

COURSE SYLLABUS FCS 5940/6940 – Attachment Theory Across the Lifespan SPRING, 2012 Thursdays 3:40 – 6:30 p.m. AEB 360

Instructor: **Dr. Russell Isabella** Office Hours: By appointment
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 Also available on WebCT

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

Texts: Three textbooks are required:

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. Grossmann, K.E., Grossmann, K., & Waters, E. (Eds.) (2005). Attachment from Infancy to Adulthood: The Major Longitudinal Studies. New York: The Guilford Press. (Must find and purchase)
3. Oppenheim, D. & Goldsmith, D.F. (Eds.) (2007). Attachment Theory in Clinical Work with Children. New York: The Guilford Press. (Must find and purchase)

Attendance: It is expected that all students will attend and be prepared for every class period. 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-' for 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. 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.

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 12 Course Introduction
 JAN 19 "Attachment Theory: A Review" Reserve Readings (Bowlby; Isabella)

 JAN 26 "What do we need and how do we become who we are?" Karen Part I (pp 1 - 125)
 FEB 2 "Measurement Breakthrough" Karen Part II (pp 129 – 173)
 Ainsworth articles (on reserve)
 Bretherton article (on web: http://www.psychology.sunysb.edu/attachment/online/inge_origins.pdf)
 FEB 9 Where do we go from here? The fate of early attachments" Karen Part III (pp 177 - 247)
 FEB 16 "What will I be when I grow up?" Adulthood: Karen Part V (pp 361 - 408)

PART II: RESEARCH

- FEB 23 Contention: Debate regarding the meaning of attachment: Karen Chapter 19 and Part IV (pp 248 - 357)
 MAR 1 Research: The study of early attachment: Edited volume, Chapters 3 (Sroufe et al.) and 4 (Belsky)
 MAR 8 Research: Internal Working Models: Edited volume, Chapters 2 (Bretherton) and 10 (Main, et al.)

 MAR 15 ***Spring Break***

 MAR 22 Research: Adult Attachment: Edited Volume, Chapters 9 (Crowell & Waters) and 11 (Dozier et al.)

PART III: CLINICAL

- MAR 29 Oppenheim & Goldsmith volume – Chapters 1 and 2
 APR 5 Oppenheim & Goldsmith volume – Chapters 3 and 4
 APR 12 Oppenheim & Goldsmith volume – Chapters 8 and 9
 APR 19 Oppenheim & Goldsmith volume – Chapters 6 and 7