

COURSE SYLLABUS

FCS 5940/6940 – Attachment Theory Across the Lifespan
SPRING, 2018 Thursdays 2:00 – 4:45 p.m. AEB 220

Instructor: **Dr. Russell Isabella** Office Hours: By appointment
Office: 228 Alfred Emery Building Phone: 581-5459 email: russ.isabella@fcs.utah.edu

COURSE OBJECTIVES

This course is directed toward an examination of Attachment Theory, with the assumption that students in the class already have a basic understanding of this theory. Our focus will be on the theory itself as it pertains to development across the lifespan, as well as on research that forms the empirical basis for attachment theory, and the clinical applications of attachment theory and research.

COURSE REQUIREMENTS

It is my hope you will find this to be an informal a class as you will take during your time as a student at the U. Nevertheless, there are some expectations/requirements:

Texts: Two texts are required for this class and will serve as sources for most of the assigned readings:

1. Karen, R. (1998). Becoming Attached: First Relationships and How They Shape Our Capacity to Love. New York: Oxford University Press (available in the University Bookstore)
2. Cassidy, J. and Shaver, P.R. (Eds.) (2008) *Handbook of Attachment: Theory, Research, and Clinical Application, 2nd Edition*. Guilford

Attendance: It is expected that all students will *attend and be prepared for* all class periods. Given the central importance of attendance/participation in this course, your grade for the class will be reduced one grade level for each (and every) class missed. Thus, for one class missed, earn an 'A' and you will receive an 'A-' as your final grade; earn an 'A-' and you will receive a 'B+', etc. For 2 classes missed, earn an 'A' and receive a 'B+', earn an 'A-' and receive a 'B,' etc.

Exams: There will be **no** exams for this class.

Term Project: There will be a term project for this course. Students will be encouraged to come up with their own idea for a project that is relevant to the content of the class. The criteria for this term project are very flexible, and I will be happy to work with students to identify appropriate ideas. The overriding goal is for each student to complete a project that will be of maximum interest to them. (Note also that students are encouraged to identify potential guest speakers for the class, and this can dovetail with your term project.)

GRADING

Grades will be based on student preparedness for and participation in class discussion, and performance on the term project.

Standard University Policy Issues Relevant to this (and all) Course(s)

The following language (or its equivalent) is relatively standard in accordance with University of Utah policy and should appear on all of your course syllabi:

Students with Special Needs: The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the [Center for Disability Services](#), 162 Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations.

Academic Honesty: All honesty and plagiarism policies established by the University of Utah will be upheld in this class. Academic misconduct includes, but is not limited to, representing another's work as your own, collaborating on individual assignments, and **submitting the same work for more than one course without the permission of both instructors**. Any of these actions will not be tolerated. If you include information from outside the class or quotes in your written assignments, you must provide citations and a reference list. Avoid the urge to over-rely on quotes; a written assignment that is substantially made up of quoted material will not be considered to be your own work, even if you have used correct citations.

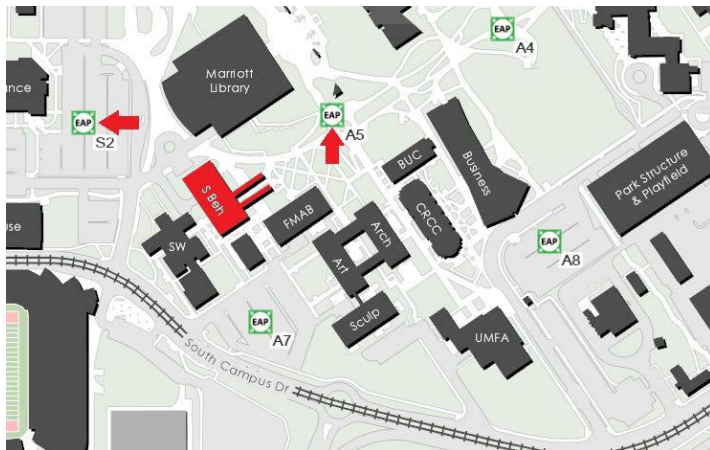
If it is discovered that you have engaged in academic misconduct of any type in this course, **the Family & Consumer Studies departmental policy states that you will be given a failing grade in the course** and be reported to the Dean and the VP for Academic Affairs, who will keep your name on record. Should you be reported more than once, you may face expulsion from the University.

