letter

includes “extensions of up to 7 days” but you need more time than that):

1. **Contact your AccessAbility consultant** and have them email Keely Hicks (keely.hicks@utoronto.ca) detailing the accommodations required.

After submitting your documentation:

Within approximately one to five business days, you will receive a response from your instructor detailing the accommodations to be made (if any).

You are responsible for checking your official U of T email and Quercus course announcements daily, as accommodations may be time-critical.

You should continue to work on your assignments to the best of your ability, as extension accommodations may be as short as one business day, depending on the nature of the illness/emergency.

If an accommodation has been granted but you are unable to meet the conditions of the accommodation (ex. you need a longer extension, or you missed a make-up test), you will need to repeat the missed term work procedure and submit additional forms to request further accommodation. Note that in the case of a missed make-up test, an opportunity to write a second make-up test may not be provided.

Completion of this form does not guarantee that accommodations will be made. The course instructor reserves the right to decide what accommodations (if any) will be made. Failure to adhere to any aspect of this policy may result in a denial of your request for accommodation.

Missed Accommodations

If an accommodation is granted but a continued illness/emergency prevents you from meeting the requirements of your accommodation, you must repeat the missed term work procedure to request additional accommodations.

(E.g.) If you miss a make-up midterm, you would need to submit another Request for Missed Term Work Accommodations form and declare your extended absence on ACORN.

Importance of Three Business Day window:

If you are unable to submit your documents within the three business day window, **you must email Keely (keely.hicks@utoronto.ca) within the three business day window** to explain the nature of the delay, and when you will be able to provide your documents. Exceptions to the documentation deadline will only be made under **exceptional circumstances**.

Questions?

If you have any questions about this Missed Term Work policy, please contact Keely Hicks (keely.hicks@utoronto.ca) **well before** the date of the test / assignment deadline to describe your circumstances and inquire about procedures.