I. COURSE PURPOSE

This course provides an introduction to the conceptual framework of attachment theory as it pertains to new directions in social work policy, practice, research, and social justice. It describes the evolution of the theory from the work of Bowlby, Ainsworth, Main, and others. Presented are the implications of attachment research for development across the life span, as well as the usefulness of attachment theory and research in the prevention and treatment of psychosocial disorders in individuals, families, communities and society. Aggression and criminal behavior are understood as failure to develop “reflective functioning” or “mentalization,” characteristics of attachment patterns. Special emphasis is placed on the prevention of child maltreatment.

II. EDUCATIONAL OBJECTIVES

The following educational objectives will be pursued through assigned readings, lectures, class discussions, videos, and a written assignment:

1. Gain understanding of the historical context of attachment theory as traced from the works on imprinting by Konrad Lorenz to John Bowlby’s view of attachment as an evolutionary, universal, and motivational system.

2. Become familiar with the infant’s emotional experience during the first year of life and with the psychosocial states associated with disruption of attachment in the first three years of life.
3. Appreciate the continuity of attachment and the metaphor of the “internal working model,” both of which presume an ongoing interplay among emotion, cognition, and behavior in personality development throughout the life span.

4. Become familiar with pertinent facts about crime from the perspective of the social institutions of community, school, gangs, and the family, and the research correlating attachment patterns and sociopathy.

III. COURSE REQUIREMENTS

A. Required Texts [additional required readings are in e-journals]


B. Recommended Texts [on reserve in the library]


C. Other Recommended Resources

Journal: *Attachment & Human Behavior*


[http://www.psychology.sunysb.edu/attachment/](http://www.psychology.sunysb.edu/attachment/)


D. Course Assignments
1. **Paper—Due the Monday after Class 4**

Attachment theory is the most highly researched theory of human behavior, and a wealth of new research is published each year analyzing attachment processes. For this **6-7 page paper**, select a confined area of study and thoroughly read and critique a minimum of 6 journal articles selected beyond readings in the syllabus. These articles must be on recent (2000-2005) attachment research as it pertains to one of the following areas of study: (1) infant and/or early child development, (2) adolescent development, (3) adult development, (4) adult romantic relationships, (5) adult or child psychopathology, (6) cross-cultural issues, (7) clinical practice, or (8) child maltreatment and/or child welfare. **Restrict your journal articles to your topic.** The paper should be a summary and critique of the articles, including implications for practice (focus on what you’ve learned that is new and beyond the class discussions) The paper will be graded as follows: explanation of the research (30%), critique of the research (25%), implications for practice and/or policy, and recommendations for future research (30%), writing style and use of correct APA formatting (15%). **Please make copies of your articles and submit them with your final paper.**

2. **Attendance and Class Participation**

Students are expected to attend all four classes and to participate actively and meaningfully in class discussions. If you miss a class, you must prepare a written summary of the readings for that day. There will be oral presentations of selected readings, and contributions from field placement experiences are expected and welcomed.

E. **Grading Policy**

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<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Research Paper</td>
<td>70%</td>
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<tr>
<td>Attendance and Class Participation</td>
<td>30%</td>
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F. **Course and Instructor Evaluation**

NCSSS requires electronic evaluation of this course and the instructor. At the end of the semester, the evaluation form may be accessed at [http://evaluations.cua.edu/evaluations](http://evaluations.cua.edu/evaluations) using your CUA username and password. Additional, informal written or verbal feedback to the instructor during the semester is encouraged and attempts will be made to respond to requests.

IV. **CLASS EXPECTATIONS**

Revised 06/24/2006
A. **Scholastic Expectations**

Please refer to NCSSS Announcements, or appropriate Program Handbook for Academic Requirements, including scholastic and behavioral requirements. All written work should reflect the original thinking of the writer, cite references where material is quoted or adapted from existing sources, adhere to APA format, and should be carefully proof read by the student before submission to the instructor for grading.

B. **Academic Honesty**

Joining the community of scholars at CUA entails accepting the standards, living by those standards, and upholding them. Please refer to University Policy and appropriate Program Handbooks.

C. **Accommodations**

Students with physical, learning, psychological or other disabilities wishing to request accommodations must identify with the Disability Support Services (DSS) and submit documentation of a disability. If you have documented such a disability to DSS that requires accommodations or an academic adjustment, please arrange a meeting with the instructor as soon as possible to discuss these accommodations.

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**CLASS SCHEDULE**

<table>
<thead>
<tr>
<th>Class</th>
<th>Topics and Readings</th>
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<tr>
<td>1</td>
<td><strong>The Evolution of Attachment Theory</strong></td>
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**Required Readings**


Bowlby, pp. 1-38, 99-118.


**Recommended Readings** (read one of the following to discuss in class)


| 2     | **From the Strange Situation to the Adult Attachment Interview and Beyond** |

Revised 06/24/2006
Required Readings

Bowlby, pp. 119-157.


Recommended Readings (read one of the following to discuss in class)


3 Psychopathology, Family Violence, and Criminality

Required Readings

Bowlby, pp. 77-98.


Recommended Readings (read one of the following to discuss in class)


Revised 06/24/2006

4 Social Policy and Public Planning

Required Readings

Bowlby, pp. 158-180.


Recommended Readings (read one of the following to discuss in class)


Paper Assignment due the Monday after Class 4