

PSYD23
Dyadic Processes in Psychological Development
Winter 2024

Instructor David Haley (d.haley@utoronto.ca)
Course Meetings Wednesdays, 1:00 PM–3:00 PM
HL B106
Zoom link is on Quercus Home Page

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		15%
Written reflections on the readings		15%
Group presentation + facilitated discussion		20%
Final project:		50%
• Research question with annotated bibliography (5%)		
• Individual presentation (15%)		
• Research proposal (30%)		

Class participation (15%)

This is an advanced undergraduate seminar in which enthusiastic class participation is important. Participation involves punctuality and attendance and coming to class prepared by having done the assigned readings and being prepared to discuss them. It also involves facilitating discussion, presenting a research proposal, paying careful attention to classmates' presentations and comments, showing respect for others' contributions, and offering constructive feedback, critical questions, and comments after each 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.

Written reflections on the readings (weeks 2–6) (10 reflections x 1.5% each = 15%)

To stimulate critical thinking about the reading material and to help you prepare for the seminar discussions of readings in weeks 2 through 6, I will ask you to prepare a brief critical reflection for each week's readings (in advance of each class meeting).

To structure your reflections, please answer these basic questions: What does the text say? How well does it say it? What are its weaknesses? What are the implications to society of the data, findings, theories, and/or arguments it presents?

You should aim for approximately 100 words for each reflection, or 200 words in total each week.

During weeks 2 through 6 there are two assigned readings each week; I will ask you to write a reflection on each one, for a total of 10 reflections (each worth 1.5%).

Summaries/reflections should be posted to the Discussion Board on Quercus by 11:59 pm each Monday before class.

Group presentation + facilitated discussion (weeks 2–6) (20%)

The group presentation and facilitated discussion consists of a short small-group slide presentation (8–10 minutes) to the class followed by a structured, group-facilitated class discussion (12–15 minutes). Each presentation and discussion will be focused on one reading chosen from the readings assigned on this syllabus in weeks 2 through 6.

I will ask each of you to sign up for a reading on the first day of class; group presentations and facilitated discussions begin in the second week of class.

Each discussion group is asked to submit their presentation slides as a PDF on Quercus by 11:59 pm on the day of their presentation.

Final project: Research question with annotated bibliography (5%) + individual presentation (15%) + research proposal (30%) (weeks 8–13) (50% total)

To enhance your understanding of research into social development and dyadic processes, I will ask you to write a research proposal. You may develop a topic and question that is relevant to our understanding of dyadic processes across the lifespan. There are several steps/components to the final project:

1. Annotated bibliography (5%), due March 1.

For this component of the assignment (5% of your final grade), you will conduct a literature review and choose 5 to 7 references related to your topic. First, provide a description of your research topic and question in 3 to 4 sentences. Next, you will cite each reference in APA format. Underneath each listed reference, please provide:

- Two to three sentences describing **what** that resource is about
- Two to three sentences describing **how** it relates to your research proposal topic and question as either a) the background for your research rationale/hypothesis or b) relevant information for your methods.

2. Individual class presentation (15%) due date TBD (see below). The individual presentations will take place during weeks 8–13; you will sign up for a presentation date during the first week of class. The individual class presentations provide you with an opportunity to present your research topic and question to the class, to discuss the

relevant literature you are drawing from, and to gather their feedback. Presentations should be approximately 10 minutes each, followed by 10 minutes of Q&A.

3. Research proposal (30%) is due April 8th. The research proposal should include the most essential elements of a research proposal (background, hypothesis, methods, discussion). Your revised annotated bibliography should be attached to the proposal.

The research proposal should be 5 pages long double spaced, not including the annotated bibliography or title page. The proposal will be submitted on Quercus. More information about the research proposal can be found on Quercus.

Course Readings/Schedule

Week 1 (January 10) Introductions

Week 2 (January 17) Dyadic and Mutual Regulation

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. Piazza, E. A. Hasenfratz, L., Hasson, U., and Lew-Williams, C. (2020). Infant and Adult Brains Are Coupled to the Dynamics of Natural Communication *Psychological Science* 2020, 31, 6–17.

Week 3 (January 24) Racism and Social Bias

1. Scott, K.E., Shutts, K., and Devine, P.G. (2020). Parents' Role in Addressing Children's Racial Bias: The Case of Speculation Without Evidence Perspectives on *Psychological Science* 2020, Vol. 15(5) 1178–1186.
2. Hwang et al (2021), Neighborhood racial demographics predict infants' neural responses to people of different races. *Dev Sci.* e13070.

Week 4 (January 31) Synchrony and Empathy Reduce Prejudice

1. Feldman, R. (2007). "Mother-infant synchrony and the development of moral orientation in childhood and adolescence: Direct and indirect mechanisms of developmental continuity." *American Journal of Orthopsychiatry*, 77(4), 582–597.[R]
2. Miklikowska, M. (2018). Empathy trumps prejudice: The longitudinal relation between empathy and anti-immigrant attitudes in adolescence. *Developmental Psychology*, 54(4), 703–717. [R]

Week 5 (February 7) Neural Synchrony and Shared Experience

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

Week 6 (February 14) Gender and Sex Differences + Discuss Individual presentation topics and presentation formats

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.
2. 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 7 (February 21) READING WEEK (No Class)

Week 8 (February 28): Annotated Bibliographies Due

Week 9 (March 6): Individual presentations

Week 10 (March 13): Individual presentations

Week 11 (March 20): Individual presentations

Week 12 (March 27): Individual presentations

Week 13 (April 3): Individual presentations

April 8 Research Proposal Due

Department and University Policies

Policies

Late Work Policy

Late work is not accepted in PSYD23. Any work submitted after the due date and time will receive a score of 0%. For work missed due to extenuating circumstances, please see the Psychology Department Missed Term Work Policy below. 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 Late Work Policy

Late work is not accepted in PSYC23. Any work submitted after the due date and time will receive a score of 0%. For work missed due to extenuating circumstances, please see the Psychology Department Missed Term Work Policy below. 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](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.