

# Dyadic Processes in Psychological Development

PSYD23

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>
Participation	Weekly	40%
Midterm Essay Exam	Oct 25th	30%
Research proposal	Nov 22/Nov 29	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 on two of our weekly meetings. In addition, you will be involved in a debate on gender. 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.

**Essay exam:** For the essay exam, you will be asked to choose and write on two to three short answer essays. The essay questions will be based on all course material during the first 5 weeks of the semester. You will have **2 hours** to complete the essay exam during class on Oct 18<sup>th</sup>. More information about the exam will be provided before Reading Week.

**Research proposal:** To enhance your research experience in social development, dyadic processes, and gender you will write a research proposal. The research proposal will be formatted for a 3-minute presentation in class.

## Course Readings/Schedule

### Week 1 (Sept 13) Introductions

### Week 2 (Sept 20) Attachment and Reflective Function

1. Wei, M., Vogel, D. L., Ku, T.-Y., & Zakalik, R. A. (2005). Adult Attachment, Affect Regulation, Negative Mood, and Interpersonal Problems: The Mediating Roles of Emotional Reactivity and Emotional Cutoff. *Journal of Counseling Psychology*, 52(1), 14–24. <https://doi.org/10.1037/0022-0167.52.1.14>
2. Fonagy, P., Target, M. (1997). Attachment and Reflective Function: Their Role in Self-Organization. *Development and Psychopathology*, 9, 679–700

### Week 3 (Sept 27) Mutual Regulation and Dyadic Consciousness

3. Tronick, E. Z. (1989). Emotions and Emotional Communication in Infants. *American Psychologist* 44: 112–119.
4. Tronick, E. Z. (1998). "Dyadically expanded states of consciousness and the process of therapeutic change." *Infant Mental Health Journal*, 19(3), 290–299.

### Week 4 (Oct 4) Intersubjectivity and Understanding Others

5. "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.
6. 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.

## READING WEEK OCT 11–15

### Week 5 (Oct 18) Intersubjectivity, Recognition, and Destruction

1. "The First Bond." In *The Bonds of Love*, by Jessica Benjamin. New York: Pantheon, 1988. Chapter 1, pages 11–50.
2. Girme, Y. U. Jones, R. E., Fleck, C., Simpson, J. A., Overall, N. C. (2021). Infants' Attachment Insecurity Predicts Attachment-Relevant Emotion Regulation Strategies in Adulthood. *Emotion*, 21, 260–272

### Week 6 (Oct 25) Midterm Essay Exam

### **Week 7 (Nov 1) Social and Micro Context of Gender**

3. Maccoby, E. E. (1990). Gender and Relationships: A Developmental Account. *American Psychologist*, 45, 513-520.
4. Weinberg, M. K., Tronick, E. Z., and Cohn, J. F. (1999). Gender differences in emotional expressivity and self-regulation during early infancy. *Developmental Psychology* 35: 175–188.

### **Week 8 (Nov 8) Family Relations and Gender Development**

5. 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.
6. 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 (Nov 15) Evolutionary vs. Relational Perspectives in Female Sexual Orientation**

7. 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).
8. 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 10 (Nov 22) Research proposal presentations and Q&A**

### **Week 11 (Nov 29) Research proposal presentations and Q&A**

### **Week 12 (Dec 6) Sex Differences: Socially Constructed vs. Innate AND Gender Recognition and Gender Rights [Debates]**

## 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. Your 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](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. 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, FALL 2021

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

- 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, complete the following three-step process:

1. Complete the Request for Missed Term Work Accommodations Form (<http://uoft.me/PSY-MTW>)
2. Declare your absence on [ACORN](#) (Profile & Settings > Absence Declaration)
3. Email both the Request for Missed Term Work Accommodations Form AND a screenshot of your Self-Declared Absence on [ACORN](#) to the email address provided by your instructor on the course syllabus within 2 business days of the missed work.

*Note:* If you are unable to submit your documents within 2-business days, you must still email your instructor within the 2-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.

*Note:* For this semester, we do not require any additional supporting documentation (e.g. 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 midterms 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” 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 your course instructor 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” and noting “Religious conflict” in the space provided.
2. Email the form to your course instructor 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 your course instructor 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 your instructor detailing accommodations required.

For missed *ASSIGNMENTS* due to ACCESSABILITY REASONS:

- If your desired accommodation is within the scope of your Accommodation Letter (e.g. your letter includes “extensions of up to 7 days” and you need 3 days):
  1. Complete the Request for Missed Term Work Accommodations Form.
  2. Email the form and your Accommodation Letter to your instructor, specifying how many days extension you are requesting.
- If your desired accommodation is outside the scope of your Accommodation Letter (e.g. 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 your instructor detailing the accommodations required.

### Accommodation Procedure:

After submitting your documentation, you will receive a response from your instructor or TA. This form does not guarantee that you will be accommodated. 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. You are responsible for checking your official U of T email and Quercus course announcements daily, as accommodations may be time-critical.

- (1.) For missed assignments, do not wait for an instructor response to resume work on your assignment. Extension accommodations may be as short as one business day, depending on the nature of the illness/emergency. You should complete your assignment as soon as you are able and email it your instructor.
- (2.) For an anticipated event (e.g. scheduled surgery or an illness with a prolonged recovery period), submit a [Verification of Illness Form](#) completed by your doctor, AND this form to your instructor if you would like to request accommodations in advance of the assignment deadline or midterm date. Declare your future absence on [ACORN](#) (absences can be declared up to 14 days in the future).

### 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. Please make it clear in your subject line that you are requesting a second accommodation. For example, if you are given an extension but are still sick and need more time, or if you miss a make-up midterm, you must submit another request ‘Missed Term Work Accommodations’ form and declare your extended absence on ACORN.

\*\*\*Note: In the case of a missed make-up test, an opportunity to write a second make-up test may not be provided.