For further information about the University of Utah's policies regarding academic misconduct, please refer to the

online “Code of Student Rights and Responsibilities:” <http://www.regulations.utah.edu/academics/6-400.html>

University Drop and Withdrawal Policies: You may drop this class without penalty or permission until January 19, 2018. You may withdraw from the course without permission from January 20, 2018 to March 2, 2018, but a “W” will be recorded on your academic record, and applicable tuition and fees will be assessed. After March 4, you will not be allowed to withdraw from this course. If you have any questions regarding this policy, please contact the Office of Admissions and Registrar at (801) 581-5808.

University Emergency Action Plan: Please see the following information provided by the University of Utah:



BUILDING EVACUATION

EAP (Emergency Assembly Point) – When you receive a notification to evacuate the building either by campus text alert system or by building fire alarm, please follow your instructor in an orderly fashion to the EAP marked on the map below. Once everyone is at the EAP, you will receive further instructions from Emergency Management personnel. You can also look up the EAP for any building you may be in on campus at <http://emergencymanagement.utah.edu/eap>.

CAMPUS RESOURCES

U Heads Up App: There’s an app for that. Download the app on your smartphone at alert.utah.edu/headsup to access the following resources:

Emergency Response Guide: Provides instructions on how to handle any type of emergency, such as earthquake, utility failure, fire, active shooter, etc. Flip charts with this information are also available around campus.

See Something, Say Something: Report unsafe or hazardous conditions

on campus. If you see a life threatening or emergency situation, please call 911!

Safety Escorts: For students who are on campus at night or past business hours and would like an escort to your car, please call **801-585-2677**. You can call 24/7 and a security officer will be sent to walk with you or give you a ride to your desired on-campus location.

Note: The syllabus is not a binding, legal contract. It may be modified by the instructor when the student is given reasonable notice of the modification.

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In order to maintain a positive, civil environment for learning I expect that all students will strive to meet the goals described in the University of Utah's Student Code, which states *"the mission of the University of Utah is to educate the individual and to discover, refine and disseminate knowledge. The University supports the intellectual, personal, social and ethical development of members of the University community. These goals can best be achieved in an open and supportive environment that encourages reasoned discourse, honesty, and respect for the rights of all individuals. Students at the University of Utah are encouraged to exercise personal responsibility and self-discipline and engage in the rigors of discovery and scholarship."*

Finally: All graded assignments for this course will be discarded by the middle of the Summer 2018 semester. Thus, if you have any questions regarding your assignments, you are encouraged to deal with these questions in a timely manner.

COURSE OUTLINE -- DATES TO BE AWARE OF

Following is an outline for the semester. Any changes will be noted in class. Students are responsible for reading the assigned materials prior to class.

PART I: CONCEPTUAL OVERVIEW

JAN 11 Course Introductions

JAN 18 "Attachment Theory: A Review" (Read the following two articles/chapters – see links on course home page within Canvas)

Bowlby: The Nature of the Child's Tie to His mother:

<http://www.psychology.sunysb.edu/attachment/online/nature%20of%20the%20childs%20tie%20bowlby.pdf>

Isabella: Attachment Encyclopedia Entry

JAN 25 "What do we need and how do we become who we are?" **Karen** Part I (pp 1 - 125)

FEB 1 "Measurement Breakthrough" **Karen** Part II (pp 129 – 173)

Ainsworth articles (see two links on Canvas course page)

Bretherton article (on web: http://www.psychology.sunysb.edu/attachment/online/inge_origins.pdf)

FEB 8 "Where do we go from here? The fate of early attachments" **Karen** Part III (pp 177 - 247)

FEB 15 "What will I be when I grow up?" Adulthood: **Karen** Part V (pp 361 - 408)

PART II: RESEARCH

FEB 22 Contention: Debate regarding the meaning of attachment: **Karen** Chapter 19 and Part IV (pp 248 - 357)

MAR 1 Research: The study of early attachment: **Handbook** Chapters 4 (Weinfield, et al.) and 13 (Belsky & Fearon)

MAR 8 Research: Connections between early and later attachment and Internal Working Models: **Handbook** Chapters 5 (Bretherton & Munholland) and 16 (Thompson)

MAR 15 Research: Attachment Beyond Childhood: **Handbook** Chapters 19 (Allen) and 21 (Feeney)

MAR 22 SPRING BREAK

PART III: APPLIED/CLINICAL PERSPECTIVES (tentative)

MAR 29 Parenting, Prevention and Intervention: **Handbook** Chapters 31 (Berlin, et al.) and 35 (George & Solomon) and 36 (Grossmann et al.)

APR 5 Adulthood **Handbook** Chapters 32 (Slade) and 36 (Grossmann et al.)

APR 12 Couple/Family Therapy and Divorce **Handbook** Chapter 34 (Johnson) and 39 (Feeney & Monin)

APR 19 Student Mini-Presentations: Term Projects